

CHARACTERISTICS OF VOLUNTEERS FOR
THREE EDUCATION PROGRAMS OF
THE OKLAHOMA DEPARTMENT
OF WILDLIFE CONSERVATION

By

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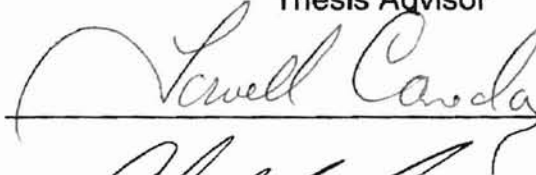
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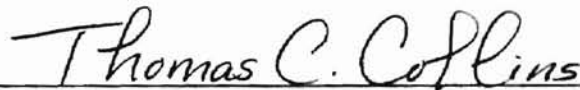
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TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM.....	1
Introduction.....	1
Background and Setting.....	2
Problem Statement.....	4
Significance of the Problem.....	4
Research Purpose and Objectives.....	5
Assumptions.....	6
Limitations.....	6
Definition of Terms.....	7
Organization of the Study.....	9
II. LITERATURE REVIEW.....	10
Introduction.....	10
Volunteerism.....	10
Volunteer Motivation.....	12
Summary.....	15
III. METHODOLOGY.....	16
Introduction.....	16
Research Design.....	16
Description of the Research Subjects.....	17
Instrumentation.....	19
Data Collection.....	23
Data Analysis.....	24
IV. RESULTS AND DISCUSSION.....	25
Introduction.....	25
Results and Discussion.....	25
Demographic Data.....	25
Volunteer Motivation.....	47

Chapter	Page
Volunteer Satisfaction.....	52
Summary.....	54
V. CONCLUSIONS AND RECOMMENDATIONS.....	56
Introduction.....	56
Conclusions.....	56
Recommendations.....	58
Overview.....	60
SELECTED BIBLIOGRAPHY.....	61
APPENDICES.....	65
APPENDIX A - INSTITUTIONAL REVIEW BOARD REVIEW FORM.....	66
APPENDIX B - SURVEY INSTRUMENT.....	68
APPENDIX C - FOLLOW-UP POSTCARD.....	77
APPENDIX D - AQUATIC RESOURCE EDUCATION VOLUNTEER INSTRUCTORS' COMMENTS.....	79
APPENDIX E - HUNTER EDUCATION INSTRUCTORS' COMMENTS...	82
APPENDIX F - PROJECT WILD FACILITATORS' COMMENTS.....	88

LIST OF TABLES

Table	Page
I. Volunteer Response Rate Overall and By Program.....	18
II. Percent of Males and Females in the Population and Respondents.....	19
III. Gender of ODWC Education Program Volunteers.....	28
IV. Marital Status of ODWC Education Program Volunteers.....	29
V. Presence of Children Under 18 in the Homes of ODWC Education Program Volunteers.....	30
VI. Ethnic Background of ODWC Education Program Volunteers.....	31
VII. Current Age of ODWC Education Program Volunteers.....	32
VIII. Residence of ODWC Education Program Volunteers.....	33
IX. Education Level of ODWC Education Program Volunteers.....	34
X. Employment of ODWC Education Program Volunteers.....	35
XI. ODWC Education Program Volunteers Who Conduct Workshops, Classes or Clinics as a Part of Their Job.....	36
XII. Total Annual Household Income of ODWC Education Program Volunteers.....	37
XIII. Amount of Personal Money Spent in a Year by ODWC Education Program Volunteers.....	38
XIV. Tax Deductions Taken for Volunteer Expenses by ODWC Education Program Volunteers.....	39

Table	Page
XV. Why ODWC Education Program Volunteers Don't Take Tax Deductions.....	40
XVI. Number of Hours Contributed in the Past Year by ODWC Education Program Volunteers.....	41
XVII. Years Volunteered by ODWC Education Program Volunteers.....	42
XVIII. Age of ODWC Education Program Volunteers When They Started Volunteering.....	43
XIX. Parental Volunteerism by ODWC Education Program Volunteers.....	44
XX. Volunteerism for Other Organizations by ODWC Education Program Volunteers.....	45
XXI. Influence on Appreciation of Outdoors of ODWC Education Program Volunteers.....	46
XXII. Ranking of Motivational Factors of Aquatic Resources Education Volunteer Instructors.....	48
XXIII. Ranking of Motivational Factors of Hunter Education Instructors.....	49
XXIV. Ranking of Motivational Factors of Project WILD Facilitators.....	50
XXV. A Comparison of the Top Five Motivational Factors for Aquatic Resources Education, Hunter Education and Project WILD Volunteers.....	51
XVI. How ODWC Education Program Volunteers Were Recruited.....	53

LIST OF FIGURES

Figure	Page
1. Maslow's Hierarchy of Needs.....	13

CHAPTER I

THE PROBLEM

Introduction

Volunteerism has a long history in the United States. Since the beginning of the country, people have been willing to come to the aid of those in need. In his *Democracy In America*, Alexis de Tocqueville noted: "When an American needs the assistance of his fellows, it is very rare for that to be refused, and I have often seen it given spontaneously and eagerly." It is this desire to help others that has lead to a strong consciousness towards volunteerism.

In today's society, volunteering is one of the most commonplace activities (McCurley and Lynch, 1996). Findings from a 1994 national survey on Giving and Volunteering in the United States revealed that in 1993, 48% of the adult population volunteered.

People volunteer for many different causes but the most common are: (1) religious organizations, (2) informal volunteering (that which is done on one's own and without any formal organization), (3) educational organizations, (4) youth development organizations, (5) health organizations and (6) human services (Hodgkinson and Weitzman, 1994). Volunteerism in environmental organizations ranked eighth with 4.9% of volunteers in the United States having assignments in environmental groups (Hodgkinson and Weitzman, 1994).

Volunteers are extremely important to environmental organizations and conservation programs whose funding is often limited. In 1984 it was estimated that volunteers donated over 6,000 hours of labor for Central Park LIVE, a

volunteer organization in New York City that is responsible for the park's maintenance (Hart, 1986). Whether it is clearing trails, helping construct outdoor classrooms at schools, monitoring the water quality of lakes and streams or teaching conservation education classes, volunteers are often critical to accomplishing the goals of the program.

Background and Setting

The Education Section of the Oklahoma Department of Wildlife Conservation (ODWC) coordinates three conservation education programs in the state: Aquatic Resources Education, Hunter Education and Project WILD. All three programs are affiliated with a national program and even though the programs are coordinated by paid staff at ODWC, all three depend on volunteers to carry out their respective missions.

The Aquatic Resources Education Program was developed as a means to promote the sport of fishing and aquatic resource awareness. It is a way to give youth, regardless of family situation, an opportunity to learn about Oklahoma's aquatic environment and teach them how to fish.

Youth fishing clinics are the main focus of the Aquatic Resources Education Program. These one-day events teach topics such as fish identification, knot tying, fish cleaning and cooking, tackle selection and use, water safety, outdoor ethics and water quality.

This program is coordinated by one person at ODWC. Over 100 clinics are conducted each year and sometimes hundreds of kids show up for a single clinic (Berg, 1996). Volunteer instructors are needed not only to help teach the different sessions at the clinics but also to insure the safety of the students.

The goal of the Oklahoma Hunter Education Program is to train hunters to be safe, responsible and knowledgeable, to reduce the number of hunting

related accidents and to preserve hunting as a traditional, legitimate sport and a tool for effective wildlife management.

Students receive their certification after they attend a 10-hour class and pass a written test. People of all ages attend hunter education classes although it is recommended they be at least 10 years old. In Oklahoma, everyone who was born on or after January 1, 1972, must have a hunter safety card to hunt big game with a gun. Additionally, everyone who was born on or after January 1, 1972, upon reaching their sixteenth birthday must have completed a hunter education course to purchase any hunting license or tag.

The program is coordinated by one person at ODWC. On average, 265 hunter education classes are held during the year. Although, game wardens are required to conduct two classes per year, volunteers are necessary to the program due to the demand for the courses and the number of people who attend courses each year. In 1995, over 12,000 people completed a hunter education course in Oklahoma (Peer, 1996).

Project WILD (Wildlife In Learning Design) is an education program that emphasizes awareness, appreciation and understanding of wildlife and natural resources. "The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends" (Western Regional Environmental Education Council, 1995). In Oklahoma, Project WILD is co-sponsored by the Oklahoma Conservation Commission although ODWC takes the lead on the day-to-day coordination of activities. Each agency provides a coordinator for the program.

The focus of Project WILD is to "teach teachers." Teachers and other youth leaders are invited to attend six-hour workshops where they receive both the

K-12 and Aquatic activity guides and learn how to incorporate the activities into their classroom or youth group.

Between 50 and 60 workshops are conducted each year in the state. It would be impossible for two coordinators, along with their other job responsibilities, to facilitate this many workshops. Volunteer facilitators also add depth to the program in that they bring their own experiences with using Project WILD to the workshops they facilitate.

Problem Statement

Knowing why volunteers participate is necessary to keeping them interested and active (Gomon, 1991). Therefore it is necessary for the program coordinators of Aquatic Resources Education, Hunter Education and Project WILD to know who their volunteers are, what motivates them and if they are satisfied with the management of the programs. This information will allow the coordinators to operate the programs in the most efficient and successful way possible.

Significance of the Problem

The Oklahoma Department of Wildlife Conservation coordinates three education programs that depend on volunteers for the success of the programs but other than the obvious (gender), the coordinators have no demographic information on the volunteers.

The coordinators also have no idea what motivates people to volunteer for these programs. Research indicates that people volunteer for conservation education programs to feel a sense of achievement, to be with other people who have similar interests and to do something meaningful or make a difference (Burrus-Bammel and Bammel, 1990).

It is also important to learn how the volunteers feel about the management of the programs. If volunteers are satisfied with how the programs are operated, they are likely to stay with the programs. This research study will allow the volunteers to give feedback to the program coordinators so they can better serve the volunteers' needs.

The coordinators feel that they would be more effective coordinators of their respective programs if they knew who their volunteers were and what motivated them. By knowing this information, the coordinators would be able to adjust how they work with their volunteers to more effectively manage the programs. This will also allow them to improve on the retention of volunteers.

Research Purpose and Objectives

The intent of this study is to learn: (1) demographic information about the people who volunteer for ODWC's education programs; (2) what motivates people to volunteer for these programs; (3) how the volunteers feel about the management of the program they volunteer for and (4) similarities and differences of volunteers between programs. The specific objectives of this study are:

1. To describe Aquatic Resources Education volunteer instructors on the basis of demographic characteristics, education level, level of participation and who influenced them.
2. To describe Hunter Education instructors on the basis of demographic characteristics, education level, level of participation and who influenced them.
3. To describe Project WILD facilitators on the basis of demographic characteristics, education level, level of participation and who influenced them.
4. To compare similarities and differences between Aquatic Resources Education volunteer instructors, Hunter Education instructors and Project WILD facilitators on the basis of demographic characteristics, education level, level of participation and who influenced them.

5. To identify what motivates Aquatic Resources Education volunteer instructors.
6. To identify what motivates Hunter Education instructors.
7. To identify what motivates Project WILD facilitators.
8. To compare the motivational factors of Aquatic Resources Education volunteer instructors, Hunter Education instructors and Project WILD facilitators.
9. To determine if ODWC education program volunteers are satisfied with the management of their respective programs.

Assumptions

Several assumptions were made during the course of this study. They are: (1) volunteers responded willingly to the survey and not because they felt pressured to do so; (2) volunteers responded honestly to the survey instrument; (3) respondents followed the proper procedure when completing the instrument and (4) reliability that was established by another researcher for the motivations of Project WILD facilitators was assumed to hold for Aquatic Resources Education and Hunter Education volunteers as well.

Limitations

Limitations to the study are: (1) the survey instrument is self-administered; (2) there is no way to address non-response bias since a census was conducted instead of a random sample survey; (3) a pilot test of the survey instrument was not conducted and (4) reliability that was established by another researcher (Gomon, 1991) was used for the motivation portion of the instrument.

Definition of Terms

Aquatic Resources Education: An education program at the Oklahoma Department of Wildlife Conservation that promotes the sport of fishing and educates future anglers.

Conservation Education: Education that focuses on the conservation of natural resources (Smith, 1988).

Education Section: One of three sections of the Information and Education Division of the Oklahoma Department of Wildlife Conservation, the Education Section is responsible for Aquatic Resources Education, Conservation Education (which includes Project WILD) and Hunter Education.

Facilitator: The term used to describe a volunteer for Project WILD. A person is certified to be a Project WILD facilitator after they attend a basic (six-hour) workshop, make application to the program coordinator and complete a weekend-long facilitator training session.

Hunter Education: An education program at the Oklahoma Department of Wildlife Conservation that promotes hunter safety, hunter responsibility and hunting as a traditional, legitimate sport and a tool for effective wildlife management.

Instructor: The term used to describe a volunteer for Hunter Education. A person is certified to be a Hunter Education instructor after they attend a ten-hour course, make application to the program coordinator, pass an open-book test, complete an interview with the game warden in their county, attend a eight-hour instructor training class and teach one hour at a hunter education course.

Motivational Factors: Reasons that motivate a volunteer to contribute time and effort to a particular program.

Oklahoma Department of Wildlife Conservation (ODWC): A state agency whose mission is the management, protection and enhancement of wildlife resources and habitat for science, education, recreation, aesthetic and economic benefits to present and future generations of citizens and visitors of Oklahoma. ODWC does not receive any state appropriated tax revenue. The Department is funded mainly by the sales of hunting and fishing licenses and grants from the federal government.

Program Coordinator: The person responsible for the implementation of Aquatic Resources Education, Hunter Education or Project WILD. One of the program coordinator's responsibilities is to manage volunteer staff.

Project WILD: An interdisciplinary conservation education program that focuses on wildlife and habitat and the interrelationship with and importance to humans.

Volunteer: A person who contributes services to an organization or program without receiving financial compensation.

Volunteer Instructor: The term used to describe a volunteer for Aquatic Resources Education. A person is certified to be an Aquatic Resources Education volunteer instructor after making application to the program coordinator and completing a six-hour volunteer instructor training session.

Volunteer Manager: A paid staff person who is responsible for volunteer management. This includes communicating with volunteers, scheduling volunteers to carry out their assigned duties and interfacing between volunteers and the agency.

Wildlife Education: Education that is concerned with the conservation of wildlife and habitat.

Organization of the Study

As noted in Chapter I, learning demographic information, motivating factors and satisfaction level of volunteers for three conservation education programs is the focus of this research study. The review of the literature in Chapter II is a compilation of research that has been done on volunteerism and motivations of volunteers. Chapter III describes the methodology that was used to obtain the data including research design and instrumentation. Results and discussion are presented in Chapter IV and Chapter V contains the conclusions and recommendations. The Institutional Review Board review form, survey instrument, follow-up postcard and summaries of comments from the respondents can be found in the Appendices.

CHAPTER II

LITERATURE REVIEW

Introduction

The review of the literature focuses on volunteerism and volunteer motivation. Also, volunteer motivating factors that were used as the basis for the motivation scale of this study are examined.

Volunteerism

America has had a history of volunteerism since colonial times but in the 1960's volunteerism came to the forefront with the creation of the Peace Corps and VISTA (Volunteers in Service to America) (Blatchford, 1974). Since then, using volunteers to accomplish goals is popular both in the private and public sector.

Wilson (1976) describes volunteerism this way: "Volunteerism is doing what you can to help, with everyone welcome to try." A more formal definition is that a volunteer is a person who contributes services without financial gain to a functional subcommunity or cause (Henderson, 1985). Henderson goes on to define volunteerism as the activity of volunteers or the entire scope of volunteer services performed without pay. She states that the "concept of 'people helping people' is what is important."

Even though volunteers are unpaid, "volunteer labor represents an important resource in the American economy" (Brown and Zahrlly, 1989). But volunteers should not be thought of only as a free source of help (Cull and

Hardy, 1974) or used only because they are "cheap labor." Volunteers should be respected for what they are; a vital part of the organization.

Volunteers perform many diverse and important jobs. Smith (1974) classified these activities as: (1) service oriented activities; (2) issue or cause oriented activities; (3) activities for self-expression; (4) activities for occupational and economic self-interest; and (5) philanthropic and fund raising activities.

Typically volunteers perform their services for non-profit organizations. However, many government agencies utilize volunteers to enhance their service capacity and efficiency (Cnaan and Goldberg-Glen, 1990; Duncombe, 1985; Garry, 1980; Luloff et al., 1984; Sundeen and Siegel, 1987; Walter, 1987). Brudney (1990) estimated that as much as 30% of volunteer programs are run by government agencies.

Many education programs that are administered by conservation agencies, either at the state or federal level, utilize volunteers. Because of limited budgets in Information and Education Divisions of natural resource agencies (Adams et al., 1988), these divisions that house educational programs must rely on volunteers. However, many agencies do not evaluate their volunteer programs because the volunteers do not receive compensation (Allen, 1987). Agencies need to evaluate these programs in terms of the characteristics of their volunteers in order to make informed decisions concerning these programs (Greene and Adams, 1991).

Who is the typical volunteer in the United States? The typical volunteer as reported by Hayghe (1991) is female, between the ages of 35 and 44, married with children, a college graduate, employed and Caucasian. In addition, he states that in general, the higher a person's income, the more likely they will participate in volunteer work.

Perhaps one of the most touching examples of volunteerism came in the aftermath of the Murrah Building bombing on April 19, 1995. People poured into the streets of downtown Oklahoma City after hearing the explosion to help victims in any way they could. Thousands of people lined up at blood banks all over Oklahoma to donate blood in the hours following the explosion. One of the volunteers, an off-duty nurse who rushed downtown after hearing the blast, was killed by falling debris. Although most volunteers are not asked to give their lives for their cause, the unselfish actions of people that day and in the weeks to follow, exemplifies the spirit of volunteerism.

Volunteer Motivation

Why do people volunteer? This question has been asked since the beginning of volunteerism. Researchers have questioned the idea that people volunteer only because of altruism (Gomon, 1991; Francies, 1983). Francies states that "volunteers will not ordinarily become involved in helping others unless they are in some sense helping themselves at the same time."

It is necessary to know about the motivation of volunteers because they allow organizations to use appropriate incentives to attract and retain volunteers (Smith, 1981). Phillips (1982) stated that "if volunteers are to remain part of the program, one needs to help them see the reality they are experiencing as congruent with their expectations of the program."

Since management is working with and through individuals to accomplish organizational goals, personnel who manage volunteer staff must understand why people do, or don't do, things (Wilson, 1976).

Wilson comments that there are two reasons why volunteer programs fail: (1) a lack of knowledge of management and organizational skills and (2) a naive and oversimplified view of people and motivation. Volunteer program

managers must be aware of what motivates the people who volunteer for the program they manage.

One of the most well-known theories of human motivation is Maslow's hierarchy of needs (Figure 1). Maslow says that all humans have various levels of needs and as we satisfy one level, we move into the next. He lists five basic human needs: (1) physiological which are the basic needs for food, water, shelter, clothing, etc.; (2) safety or the need to have security or to be safe from harm; (3) social which is the need for affiliation or closeness with others or the need to be liked; (4) esteem needs which are the needs to be rewarded or recognized as a person of value and (5) self-actualization or the need to do what the person is meant to do or is happiest doing.

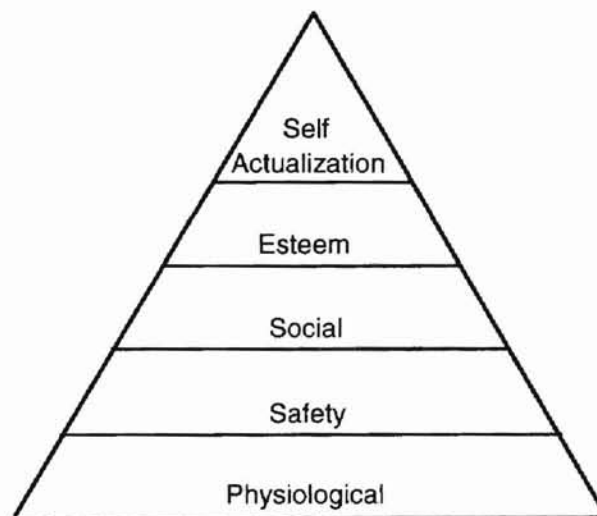


Figure 1. Maslow's Hierarchy of Needs

Maslow observed that: (1) as soon as one level of need is satisfied, we move on to the next; (2) if a basic need is not met, all other needs become unimportant and we regress on the hierarchy and (3) a met need is no longer a motivator.

How does this relate to volunteerism? We would not expect someone who is at the physiological level to be interested in being a volunteer to help other people because they are trying to meet their own basic needs. This would also apply to the safety level; if a person does not feel secure they probably are not interested in helping others. But as a person reaches the social level, they may volunteer even though it is for the reason of wanting to belong to a group. A person at the esteem level would be a volunteer in order to be recognized as a person of value. And finally, the person who has reached the level of self-actualization would volunteer because they are happy being a volunteer.

Volunteer program managers need to realize that volunteers may be at these different levels and therefore, have different needs that need to be met. The needs of volunteers can change over time, depending on the situation. The volunteer program manager must be aware of this and seek new ways to motivate volunteers (Henderson, 1983).

Gomon (1991) used three categories of volunteer motivating factors to develop the motivational scale that was adapted for this study. These categories are based on a typology developed by Clark and Wilson (1961). The three categories are: (1) personal gains, (2) solidary benefits and (3) purposive benefits.

Personal gains are intangible or tangible benefits for the individual. Some of the motivating factors in this category are to gain work related experience, to feel needed, to promote personal growth, for a sense of achievement, to demonstrate abilities, to occupy spare time, to try out different skills, for material benefits and to solve problems of direct concern.

Solidary benefits are derived from the act of associating with people. Motivational factors in this category include to meet new people, for social or

recreational activities, encouragement from peers, to be appreciated, to be respected and looked up to and for fun and excitement.

Purposive benefits are intangible rewards derived from the specific goals of an organization. Motivations here include to emphasize the goals of the organization, to contribute something important, an obligation to give something of myself, to improve my community and to help others.

Summary

In summary, volunteers play an important role in many organizations and their importance needs to be recognized. Volunteers are not just a source of free labor; a volunteer program manager should know who their volunteers are and what motivates them. Volunteers who have their needs met by the organization they volunteer for are more likely to remain with that organization. Less volunteer turnover means lower training and recruiting costs. The purpose of this study is to learn the characteristics and motivation of volunteers for the Oklahoma Department of Wildlife Conservation in order to more efficiently manage the volunteer programs.

CHAPTER III

METHODOLOGY

Introduction

The third chapter describes the methodology of this study. Permission was obtained prior to conducting the study from the Oklahoma State University Institutional Review Board (IRB) to conduct research on human subjects. The IRB review form is shown in Appendix A. A description of the research design, research subjects, instrumentation and how the data were collected and analyzed are included in this chapter.

Research Design

This study is a descriptive study that was designed to describe Aquatic Resources Education volunteer instructors, Hunter Education instructors and Project WILD facilitators and their motivation for volunteering for these programs. It also asked the volunteers if they were satisfied with the management of their respective programs. The study is a comparative study as well, in that it compares the responses between programs to look at similarities and differences between volunteers of the three programs. Data were collected by conducting a mail survey.

Description of the Research Subjects

The population that was studied are volunteers for ODWC's three education programs: Aquatic Resources Education, Hunter Education and Project WILD. It was determined that the population was small enough (N=532) to do a census instead of a random sample survey. Warde (1990) states that in a small population where it is possible for one or two individuals to perform the entire census, the census will be the more accurate method. He goes on to say that "despite the definition that a census is an examination of every element in a particular population, there will still be some elements missed. This makes the intended census a survey after all."

A database of current volunteers is maintained by each program coordinator and they provided this listing to the researcher to use for this study. All the addresses were thought to be current as all three coordinators had done a mailing to their volunteers within a couple of months of the survey being mailed. However, several surveys were returned by the postal service because people moved and their forwarding order had expired. All of these surveys had new addresses on the envelope and were remailed. As a result, only one returned survey was considered undeliverable as it was received by the researcher three days after the deadline.

The lists, as they were provided by the coordinators, had to be altered somewhat before the surveys were mailed. The Hunter Education coordinator and Project WILD coordinator (who is also the researcher) were removed from the Aquatic Resources Education volunteer list and the Aquatic Resources Education coordinator was removed from the Hunter Education and Project WILD volunteer lists. In addition, the Education Section supervisor, who oversees the programs, was removed from all three lists. Finally, the professor

who is the researcher's major advisor was removed from the Project WILD volunteer list. All of these people had input into the development of the survey instrument.

Thirteen people volunteer for two of the programs; one person volunteers for all three programs. These fourteen people were sent surveys for each of the programs they volunteer for and were asked to complete each survey as it pertained to that program.

In this study, the response rates varied by program (Table I); overall, the response rate was 55.6%. The response rate was calculated based on the number of actual contacts (Dillman, 1978). The number of respondents ($n=295$) was divided by the population or total potential respondents ($N=532$), less one that was undeliverable, to arrive at the response rate. The one that was undeliverable is not considered a nonresponse as contact was not made.

Of the 295 surveys returned, one was unusable. Part of one page was returned; the rest had been destroyed by mail processing equipment and none of the answers were readable.

TABLE I
VOLUNTEER RESPONSE RATE OVERALL AND BY PROGRAM

Group	Aquatic Resources Education	Hunter Education	Project WILD	Overall
Total Population	180	267	85	532
Respondents	76	162	57	295
Undeliverable	1	0	0	1
Nonrespondents	103	105	28	236
Unusable	0	0	1	1
Response Rate	42.5%	60.7%	67.1%	55.6%

Nonresponse error is always a concern with mail surveys. Data gathered from only those people who choose to respond may not represent the opinions of the entire population (Miller and Smith, 1983). Since a 100% response rate is all but impossible, evidence must be provided that proves the results to be true for the sample. Miller and Smith (1983) suggest one way to do this is compare the respondents to the population using known characteristics.

The only known characteristic for this population is gender. This question also was on the survey instrument. Table II compares the percentage of males and females of the population and the respondents by program.

TABLE II
PERCENT OF MALES AND FEMALES
IN THE POPULATION AND RESPONDENTS

Program	Male	Female
Aquatic Resources Education Population	83.9%	16.1%
Aquatic Resources Education Respondents	84.0%	16.0%
Hunter Education Population	93.0%	7.0%
Hunter Education Respondents	92.6%	7.4%
Project WILD Population	30.6%	69.4%
Project WILD Respondents	30.4%	69.6%

In all three programs there is a .4% or less difference between the percentage of males and females in the population and respondents. Therefore, it can be assumed that the respondents are typical of the population based on the similarity of this characteristic.

Instrumentation

A 45-question mail survey (Appendix B) was used to collect data from the volunteers. The survey consisted of three sections: (1) a scale to determine

what motivates the volunteers; (2) questions that asked the volunteers about their satisfaction with the management of the programs and (3) questions to determine demographic characteristics of the volunteers.

The 15-question motivation scale developed by Gomon (1991) was used for this study. One minor modification of Question 4 was made to ask if the volunteers were motivated by wanting to help increase wildlife education efforts instead of environmental education efforts. The researcher felt this was a more appropriate question for this population. A sixteenth question was added to Gomon's scale asking if incentive awards are a motivating factor. All three of the programs being studied offer incentive awards to their volunteers for conducting clinics, classes or workshops. These awards range from coffee mugs, wearing apparel and fishing or hunting equipment to a lifetime hunting license.

The remainder of the survey instrument was developed by the researcher (who is also the Oklahoma Project WILD coordinator) after a brainstorming session with the coordinators from the other two programs. This helped to insure that the survey instrument measured what each coordinator wanted to learn about the people who volunteer for their program. However, the instrument could not be made too specific to any one program as volunteers from all three programs were given the same survey. This was necessary in order to be able to compare the volunteers across programs.

After the instrument was developed, a panel of experts reviewed it for validity to insure that the instrument actually measures what it claims to measure. This panel consisted of the program coordinators for Aquatic Resources Education and Hunter Education, the Education Supervisor and the researcher's committee. Everyone on this panel is familiar with at least one of

the programs, volunteerism or mail surveys. The instrument was revised in accordance with the panel's suggestions.

Reliability for the motivational scale was established by the researcher who developed the scale (Gomon, 1991). Reliability was determined by conducting a pilot test with ten Project WILD facilitators and using Cronbach's alphas. This researcher made the assumption that since reliability had already been established for one group of volunteers (Project WILD facilitators), this reliability would hold for the Aquatic Resources Education and Hunter Education volunteers so no further tests of reliability were conducted.

The instrument was formatted according to many of Dillman's (1978) total design methods. These included: (1) printing the questionnaire as a booklet, (2) not having questions on the front or back "cover" pages, (3) ordering the questions by usefulness, content and type, (4) using lower case letters for questions and upper case for answers, (5) using numbers placed on the left to identify answers and (6) placing the questions vertically to establish flow.

The booklet that was mailed to the volunteers was 5.5 inches by 8.5 inches with the cover letter printed on the first page and a return address printed on the last page. The booklets had a postage stamp attached so the respondents did not have to pay postage to return the survey form. After completing the survey the volunteers had only to tape the booklet closed and drop it in the mail.

The survey questions and the content of the cover letter were the same for all three programs but for each of the programs the letter was addressed to the appropriate group ("Dear Project WILD Facilitator") and signed by that program coordinator. The researcher felt that this would increase the response rate if the volunteers received the survey from their own program coordinator. The survey forms were printed on different colors of paper for each program. This aided in

the coding procedure as the volunteers were not asked what program they volunteered for.

Dillman (1978) recommends that the first questions in a mail survey should be those that the respondent is most likely to see as useful. He also states that demographic questions should always be placed at the end of the survey. In this study the questions on volunteer motivation were first, the questions on volunteer satisfaction were placed second, and the demographic questions were last.

The volunteer motivation scale consisted of 16 Likert scale questions with four choices for the answer: not important, somewhat important, important and very important. The remainder of the questions were close-ended with the exception of four that were partially close-ended. The questions pertaining to volunteers' satisfaction with program management asked if they received sufficient guidance from the program coordinator, if they are provided with enough resources, do they receive sufficient training, how they were recruited, how much longer they plan on volunteering, if they receive adequate communication and if they thought the program had realistic and achievable goals. The demographic questions consisted of gender, marital status, if they had school-age children in the home, ethnic background, age, area of residence, education, employment and income. There were also questions that asked how much time and money they spent on the program, if they take a tax deduction for volunteer expenses, how long they've volunteered, how old they were when they started, if their parents volunteered, if they volunteer for other organizations and who was their greatest influence on their appreciation of the outdoors. Finally the volunteers were asked to comment on their program. This provided the volunteers an opportunity to praise and/or criticize the programs without being constrained by close-ended questions.

Data Collection

The survey was mailed to the volunteers on September 23, 1996. The cover letter that was included as the first page of the instrument explained the purpose of the survey and the importance of their participation. It asked that they return the completed forms by October 7, 1996, which was two weeks after it was mailed. The researcher felt that this was sufficient time and that most people who were going to take the time to complete the survey would do so within the first few days of receiving it.

The survey forms were not coded in any way so there was no chance of revealing who provided what answers. Each program coordinator works closely with their volunteers and in order to insure accurate and honest responses, the researcher felt anonymity was important especially since the researcher is one of the program coordinators. The volunteers were assured of confidentiality in the cover letter, however, when the instrument was reviewed by the Institutional Review Board, they did not feel this was adequate. The IRB wanted further clarification of confidentiality so the statement, "The forms will be shredded after the results are compiled" was added to the cover letter. The questionnaires will be destroyed at the completion of the research study.

Postcard reminders (Appendix C) were mailed on October 1, 1996. Since the survey forms were not coded and it was not known who had responded at this point, postcards were sent to the entire population. This allowed not only a reminder to those volunteers who had not responded but also a "thank you" to those that had returned a completed survey.

October 11, 1996, was the last day that surveys were accepted. Twenty-one surveys were received after this date and were not used in this study. The response rate was 55.6% (n=295). All but one survey that was returned was

usable; this one was rendered unreadable by mail processing equipment.

Some of the surveys had missing values for certain questions, usually it was for those questions perceived to be "none of our business" (income level, for example). A few of the questionnaires had one or more entire pages unanswered; these appeared to have been overlooked accidentally. Some of the respondents answered more than one response per question. These answers were recorded as a nonresponse for that item.

Data Analysis

All the data from the questionnaires were coded onto computer scan sheets by the researcher. This process insured that the transfer of data was as accurate as possible. The SAS statistical package was used to analyze the data. In the descriptive analyses the cumulative percentages did not always add up to 100 percent due to rounding error.

Research Objectives 1,2 and 3 describe volunteers from all three programs and Research Objective 4 compares volunteers from the three programs based on demographic and other characteristics. This was done by using descriptive statistics such as frequency distribution.

Research Objectives 5,6 and 7 identify what motivates volunteers from all three programs and Research Objective 8 compares the motivational factors of volunteers from the three programs. Descriptive statistics were used to rank the volunteer's motivating factors by determining the mean score for each of the 16 motivational factors.

Research Objective 9 determines if volunteers are satisfied with the management of the programs. This was determined by frequency distribution.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The intent of this research study was to learn: (1) demographic information about the people who volunteer for ODWC's education programs; (2) what motivates people to volunteer for these programs; (3) how the volunteers feel about the management of the program they volunteer for and (4) similarities and differences of volunteers between programs.

Data were analyzed based on the nine specific research objectives. The results are presented organized around these objectives.

Results and Discussion

Demographic Data

Research Objective 1: To describe Aquatic Resources Education volunteer instructors on the basis of demographic characteristics, education level, level of participation and who influenced them.

Aquatic Resources Education volunteer instructors who responded to the survey are typically male (Table III); married (Table IV); do not have children under 18 living at home (Table V); Caucasian (Table VI); between the ages of 45 to 54 (Table VII); reside in a small town (Table VIII); have received a bachelor's degree (Table IX); are a government employee (Table X); do not conduct clinics as a part of their job responsibilities (Table XI) and have a total annual household income of \$30,000 to \$39,999 (Table XII).

Additionally, the typical Aquatic Resources Education volunteer instructor spends less than \$100 of their own money in a year volunteering for this program (Table XIII); does not take a tax deduction for volunteer expenses (Table XIV) because they don't itemize deductions (Table XV); in the past year they have dedicated 11 to 25 hours to this program (Table XVI); they have been an Aquatic Resources Education volunteer instructor for one to three years (Table XVII); they started volunteering for the program when they were between 35 to 44 years old (Table XVIII); their parents were not involved in volunteer work (Table XIX); they volunteer for other organizations (Table XX) and their greatest influence on the appreciation of the outdoors was their father (Table XXI).

Research Objective 2: To describe Hunter Education instructors on the basis of demographic characteristics, education level, level of participation and who influenced them.

Hunter Education instructors who responded to the survey are typically male (Table III); married (Table IV); do not have children under 18 living at home (Table V); Caucasian (Table VI); between the ages of 45 to 54 (Table VII); reside in a rural area (Table VIII); have completed some college (Table IX); are a government employee (Table X); do not conduct classes as a part of their job responsibilities (Table XI) and have a total annual household income of \$40,000 to \$49,999 (Table XII).

Additionally, the typical Hunter Education instructor spends less than \$100 of their own money in a year volunteering for this program (Table XIII); does not take a tax deduction for volunteer expenses (Table XIV) because they didn't know they could (Table XV); in the past year they have dedicated 11 to 25 hours to this program (Table XVI); they have been a Hunter Education instructor for four to six years (Table XVII); they started volunteering for the program when they were between 35 to 44 years old (Table XVIII); their parents were not

involved in volunteer work (Table XIX); they volunteer for other organizations (Table XX) and their greatest influence on the appreciation of the outdoors was their father (Table XXI).

Research Objective 3: To describe Project WILD facilitators on the basis of demographic characteristics, education level, level of participation and who influenced them.

Project WILD facilitators who responded to the survey are typically female (Table III); married (Table IV); have children under 18 living at home (Table V); Caucasian (Table VI); between the ages of 35 to 44 (Table VII); reside in a suburban area (Table VIII); have received a bachelor's degree (Table IX); are employed by a public or private school (Table X); do not conduct workshops as a part of their job responsibilities (Table XI) and have a total annual household income of \$50,000 to \$59,999 (Table XII).

Additionally, the typical Project WILD facilitator spends less than \$100 of their own money in a year volunteering for this program (Table XIII); does not take a tax deduction for volunteer expenses (Table XIV) because they don't itemize deductions (Table XV); in the past year they have dedicated one to ten hours to this program (Table XVI); they have been a Project WILD facilitator for one to three years (Table XVII); they started volunteering for the program when they were between 25 to 34 years old (Table XVIII); their parents were not involved in volunteer work (Table XIX); they volunteer for other organizations (Table XX) and their greatest influence on the appreciation of the outdoors was their father (Table XXI).

Research Objective 4: To compare similarities and differences between Aquatic Resources Education volunteer instructors, Hunter Education instructors and Project WILD facilitators on the basis of demographic characteristics, education level, level of participation and who influenced them.

When comparing the gender (Table III) of ODWC education program volunteers by program, there are more males who volunteer for Aquatic Resources Education and Hunter Education than females. This is not surprising since more males traditionally participate in angling and hunting than females. However, there are more females who volunteer for Project WILD than males. This may be explained by the fact that most of the workshops take place in a school setting and traditionally the majority of teachers are female. Therefore, more females may be exposed to Project WILD and introduced to the idea of being a facilitator.

TABLE III
GENDER OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Male	Female
Aquatic Resources Education		
Percent	84.0	16.0
Frequency	63	12
Hunter Education		
Percent	92.6	7.4
Frequency	150	12
Project WILD		
Percent	30.4	69.6
Frequency	17	39
Total		
Percent	78.5	21.5
Frequency	230	63

n=293

The marital status (Table IV) for volunteers from all three programs is similar in that the majority from each of the programs are married. One slight difference is that the second most popular status for the Aquatic Resources Education and Hunter Education groups is divorced while the second most popular status for Project WILD is single. This may have to do with the fact that the Project WILD volunteers are a younger group. Additionally, there are more widowed Aquatic Resources Education volunteers which may relate to the fact that this group of volunteers is older than the other two. Information on the age demographic of the volunteers will be discussed later.

TABLE IV
MARITAL STATUS OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Single	Married	Divorced	Widowed	Separated
Aquatic Resources Education					
Percent	4.1	79.5	12.3	4.1	0
Frequency	3	58	9	3	0
Hunter Education					
Percent	4.4	87.6	6.8	0.6	0.6
Frequency	7	141	11	1	1
Project WILD					
Percent	10.7	80.4	7.1	0	1.8
Frequency	6	45	4	0	1
Total					
Percent	5.5	84.1	8.3	1.4	0.7
Frequency	16	244	24	4	2

n=290

The majority of Aquatic Resources Education and Hunter Education volunteers do not have children under the age of 18 in their home (Table V) while the majority of Project WILD volunteers do. This also may relate to the difference in ages of the groups.

TABLE V
 PRESENCE OF CHILDREN UNDER 18 IN THE HOMES
 OF ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Yes	No
Aquatic Resources Education		
Percent	34.7	65.3
Frequency	26	49
Hunter Education		
Percent	37.9	62.1
Frequency	61	100
Project WILD		
Percent	62.5	37.5
Frequency	35	21
Total		
Percent	41.8	58.2
Frequency	122	170

n=292

The vast majority of all three groups of volunteers are Caucasian, with Native Americans being the next largest ethnic group. There are very few volunteers of other ethnic backgrounds who volunteer for these programs. The ethnic background information is shown in Table VI.

TABLE VI
ETHNIC BACKGROUND OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	African-American	Asian	Caucasian	Hispanic	Native American	Other
Aquatic Resources Education						
Percent	4.1	0	89.2	1.4	5.4	0
Frequency	3	0	66	1	4	0
Hunter Education						
Percent	0.6	0	90.7	0	8.7	0
Frequency	1	0	146	0	14	0
Project WILD						
Percent	0	0	82.1	1.8	16.1	0
Frequency	0	0	46	1	9	0
Total						
Percent	1.4	0	88.7	0.7	9.3	0
Frequency	4	0	258	2	27	0

n=291

There are differences in the age of the three groups of volunteers (Table VII). Aquatic Resources Education and Hunter Education volunteers are an older group than Project WILD volunteers: 61.3% of Aquatic Resources Education volunteers and 60.5% of Hunter Education volunteers are 45 years old and older. In comparison, 25% of Project WILD volunteers are 45 or older. This may account for some of the differences in marital status and presence of school-age children in the home that were discussed earlier.

TABLE VII
CURRENT AGE OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Under 25	25 - 34	35 - 44	45 - 54	55 - 64	65 or Over
Aquatic Resources Education						
Percent	1.3	14.7	22.7	32.0	10.7	18.7
Frequency	1	11	17	24	8	14
Hunter Education						
Percent	0	14.2	25.3	35.2	19.8	5.6
Frequency	0	23	41	57	32	9
Project WILD						
Percent	5.4	28.6	41.1	21.4	3.6	0
Frequency	3	16	23	12	2	0
Total						
Percent	1.4	17.1	27.7	31.7	14.3	7.9
Frequency	4	50	81	93	42	23

n=293

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There are some interesting differences when looking at the area of residence of the three volunteer groups (Table VIII) Aquatic Resources Education volunteers residences are fairly evenly divided between the four areas: urban, suburban, small town and rural. The majority of Hunter Education volunteers reside in rural areas and small towns while the majority of Project WILD facilitators reside in urban and suburban areas.

TABLE VIII
RESIDENCE OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Urban	Suburban	Small Town	Rural
Aquatic Resources Education				
Percent	25.7	20.3	29.7	24.3
Frequency	19	15	22	18
Hunter Education				
Percent	13.0	21.7	29.8	35.4
Frequency	21	35	48	57
Project WILD				
Percent	27.3	32.7	16.4	23.6
Frequency	15	18	9	13
Total				
Percent	19.0	23.5	27.2	30.3
Frequency	55	68	79	88

n=290

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Some interesting points when comparing the education level (Table IX) of the different volunteer groups are: only one of the respondents did not complete high school; the majority of volunteers from all three programs have attended some level of formal education beyond high school; all Project WILD volunteers had at least some college and the percent of Project WILD facilitators who had earned a master's degree (37.5%) was almost as high as those who had received a bachelor's degree (39.3%). Additionally, more Project WILD volunteers have earned an advanced degree (46.4%) than Aquatic Resources Education (12%) and Hunter Education (20%) volunteers.

TABLE IX
EDUCATION LEVEL OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Some High School	High School	Vo-Tech	Some College	Bachelor's Degree	Master's Degree	Doctoral Degree
Aquatic Education							
Percent	1.3	9.3	10.7	22.7	44.0	9.3	2.7
Frequency	1	7	8	17	33	7	2
Hunter Education							
Percent	0	11.9	5.6	35.6	26.9	18.1	1.9
Frequency	0	19	9	57	43	29	3
Project WILD							
Percent	0	0	0	14.3	39.3	37.5	8.9
Frequency	0	0	0	8	22	21	5
Total							
Percent	0.3	8.9	5.8	28.2	33.7	19.6	3.4
Frequency	1	26	17	82	98	57	10

n=291

Table X illustrates the employment of ODWC education program volunteers. The majority of Aquatic Resources Education and Hunter Education volunteers are employed by city, state or federal government. The majority of Project WILD volunteers are employed by a public or private school (K-12) but the second most are employed by government. Also of note is the relatively high number of Aquatic Resources Education volunteers who are retired.

TABLE X
EMPLOYMENT OF ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Public or Private School	College or Univer- sity	Federal State or Local Govt	Private Business	Self- Employed	Retired	Student	Other
Aquatic Education								
Percent	2.8	4.2	35.2	21.1	5.6	23.9	0	7.0
Frequency	2	3	25	15	4	17	0	5
Hunter Education								
Percent	10.3	3.2	31.0	20.7	14.8	12.3	0.7	7.1
Frequency	16	5	48	32	23	19	1	11
Project WILD								
Percent	37.5	14.3	32.1	3.6	1.8	3.6	3.6	3.6
Frequency	21	8	18	2	1	2	2	2
Total								
Percent	13.8	5.7	32.8	17.4	9.9	13.5	1.1	6.4
Frequency	39	16	91	49	28	38	3	18

n=282

The majority of all the three groups' volunteers do not conduct classes, clinics or workshops as a part of their job responsibilities (Table XI). Therefore, most of the respondents are true volunteers. They dedicate their time to these programs because they want to, not because they are required to by their employer.

TABLE XI
ODWC EDUCATION PROGRAM VOLUNTEERS WHO CONDUCT
WORKSHOPS, CLASSES OR CLINICS AS A PART OF THEIR JOB

Program	Yes	No
Aquatic Resources Education		
Percent	29.7	70.3
Frequency	22	52
Hunter Education		
Percent	16.1	84.0
Frequency	26	136
Project WILD		
Percent	16.1	83.9
Frequency	9	47
Total		
Percent	19.5	80.5
Frequency	57	235

n=292

The majority of Aquatic Resources Education volunteers have a total annual household income of \$30,000 or more; the majority of Hunter Education and Project WILD volunteers have a total annual household income of \$40,000 or more (Table XII). This agrees with the research that a person with a higher income is more likely to volunteer.

TABLE XII
TOTAL ANNUAL HOUSEHOLD INCOME
OF ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Under 10,000	10,000 to 19,999	20,000 to 29,999	30,000 to 39,999	40,000 to 49,999	50,000 to 59,999	60,000 to 69,999	70,000 or Over
Aquatic Education								
Percent	5.8	4.4	14.5	26.1	21.7	13.0	5.8	8.7
Frequency	4	3	10	18	15	9	4	6
Hunter Education								
Percent	0	5.8	18.1	17.4	20.7	16.1	9.7	12.3
Frequency	0	9	28	27	32	25	25	19
Project WILD								
Percent	5.5	1.8	21.8	14.6	16.4	23.6	7.3	9.1
Frequency	3	1	12	8	9	13	4	5
Total								
Percent	2.5	4.7	17.9	19.0	20.1	16.9	8.2	10.8
Frequency	7	13	50	53	56	47	23	30

n=279

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The majority of ODWC education program volunteers spend less than \$100 per year of their own money volunteering for these programs (Table XIII). More Hunter Education volunteers spend \$100 or more per year (41.6%) than do Aquatic Resources Education (16.9%) and Project WILD (32.7%) volunteers.

TABLE XIII
AMOUNT OF PERSONAL MONEY SPENT IN A YEAR BY
ODWC EDUCATION PROGRAM VOLUNTEERS

Program	None	Under \$100	\$100 to \$250	\$250 to \$500	\$500 to \$750	\$750 to \$1000	Over \$1000
Aquatic Education							
Percent	18.3	64.8	12.7	2.8	0	0	1.4
Frequency	13	46	9	2	0	0	1
Hunter Education							
Percent	5.8	52.6	29.9	7.1	0.7	2.0	2.0
Frequency	9	81	46	11	1	3	3
Project WILD							
Percent	12.7	54.6	30.9	1.8	0	0	0
Frequency	7	30	17	1	0	0	0
Total							
Percent	10.4	56.1	25.7	5.0	0.4	1.1	1.4
Frequency	29	157	72	14	1	3	4

n=280

If the minimum amounts are summed in Table XIII, volunteers for all three programs spend over \$17,000 annually of their own money which is a considerable amount that is contributed to the programs by volunteers. This could be interpreted as a positive attitude towards the programs and a high level of commitment on the part of the volunteers.

Most volunteers do not take a tax deduction for the expenses they incur, even though they are allowed to do so (Table XIV). When asked why they don't (Table XV), the majority of Aquatic Resources Education and Project WILD volunteers said they don't itemize deductions. The next highest response for both programs is that they didn't know they could. The majority of Hunter Education volunteers said that they did not know they could deduct volunteer expenses. One Hunter Education volunteer even commented that "recreation expenses are not deductible."

TABLE XIV
TAX DEDUCTIONS TAKEN FOR VOLUNTEER EXPENSES
BY ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Yes	No
Aquatic Resources Education		
Percent	8.2	91.8
Frequency	6	67
Hunter Education		
Percent	13.1	86.9
Frequency	21	139
Project WILD		
Percent	18.2	81.8
Frequency	10	45
Total		
Percent	12.9	87.2
Frequency	37	251

n=288

TABLE XV
WHY ODWC EDUCATION PROGRAM VOLUNTEERS
DON'T TAKE TAX DEDUCTIONS

Program	Didn't know I could	Don't pay taxes	Too much bother	Don't itemize deductions
Aquatic Resources Education				
Percent	24.1	1.7	20.7	53.5
Frequency	14	1	12	31
Hunter Education				
Percent	38.6	1.6	28.4	31.5
Frequency	49	2	36	40
Project WILD				
Percent	31.0	0	21.4	47.6
Frequency	13	0	9	20
Total				
Percent	33.5	1.3	25.1	40.1
Frequency	76	3	57	91

n=227

Table XVI summarizes the number of hours contributed by ODWC education program volunteers in the past year. The majority of Aquatic Resources Education and Hunter Education volunteers contributed between 11 and 25 hours last year. The majority of Project WILD volunteers contributed between one and ten hours last year. One explanation of this difference is that a fishing clinic is a day-long event and Hunter Education classes are ten hours while a Project WILD workshop is six hours long. Also of note: there were no Project WILD facilitators who responded to the survey that answered "none" to the question of how many hours they have contributed in the past year. Therefore, the conclusion could be drawn that only active Project WILD facilitators responded to the survey.

TABLE XVI
NUMBER OF HOURS CONTRIBUTED IN THE PAST YEAR BY
ODWC EDUCATION PROGRAM VOLUNTEERS

Program	None	1 to 10	11 to 25	26 to 50	51 to 75	76 to 100	Over 100
Aquatic Education							
Percent	14.1	22.5	29.6	22.5	8.5	0	2.8
Frequency	10	16	21	16	6	0	2
Hunter Education							
Percent	3.2	13.9	32.9	28.5	7.6	6.3	7.6
Frequency	5	22	52	45	12	10	12
Project WILD							
Percent	0	29.6	24.1	24.1	13.0	3.7	5.6
Frequency	0	16	13	13	7	2	3
Total							
Percent	5.3	19.1	30.4	26.2	8.8	4.2	6.0
Frequency	15	54	86	74	25	12	17

n=283

Hunter Education volunteers appear to have the most longevity with the program (Table XVII) with the majority of respondents volunteering for four to six years. In addition, 25.5% of Hunter Education volunteers have been instructors for 10 or more years. The majority of Aquatic Resources Education and Project WILD volunteers have been involved from one to three years.

TABLE XVII
YEARS VOLUNTEERED BY ODWC
EDUCATION PROGRAM VOLUNTEERS

Program	Less than 1	1 to 3	4 to 6	7 to 9	10 or more
Aquatic Resources Education					
Percent	17.8	41.1	32.9	5.5	2.7
Frequency	13	30	24	4	2
Hunter Education					
Percent	3.1	23.6	29.8	18.0	25.5
Frequency	5	38	48	29	41
Project WILD					
Percent	16.4	32.7	20.0	20.0	10.9
Frequency	9	18	11	11	6
Total					
Percent	9.3	29.8	28.7	15.2	17.0
Frequency	27	86	83	44	49

n=289

The majority of Project WILD volunteers were between the ages of 25 and 34 when they began volunteering for the program while the majority of Aquatic Resources Education and Hunter Education volunteers were between the ages of 35 and 44. This information is presented in Table XVIII.

TABLE XVIII
AGE OF ODWC EDUCATION PROGRAM VOLUNTEERS
WHEN THEY STARTED VOLUNTEERING

Program	Under 25	25 - 34	35 - 44	45 - 54	55 - 64	65 or Over
Aquatic Resources Education						
Percent	5.5	15.1	27.4	26.0	8.2	17.8
Frequency	4	11	20	19	6	13
Hunter Education						
Percent	7.6	25.3	32.9	28.5	5.7	0
Frequency	12	40	52	45	9	0
Project WILD						
Percent	7.3	45.5	36.4	9.1	1.8	0
Frequency	4	25	20	5	1	0
Total						
Percent	7.0	26.6	32.2	24.1	5.6	4.6
Frequency	20	76	92	69	16	13

n=286

Some surprising results were obtained when the volunteers were asked if their parents were involved in any type of volunteer work (Table XIX). The majority of volunteers from all three programs answered "no" although for Project WILD volunteers, the margin was slim: 48.2% of their parents had volunteered while 51.9% had not. It appears that with ODWC education program volunteers, they were not influenced to volunteer by their parents' volunteerism.

TABLE XIX
PARENTAL VOLUNTEERISM
BY ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Yes	No
Aquatic Resources Education		
Percent	30.6	69.4
Frequency	22	50
Hunter Education		
Percent	27.5	72.5
Frequency	44	116
Project WILD		
Percent	48.2	51.9
Frequency	26	28
Total		
Percent	32.2	67.8
Frequency	92	194

n=286

The majority of ODWC education program volunteers also volunteer for another organization (Table XX). Project WILD volunteers are somewhat higher at 87% compared to Aquatic Resources Education volunteers and Hunter Education volunteers at 66.2% and 69.2% respectively.

TABLE XX
VOLUNTEERISM FOR OTHER ORGANIZATIONS
BY ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Yes	No
Aquatic Resources Education		
Percent	66.2	33.8
Frequency	47	24
Hunter Education		
Percent	69.2	30.8
Frequency	110	49
Project WILD		
Percent	87.0	13.0
Frequency	47	7
Total		
Percent	71.8	28.2
Frequency	204	80

n=284

WILSON COUNTY COMMUNITY COLLEGE

The volunteers were asked "who was your greatest influence on your appreciation of the outdoors" (Table XXI). This question had the highest number of missing values: 44. Most of the omissions were due to the respondents circling more than one answer for this question.

The majority of volunteers for all three programs said their father was their greatest influence. The second greatest influence for all ODWC education program volunteers was a friend or in the case of Project WILD volunteers, a friend or a teacher.

TABLE XXI
INFLUENCE ON APPRECIATION OF OUTDOORS
OF ODWC EDUCATION PROGRAM VOLUNTEERS

Program	Father	Mother	Grand- parent	Sibling	Child	Other Relative	Teacher	Youth Leader	Friend
Aquatic Education									
Percent	56.3	6.3	10.9	0	0	9.4	1.6	0	15.6
Frequency	36	4	7	0	0	6	1	0	10
Hunter Education									
Percent	49.6	0.7	7.9	4.3	0	13.7	0	3.6	20.1
Frequency	69	1	11	6	0	19	0	5	28
Project WILD									
Percent	53.2	8.5	6.4	4.3	0	4.3	10.6	2.1	10.6
Frequency	25	4	3	2	0	2	5	1	5
Total									
Percent	52.0	3.6	8.4	3.2	0	10.8	2.4	2.4	17.2
Frequency	130	9	21	8	0	27	6	6	43

n=250

Volunteer Motivation

A 16-item motivational scale was used to gather data from volunteers for each of the three programs to discover why the respondents choose to volunteer. The answers to the questions in this section are in Likert scale form with the following possible answers: not important (given the value of 1); somewhat important (given the value of 2); important (given the value of 3); and very important (given the value of 4). The mean score for each of the questions was used to rank them in order of importance.

Research Objective 5: To identify what motivates Aquatic Resources Education volunteer instructors.

Table XXII illustrates the ranking of motivational factors for Aquatic Resources Education volunteers. The top five motivating factors for Aquatic Resources Education volunteer instructors who responded are: 1) to help others; 2) to help increase wildlife education efforts; 3) to contribute something important; 4) to have fun; and 5) a commitment to the goals of the program. The least important motivating factor for Aquatic Resources Education volunteers are incentive awards.

TABLE XXII
 RANKING OF MOTIVATIONAL FACTORS OF
 AQUATIC RESOURCES EDUCATION VOLUNTEER INSTRUCTORS

Motivational Factor	Mean
To help others	3.47
To help increase wildlife education efforts	3.46
To contribute to something important	3.24
To have fun	3.15
A commitment to the goals of the program	3.10
An obligation to give something of myself	2.93
To meet new people with a common interest	2.67
For the challenge and sense of achievement	2.66
Self-fulfillment	2.58
To promote my personal growth and development	2.21
To do something that is not a normal part of my daily work	2.13
To fulfill my job duties	1.88
To gain job-related skills and experience	1.75
Encouragement from other volunteers	1.69
To gain recognition from my peers	1.24
To earn incentive awards	1.14

Research Objective 6: To identify what motivates Hunter Education instructors.

Table XXIII illustrates the ranking of motivational factors for Hunter Education volunteers. The top five motivating factors for Hunter Education instructors who responded are: 1) to help others; 2) to help increase wildlife education efforts; 3) to contribute something important; 4) a commitment to the goals of the program; and 5) an obligation to give something of myself. The least important motivating factor for Hunter Education volunteers are incentive awards.

TABLE XXIII
RANKING OF MOTIVATIONAL FACTORS OF
HUNTER EDUCATION INSTRUCTORS

Motivational Factor	Mean
To help others	3.61
To help increase wildlife education efforts	3.58
To contribute to something important	3.38
A commitment to the goals of the program	3.37
An obligation to give something of myself	2.97
To have fun	2.91
To meet new people with a common interest	2.78
For the challenge and sense of achievement	2.70
Self-fulfillment	2.62
To promote my personal growth and development	2.37
To do something that is not a normal part of my daily work	2.17
Encouragement from other volunteers	1.83
To gain job-related skills and experience	1.66
To fulfill my job duties	1.50
To gain recognition from my peers	1.27
To earn incentive awards	1.23

Research Objective 7: To identify what motivates Project WILD facilitators.

Table XIV illustrates the ranking of motivational factors for Project WILD volunteers. The top five motivating factors for Project WILD facilitators who responded are: 1) to help increase wildlife education efforts; 2) to help others; 3) a commitment to the goals of the program; 4) to have fun; and 5) to contribute something important. The least important motivating factor for Project WILD facilitators are incentive awards.

TABLE XXIV
RANKING OF MOTIVATIONAL FACTORS OF
PROJECT WILD FACILITATORS

Motivational Factor	Mean
To help increase wildlife education efforts	3.57
To help others	3.41
A commitment to the goals of the program	3.39
To have fun	3.38
To contribute to something important	3.27
To meet new people with a common interest	3.16
To promote my personal growth and development	3.02
An obligation to give something of myself	2.88
Self-fulfillment	2.88
For the challenge and sense of achievement	2.88
To gain job-related skills and experience	2.75
To do something that is not a normal part of my daily work	2.63
Encouragement from other volunteers	2.07
To gain recognition from my peers	1.68
To fulfill my job duties	1.66
To earn incentive awards	1.46

Research Objective 8: To compare the motivational factors of Aquatic Resources Education volunteer instructors, Hunter Education instructors and Project WILD facilitators.

The volunteers for the three programs basically are motivated by the same elements. There is little variation in the top five motivating factors for each program (Table XV). The top motivation for both Aquatic Resources Education and Hunter Education volunteers was to help others and second was to help increase wildlife education efforts. Project WILD volunteers reversed these two

motivating factors: the most important was to help increase wildlife education efforts and second was to help others. Aquatic Resources Education and Hunter Education had the same third most important motivating factor, to contribute something important, while Project WILD facilitators have a commitment to the goals of the program. Both Aquatic Resources Education and Project WILD volunteers say to have fun is the fourth most important reason they volunteer, while Hunter Education instructors have a commitment to the goals of the program. An obligation to give something of myself was the fifth most important motivating factor for Aquatic Resources Education and Hunter Education volunteers while wanting to contribute something important was what Project WILD facilitators said was their fifth most important reason for volunteering.

TABLE XXV
A COMPARISON OF THE TOP FIVE MOTIVATIONAL FACTORS FOR
AQUATIC RESOURCES EDUCATION, HUNTER EDUCATION
AND PROJECT WILD VOLUNTEERS

Motivational Factor	Aquatic Resources Education		Hunter Education		Project WILD	
	Mean	Rank	Mean	Rank	Mean	Rank
To help others	3.47	1	3.61	1	3.41	2
To help increase wildlife education efforts	3.46	2	3.58	2	3.57	1
To contribute something important	3.24	3	3.38	3	3.27	5
To have fun	3.15	4	2.91	6	3.38	4
A commitment to the goals of the program	3.10	5	3.37	4	3.39	3
An obligation to give something of myself	2.93	6	2.97	5	2.88	6

The volunteers from all three programs said that to earn incentive awards was not an important reason why they volunteer for these programs. It ranked last with all three groups. Several respondents commented that "these are nice to receive but it's not why I volunteer."

Volunteer Satisfaction

Ten questions asked ODWC education program volunteers about their satisfaction with the management of the programs. Questions in this section also asked the volunteers how they were recruited and how much longer they plan on volunteering.

Research Objective 9: To determine if ODWC education program volunteers are satisfied with the management of their respective programs.

Volunteers were asked if they receive sufficient guidance from the program coordinator. Each of the programs had positive responses of 90% or over. They were also asked if they are provided with enough resources to conduct classes, clinics or workshops. Once again over 90% of the respondents from each program answered yes.

When asked if they had received sufficient training before teaching the first time 93.8% of Hunter Education instructors and 92.9% of Project WILD facilitators responded yes. A noticeably lower 77.5% of Aquatic Resources Education volunteers answered yes. When asked about continuing training, 96.2% of Project WILD facilitators and 89.3% of Hunter Education instructors said that they receive adequate continuing training. Only 62.1 % of Aquatic Resources Education volunteers answered positively.

When asked how they were recruited to volunteer (Table XVI), the majority of Aquatic Resources Education volunteers replied they became interested after hearing about the program in the media and other; Hunter Education instructors mostly were encouraged by another instructor; and the majority of Project WILD facilitators became interested in volunteering after attending a workshop.

TABLE XVI
HOW ODWC EDUCATION PROGRAM
VOLUNTEERS WERE RECRUITED

Program	After attending a class	Encouraged by another	Recruited by ODWC employee	Media	Can't recall	Other
Aquatic Resources Education						
Percent	19.2	17.8	15.1	21.9	4.1	21.9
Frequency	14	13	11	16	3	16
Hunter Education						
Percent	17.2	31.9	24.2	4.5	1.9	20.4
Frequency	27	50	38	7	3	32
Project WILD						
Percent	49.1	27.3	9.1	3.6	1.8	9.1
Frequency	27	15	5	2	1	5
Total						
Percent	23.9	27.4	19.0	8.8	2.5	18.6
Frequency	68	78	54	25	7	53

n=285

The majority of people who volunteer for these programs plan on remaining a volunteer for more than ten years. Only 3.7% of respondents said that this would be their last year. When those volunteers were asked why they were quitting, the majority gave "other" as the reason, with "don't have time" and do not feel sufficiently trained" as the next popular reasons. Only one person (Hunter Education) said they were quitting due to lack of support from the program coordinator.

Over 90% of volunteers from each program said they received satisfactory communication from the program coordinator. When asked what they thought the most effective form of communication was, the majority of Aquatic Resources Education volunteers responded letters or memos as needed while the majority of Hunter Education instructors replied that a regular newsletter

was the most effective. This is what each of these groups currently receive from their coordinator. On the other hand, Project WILD facilitators currently receive letters or memos as needed but the majority of the respondents said a regular newsletter would be the most effective form of communication.

The volunteers were asked if the program they volunteer for has realistic and achievable goals. Over 95% of all respondents said yes they did. Only one person, a Hunter Education instructor replied no. But something that should be of concern to all three program coordinators is 6.7% of Aquatic Resources Education volunteer instructors, 2.5% of Hunter Education instructors and 5.7% of Project WILD facilitators say they are not familiar with the goals of the program for which they are a volunteer.

The final question of the survey was an open-ended question that asked the volunteers to comment on the program for which they volunteer. A total of 82 people or 27.8% of the respondents provided comments on the programs. By program, 32.9% of Aquatic Resources Education volunteer instructors, 28.4% of Hunter Education instructors and 19.3% of Project WILD facilitators who responded to the survey had comments on their respective program. The comments are compiled in Appendices D, E and F.

Summary

This research study provides the coordinators of Aquatic Resources Education, Hunter Education and Project WILD with important information about the people who volunteer for their programs. The program coordinators now know the demographic characteristics of the volunteers and what motivates these people to volunteer. The coordinators can use this information to make decisions concerning the management of the programs. The level of volunteer satisfaction is also known and the program coordinators can use this

information to justify changes that need to be made as well as using it as reinforcement for things that are being done right. The comments that were written in answer to the open-ended question provide valuable information and insight that was not revealed by the close-ended survey questions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Oklahoma Department of Wildlife Conservation coordinates three conservation education programs: Aquatic Resources Education, Hunter Education and Project WILD. All three programs rely on volunteers to carry out their respective missions. It is necessary for the coordinators of these programs to know who their volunteers are, what motivates them and if they are satisfied with the management of the programs. This information will allow the coordinators to operate the programs in the most efficient and successful way possible.

Conclusions

The results of this study concerning demographic information about the people who volunteer for ODWC's education programs, what motivates people to volunteer for these programs, how the volunteers feel about the management of the program they volunteer for and similarities and differences of volunteers between programs are: (1) demographic information for Aquatic Resources Education, Hunter Education and Project WILD volunteers who responded to the survey has been obtained; (2) the program coordinators now know who their volunteers are and can adjust the management of the respective programs accordingly; (3) the program coordinators know what motivates the respondents

and they can work to satisfy those needs; (4) respondents are basically satisfied with the management of the programs but there is always room for improvement; (5) the program coordinators and their superiors can now be aware of the differences in the volunteers between the three programs and should understand that each of the programs are unique and need to be managed individually and (6) the program coordinators and their superiors can see the similarities between programs and realize that the sharing of information and ideas between programs can be beneficial.

Several points came to light in this study and warrant further discussion. For example, why was the response rate of Aquatic Resources Education volunteer instructors (42.5%) so much lower than the response rate of Hunter Education instructors (60.7%) and Project WILD facilitators (67.1%)? In the past, communication with Aquatic Resources Education volunteers has been sporadic while Hunter Education volunteers receive a regular newsletter and Project WILD facilitators are sent several memos a year. The researcher believes this lack of regular communication to the Aquatic Resources Education volunteers is responsible for the lower response rate in that they may not feel as connected to the program as the Hunter Education and Project WILD volunteers. These feelings are illustrated by some of the comments of the Aquatic Resources Education volunteers who responded to the survey (Appendix D).

Ethnic diversity is absent among volunteers for all three programs. The volunteer force is 88.7% Caucasian. The program coordinators recognize that more minorities are needed as volunteers but they have been unsuccessful in recruiting minorities to volunteer. In addition, minority populations are not traditionally a large part of the hunting and fishing constituency of ODWC. Recognizing this fact, the Aquatic Resources Education and Hunter Education

coordinators will be attending a workshop in 1997 sponsored by the United States Fish and Wildlife Service on recruiting minorities to hunting and angling.

National Project WILD is addressing this issue by sponsoring the WILD in the City program which focuses on reaching minorities. Although Oklahoma Project WILD did not participate in this program, it did receive a grant in which one of the goals is to target underserved audiences. A workshop is being planned at this time that will offer stipends to minority teachers to attend a Project WILD workshop. Hopefully, this will begin to help Project WILD attract teachers of more diverse ethnic backgrounds to workshops. This is especially important because 49.1% of Project WILD volunteers who responded to the survey became interested in becoming a facilitator after attending a workshop. If Project WILD continues to recruit most of their facilitators from workshops, the only way to attract more minority facilitators is to have more minorities attend workshops.

Recommendations

The researcher suggests the following: First, volunteer program management should be made a priority in the program coordinators' job descriptions. All three of these programs are important to the mission of ODWC and volunteers are important to the goals of these programs. The more effective management of volunteers will strengthen the programs and the coordinators need to have the time to do this.

Second, the coordinators for these programs should attend training sessions in volunteer program management. None of the coordinators have any formal training in volunteer program management, only on-the-job experience. A combination of experience and training would make the coordinators better program managers.

Third, even though the respondents appeared satisfied with the overall management of the programs, some changes should be made: (1) more varied and more frequent continuing training opportunities should be made available to volunteers; (2) Aquatic Resources Education should improve on the pre-service training they provide their volunteer instructors; (3) Project WILD should publish a regular facilitator newsletter and (4) even though not a high motivational factor, incentive awards should be continued. They are a way for the program coordinators to show a small token of their appreciation to the volunteers.

Fourth, the program coordinators need to make sure that all volunteers are aware of their respective program's goals. The coordinators cannot assume that telling the volunteers once will accomplish this. No volunteers should have contact with the public if they are not aware of the goals of the program for which they volunteer.

Fifth, the program coordinators may want to follow this survey with a short questionnaire that is more directly applicable to their program in areas of concern. For example, before the Project WILD coordinator begins a facilitator newsletter, she may want to further investigate what type of newsletter the facilitators expect as to length or frequency. This will insure that the volunteers from each program are getting what they want.

Finally, this study should be repeated periodically to monitor any changes in the volunteer population. This will allow the programs to be kept as current and effective as possible.

Overview

Aquatic Resources Education, Hunter Education and Project WILD are popular conservation education programs that rely on volunteers to conduct clinics, classes and workshops. Without these volunteer instructors and facilitators, the programs would have a difficult time functioning in the capacity they do now. The information provided by this research study on volunteer demographics and motivation should help the program coordinators to better manage their programs.

Volunteers are a very special group of people and the coordinators and all employees of the Oklahoma Department of Wildlife Conservation should appreciate them for what they accomplish. These 532 people who give their time to teach kids to fish, make Oklahoma a safer place to hunt and get the Project WILD materials into the hands of educators are dedicated professionals, even though they are not compensated monetarily for the work they do.

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APPENDICES

11
11

APPENDIX A

INSTITUTIONAL REVIEW BOARD REVIEW FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-17-96

IRB#: ED-97-013

**Proposal Title: CHARACTERISTICS OF VOLUNTEERS FOR THREE
EDUCATION PROGRAMS OF THE OKLAHOMA DEPARTMENT OF
WILDLIFE CONSERVATION**

Principal Investigator(s): Ted Mills, Lisa Oneyear Anderson

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

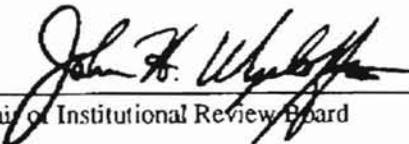
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING
THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature:



Chair of Institutional Review Board

Date: September 19, 1996

cc: Lisa Oneyear Anderson

APPENDIX B
SURVEY INSTRUMENT

Dear Project WILD Facilitator:

In order to learn more about the people who volunteer for the Oklahoma Department of Wildlife Conservation's education programs, we are conducting a survey of all volunteers for Aquatic Resources Education, Hunter Education and Project WILD. You are very important to these programs and we value the information you can provide us.

Please take a few minutes to complete this survey. It should take you no more than fifteen minutes. The information you provide is confidential. The survey form is not coded in any way so your responses are anonymous. The forms will be shredded after the results are compiled. Please return the survey by October 7.

If you volunteer for more than one of the programs, you will receive more than one questionnaire. Please answer each survey as it applies to that particular program.

Your opinions are important to us and will help us in future planning for our education programs. If you have any questions, please contact me at 1-800-965-3382. Thank you for your assistance.

Sincerely,

Lisa Anderson
Oklahoma Project WILD Co-Coordinator

Below is a list of possible reasons for being a volunteer. Please indicate the level of importance you place on each reason. Use the following scale:

N = NOT IMPORTANT
 S = SOMEWHAT IMPORTANT
 I = IMPORTANT
 V = VERY IMPORTANT

Circle the response that most nearly represents your opinion of each statement.

- | | | | | | |
|-----|---|---|---|---|---|
| 1. | To gain recognition from my peers. | N | S | I | V |
| 2. | An obligation to give something of myself. | N | S | I | V |
| 3. | A commitment to the goals of this program. | N | S | I | V |
| 4. | To help increase wildlife education efforts. | N | S | I | V |
| 5. | To promote my personal growth and development. | N | S | I | V |
| 6. | To do something that is not a normal part of my daily work. | N | S | I | V |
| 7. | To contribute to something important. | N | S | I | V |
| 8. | Self-fulfillment. | N | S | I | V |
| 9. | To gain job-related skills and experience. | N | S | I | V |
| 10. | Encouragement from other volunteers. | N | S | I | V |
| 11. | To fulfill my job duties. | N | S | I | V |
| 12. | For the challenge and sense of achievement. | N | S | I | V |
| 13. | To have fun. | N | S | I | V |
| 14. | To help others. | N | S | I | V |
| 15. | To meet new people with a common interest. | N | S | I | V |
| 16. | To earn incentive awards. | N | S | I | V |

The following questions will help the program coordinators improve the programs. Please circle the number of the appropriate response and circle only one answer per question.

1. Do you receive sufficient guidance from the program coordinator?
 - 1 YES
 - 2 NO
2. Are you provided with enough resources to conduct workshops, classes or clinics?
 - 1 YES
 - 2 NO
3. Did you receive sufficient training before you taught your first workshop, class or clinic?
 - 1 YES
 - 2 NO
 - 3 HAVEN'T TAUGHT YET
4. Do you receive adequate continuing training?
 - 1 YES
 - 2 NO
5. How were you recruited to volunteer for this program?
 - 1 BECAME INTERESTED AFTER ATTENDING A WORKSHOP, CLASS OR CLINIC
 - 2 ENCOURAGED BY ANOTHER FACILITATOR OR INSTRUCTOR
 - 3 RECRUITED BY A DEPARTMENT OF WILDLIFE EMPLOYEE
 - 4 BECAME INTERESTED AFTER HEARING ABOUT PROGRAM IN THE MEDIA
 - 5 CAN'T RECALL
 - 6 OTHER _____
6. How much longer do you plan on volunteering for this program?
 - 1 MORE THAN 10 YEARS
 - 2 6 TO 10 YEARS
 - 3 3 TO 5 YEARS
 - 4 1 TO 2 YEARS
 - 5 THIS WILL BE MY LAST YEAR
- 6A. If this is your last year to volunteer, what is your main reason for quitting?
 - 1 DO NOT HAVE TIME
 - 2 HAVE LOST INTEREST IN THE PROGRAM
 - 3 DO NOT FEEL SUFFICIENTLY TRAINED
 - 4 DISAGREE PHILOSOPHICALLY WITH SOME OF THE IDEAS OF THE PROGRAM
 - 5 LACK OF SUPPORT FROM THE PROGRAM COORDINATOR
 - 6 OTHER _____

7. Is the communication you receive from the program coordinator satisfactory?
- 1 YES
 - 2 NO
8. What is the most effective form of communication to volunteers from the program coordinator?
- 1 REGULAR NEWSLETTER
 - 2 LETTERS OR MEMOS AS NEEDED
 - 3 PHONE CALLS
 - 4 ELECTRONIC (E-MAIL OR WEB PAGE)
9. Does the program you volunteer for have realistic and achievable goals?
- 1 YES
 - 2 NO
 - 3 NOT FAMILIAR WITH THE GOALS OF THE PROGRAM

The following questions are for categorization purposes only. They will assist in developing a clearer picture of the volunteers for the Oklahoma Department of Wildlife Conservation's education program. Please circle the number of the appropriate response and circle only one answer per question.

1. Your gender:
- 1 MALE
 - 2 FEMALE
2. Your current marital status:
- 1 SINGLE (NEVER MARRIED)
 - 2 MARRIED
 - 3 DIVORCED
 - 4 WIDOWED
 - 5 SEPARATED
3. Do you have children under 18 living at home?
- 1 YES
 - 2 NO
4. Your ethnic background:
- 1 AFRICAN-AMERICAN
 - 2 ASIAN
 - 3 CAUCASIAN
 - 4 HISPANIC
 - 5 NATIVE AMERICAN
 - 6 OTHER _____

5. Your age:
- 1 UNDER 25
 - 2 25 - 34
 - 3 35 - 44
 - 4 45 - 54
 - 5 55 - 64
 - 6 65 OR OVER
6. Which best describes where you reside?
- 1 URBAN
 - 2 SUBURBAN
 - 3 SMALL TOWN
 - 4 RURAL
7. What is the highest level of formal education that you have completed?
- 1 SOME HIGH SCHOOL
 - 2 HIGH SCHOOL
 - 3 VOCATIONAL-TECHNICAL SCHOOL
 - 4 SOME COLLEGE
 - 5 BACHELOR'S DEGREE
 - 6 MASTER'S DEGREE
 - 7 DOCTORAL DEGREE
8. Which of the following best describes your current employment?
- 1 PUBLIC OR PRIVATE SCHOOL (PRE-K THROUGH 12)
 - 2 COLLEGE OR UNIVERSITY
 - 3 FEDERAL, STATE, OR LOCAL GOVERNMENT
 - 4 PRIVATE BUSINESS
 - 5 SELF-EMPLOYED
 - 6 RETIRED
 - 7 STUDENT
 - 8 OTHER _____
9. Is conducting workshops, classes or clinics for this program a part of your job responsibilities?
- 1 YES
 - 2 NO
10. What is your total annual household income?
- 1 UNDER \$10,000
 - 2 \$10,000 TO \$19,999
 - 3 \$20,000 TO \$29,999
 - 4 \$30,000 TO \$39,999
 - 5 \$40,000 TO \$49,999
 - 6 \$50,000 TO \$59,999
 - 7 \$60,000 TO \$69,999
 - 8 \$70,000 OR OVER

11. How much of your own money do you spend in a year volunteering for this program?
- 1 NONE
 - 2 UNDER \$100
 - 3 \$100 to \$250
 - 4 \$250 to \$500
 - 5 \$500 to \$750
 - 6 \$750 to \$1000
 - 7 OVER \$1000
12. Have you taken (or if this is your first year to volunteer, will you take) a tax deduction for your volunteer expenses?
- 1 YES
 - 2 NO
- 12A. If not, why?
- 1 DIDN'T KNOW I COULD
 - 2 DON'T PAY TAXES
 - 3 TOO MUCH BOTHER
 - 4 DON'T ITEMIZE DEDUCTIONS
13. How many hours have you dedicated to this program since October 1, 1995?
- 1 NONE
 - 2 1 - 10
 - 3 11 - 25
 - 4 26 - 50
 - 5 51 - 75
 - 6 76 - 100
 - 7 OVER 100
14. How many years have you volunteered for this program?
- 1 LESS THAN 1
 - 2 1 - 3
 - 3 4 - 6
 - 4 7 - 9
 - 5 10 OR MORE
15. How old were you when you started volunteering for this program?
- 1 UNDER 25
 - 2 25 - 34
 - 3 35 - 44
 - 4 45 - 54
 - 5 55 - 64
 - 6 65 OR OVER

16. Were your parents involved in any type of volunteer work?
1 YES
2 NO
17. Do you currently volunteer for any other organizations?
1 YES
2 NO
18. Who was your greatest influence on your appreciation of the outdoors?
1 FATHER
2 MOTHER
3 GRANDPARENT
4 SIBLING
5 CHILD
6 OTHER RELATIVE
7 TEACHER
8 YOUTH LEADER
9 FRIEND

If you have any comments about the program you volunteer for, please write them below:

Thank you very much for your time in completing this survey. Please tape the survey booklet closed and drop it in the mail by October 7, 1996.

Oklahoma Department of Wildlife Conservation
1801 N. Lincoln
Oklahoma City, OK 73105

LISA ANDERSON
ODWC
1801 N LINCOLN
OKLAHOMA CITY OK 73105

APPENDIX C

FOLLOW - UP POSTCARD

Dear ODWC Volunteer,

You recently received a survey concerning the education program you volunteer for at the Oklahoma Department of Wildlife Conservation. If you have not already done so, please take a few moments to complete the survey and drop it in the mail by October 7. If you need another copy of the survey, call 1-800-965-3382.

Thank you for your time in completing this survey. Your answers to these questions will help us improve the implementation of Aquatic Resources Education, Hunter Education and Project WILD in Oklahoma.

Sincerely,

Colin Berg, J.D. Peer and Lisa Anderson

APPENDIX D

AQUATIC RESOURCE EDUCATION
VOLUNTEER INSTRUCTORS' COMMENTS

"My problem is my time with the programs' time and places. I also use what I have learned unofficially in fishing derbies and kid's tournaments. And this is helping me a lot."

"I would volunteer more often if I could bring my children."

"Keep it going!"

"It is great work, I just need more time for it. I don't like the way they set the Bartlesville clinic. They said they would call me and they never did. The way I found out about it was I read it in the paper when the dates were. I may not be the best, but I try my best at what I do. Thank you."

"Great program. I have used the program in schools in Oklahoma county and with 4-H groups across the state."

"I do clinics primarily with the handicapped. The ODWC people are great to help when they are asked. But when I call or write Aquatic Resources Education department, I feel left out. I don't get a reply or material in time. Am I a part of a program or am I my own program?"

"I think it is a good program but it is hard to get a good numerous turnout of kids. Public needs to know that this program is out there for them to attend."

"The state of Oklahoma is lucky to have a fine young man like Mr. Colin Berg! Keep up the good work, Colin."

"Very rewarding."

"My major problem is recruiting volunteers, parents, etc. and having commitments kept by local ODWC folks. I have seriously thought of retiring because of this problem. I feel ODWC folks don't take this program seriously enough or just do not have the respect for their commitments."

"Keep up the good work!"

"(1) Training is lacking. Many volunteers need to know how to speak, organize and especially teach children, how to talk to different age groups, how to physically teach/demonstrate equipment use. Hints on how to hold interest. (2) Equipment – Oklahoma has poor to nonexistent displays. Colin has the new board with photos but demonstration boards with rods and reels, mounted fish, lure types, etc. enhance teaching and hold interest. Colin, you probably know who this is. God bless you and the ODWC program."

"Keep up the good work ODWC."

"Every year I look forward to doing this program for the students of the Guthrie sixth grade. My son, who is in the third grade now, can't wait until he is able to be involved in what we do."

"After I took this training in Buffalo, I tried to get a survey among sixth graders here in Guymon but they never did it. I told the game rangers in Texas and Cimarron county that I would be glad to help them with programs but no takers. The only fishing instruction I have given was during our Trout Splash weekends we had here in Guymon. I have worked individually with some youngsters but no organized event."

"If possible, more usable from the Department, i.e., fish and tank. Kids need to see what they are fishing for."

"I think it would be helpful if Colin Berg could hold some clinics out around the state such as Waurika, Lawton, Foss, Ft. Cobb, etc. Also it would be helpful to let other volunteers know when a clinic is scheduled in their area (for example within 50 miles) so they might attend to learn and assist."

"The family clinics give the impression (to me) that they are more productive."

"Colin does an excellent job. We are all lucky to have him."

"Regular newsletter would be nice."

"The primary problem that I see in regard to the clinics that I have assisted with (4) is attendance by the children. My last two clinics have had very low turnouts. This is counterproductive for the overall program and not very cost effective for the Department of Wildlife if low turnout is a problem with many clinics. I believe that we need a better commitment from the parents in regard to the clinics."

"Enjoy working on the program and find the ODWC personnel excellent to work with. However we are not getting much response from the public. We may be isolated."

"I would like to see more fishing clinics on Sundays. I can't make any of the Saturday clinics because of my job and I would really like to be involved more than just the tackle show."

"I think it is a wonderful program but we are losing volunteers due to lack of communication."

"Great program to introduce kids to outdoor activities. This will be the only chance some of these kids will get to ever experience the outdoors."

APPENDIX E

HUNTER EDUCATION
INSTRUCTORS' COMMENTS

"I think the program is well worth continuing regardless of any negative comments. Any program worth its salt is worthy of continuation, updating and expanding. I thought the expansion into the school system last year was a great innovation."

"Funds allocated for this program need to be used for this program and other areas of the Wildlife Department. Clinics and courses need to be scheduled more evenly across the state so that volunteers won't have to go so far to maintain certification."

"I believe in this program very much. I think everybody should attend a hunter safety course. I strongly think shooting should be a main factor in passing the course."

"Program seems to be accomplishing its purpose, especially from the standpoint of safety."

I believe that everyone that enjoys hunting and fishing should give back some of their time and knowledge to promote the sport or it just might be lost."

"Left out in the cold so to speak. Not enough intercounty cooperation. Our game warden has no (none) interest in hunter safety education which I find puzzling and detrimental to the people of our county!"

"I would like to see more involvement by local rangers in being able to work in the local schools. If the Department would work through the Department of Education and communicate with school superintendents this would be better."

"I have enjoyed the time I have spent teaching the youth and instructing the adults in proper hunting techniques. I only regret that the past year I have not been able to do any instruction due to a tight schedule at home and school and work."

"Why did you quit shooting at the state fair?"

"I can't say that my commitment is to the Hunter Ed program as a program. It is to help new hunters develop an image and knowledge of proper hunting ethics for the sake of the game hunted and the continuation of hunting. I see some problems with the program (in my opinion). I feel that a youngster that takes the course at nine or ten years should have to take a refresher course when they turn 16 before being able to purchase a license. I am an archer and I feel that the course should be mandatory for all seasons hunted. Don't exclude archers (deer or turkey). Those kids need it just as much as the gun hunters."

"Have especially enjoyed my association with Oklahoma Wildlife Department wardens David Kirk, Bryan Wilkerson and Hunter Ed coordinator. They are first class! Also Jay Harvey."

"I feel this program is a beneficial asset to the young people whom have not been on a hunt. I believe the information we submit them to will enable them to be better sportspersons in any activity provided by the Department. I also believe the materials will help all hunters to be more safety conscious in the home and in the field. I want to thank the Oklahoma Department of Wildlife for allowing me to participate in this program."

"The current ten hour program is much too easy, considering the serious nature of hunting and the attacks on hunting by many groups. It makes a good introduction to the various aspects of the sport but it is often all classroom instruction or at best, a minimal number (about five rounds) of live fire. I realize manpower and money limit more intense training but we should be striving to raise standards and produce better hunters rather than trying to just produce more hunters. Thanks."

"Although I have only help teach only two programs and still "green" I really enjoy volunteering for Hunter Safety."

"The men that I have worked with in Hunter Ed have almost all been very dedicated and very concerned with the goal of safety. It has been a real pleasure so far."

"I feel this is an excellent program for young people and old alike who are interested in the outdoors."

"I would like to see more instructor training courses in the northeast area. I am aware I need to attend some of these to keep my certification current but find it somewhat difficult to make the majority of them because of their central and western locations."

"Lack of continuing ed courses within a reasonable distance (100 miles one way) of my area."

"No comments at this time. Everything is OK."

"Good program. What happened to the shooting booth/trailers at the fair. It was enjoyed by lots of people and me. I miss it this year. Everybody needs it for next year."

"Do not clearly see goals for improvement with in Hunter Ed. What is the target increase in students each year? What are the goals of improvement? Quality of course? Better publicity of where courses are?"

"I enjoy doing it!"

"I think the Hunter Ed program is very important not only to our young people but all people of all ages and also to our state. I wish more hunters, fishermen, outdoorsmen would see the need for this."

"I believe the decision to exclude the airgun range from the new Wildlife Department exhibit at the state fair is a poor one. It was one of the few free exhibitions at the fair and the most popular. I have been told numerous times that it was all that many of the youngsters wanted to do. It was the only time many of these people got the chance to shoot all year. I believe the decision was motivated by internal politics in the Department and not lack of popularity, funds or any other reason. It has caused me to take a second look at the Department and program I am volunteering for."

"I believe this is an important program and should be a requirement of the education in this state to provide instruction on the safe way to handle firearms, the importance of wildlife and nature as it exists today and what can be done to preserve it."

"(1) We have a test that does not match the new booklet. (2) We have test questions that are irrelevant to safety/conservation. (3) We have worn out tapes and no money for new ones. (4) The only field funds authorized are for ammo and targets. (5) We have money to waste on t-shirts. (6) The monthly newsletter, finding new ways for volunteers to spend money from their pockets, is juvenile. (7) I do this for the kids. (8) The administration sucks."

"We need a good stock of original videos! (Not bootleg copies of copies three or four on a cassette.)"

"We need an archery class by itself. Some states require a separate safety certificate for archery. Thanks."

"I work in a public school system and the program is needed here and is very beneficial to the students. I have been involved in the program here since 1979 and I plan to continue."

"We need to offer the program as it stands but increase the amount of time allowed so we can cover more information instead of skimming the material. Some states take one week of class to cover the material."

"Great program, folks learn a lot, good speakers, teachers, glad to be a part of it. Keep up the great work!"

"I feel the number of commitments I have within all my volunteer work and job related requirements does not afford a lot of time to assist out of my area and it is hard for me to get time for the training and refresher courses."

"Would like more training aides or information on where to obtain them. Regular newsletter (maybe one a month) and information in them on new ideas and what's going on in the state in other outdoor areas; shooting, fishing, 4-H shooting sports, etc."

"We need new videos. Most of what we have are 20 to 30 years old."

"I understand budget constraints, however as volunteers we are routinely using copies of video tapes which we are asked to do for ourselves because the program coordinator does not want to compromise himself. Where does that leave us? If the ODWC requires the program and desires the program – fund the program."

"You are regulating yourself out of volunteers with this two hour renewal instructor regulation. This should apply to those instructors that work only one course every two years."

"The Hunter Education program is a very worthwhile program but I feel volunteers are left to struggle and drown or fight to make it. I personally have no knowledge of goals for the Hunter Education program other than my own personal goals. I would love to teach Aquatic Education but can't because all of the classes for instructors are on the weekend and I work shift work and director of bass tournaments. Is there such a thing as correspondence classes for instructors?"

"I love the program. I feel it is very important. I honestly feel that without this program our hunting and shooting rights would be gone in ten years."

"I enjoy what I do and wish we had more classes in this area."

"The budget allocation to the Hunter Education program should be in line with the money received by the Department as a result of the program. Recent figures show over \$700,000 received or allocated as a result of the Hunter Education program."

"I believe that Hunter Ed is the most important way in this day and age to instill in young hunters the sound practices of safety and good hunter ethics. It is something you cannot get from a computer, Nintendo or TV cartoons."

"The keyword here is volunteer. I do it because I choose to, not because I'm told I must do this or that. When that joy is taken from me I will cease to be a volunteer! I will always enjoy passing on to others the joys of experiencing our great outdoors and the reasons why safety adds to that joy and lifetime experiences."

"I firmly believe in this program. I do not agree with several of the philosophies of the NRA. To me the two most important topics of this course are ethics and safety."

"Really love the look of excitement and self-accomplishment on a student's face – when they end up shooting extremely well – having started with me as a total novice. Whether it be muzzleloading, rifle or archery, to teach individuals to shoot effectively, I find personally gratifying."

"Very good program with caring, knowledgeable volunteers. I am proud that I could help out with a program that not only helps our young people become safe hunters but also gives an opportunity to help promote our favorite pastime in a favorable light with people from Oklahoma."

The following is a letter that was written by a Hunter Education instructor in response to the question that asked for comments on the programs.

"I first thought my comments would be of no use to the program. I only teach one or two classes a year and attend the refresher course every two years.

I've never attended the banquet in Oklahoma City. So I'm not as involved as many of the others. But I do share the same problems as the people you wish to recruit. TIME! Time for work, time for family and time for myself. I have to put limits and priorities on my time. It is a valuable resource with limits to its amounts.

If you want people to give up this resource you have to give them a resource in return. It doesn't have to be material things. It could be your time or camaraderie with instructors. The banquet in Oklahoma City is nice but these people are hunter, outdoors people and sports people. Have camping trips like the old rendezvous with special instructors to share their skills.

Don't make your instructors feel like employees. An employee will only work when they are paid. But a volunteer will work anytime at their own expense if they feel needed and that you value their time.

My second idea would be to promote competition among your instructors. Not only in teaching but also in their skills as hunters. The instructors who are specialists in certain areas can help those instructors who are weak in those areas. This will build a bond among your instructors. And it will snowball into a run-off of knowledge. This information will pass through the ranks of instructors to their classes which will generate new interest in others to become Hunter Education instructors.

Get these people together in the outdoors, in competition, with the idea that hunting is not just a sport but a way of life. It's each hunter's responsibility to help every person they can to become the best hunter they can be.

Well this may or may not help. I've said my two cents worth anyway. I've enclosed a tape with a Hunter Education song I've written – maybe it will help. Thank you."

APPENDIX F

PROJECT WILD
FACILITATORS' COMMENTS

"I miss the newsletters we used to receive. It helped me to keep in touch with other facilitators and the program, i.e.: scheduled workshops, upcoming events, etc. The program seems to have lost its enthusiasm."

"Lisa Anderson and Lisa Knauf do outstanding jobs. They are very professional, easy to work with and will do anything they can do to help you, any time you ask."

"Just keep doing what you're doing! It's great!"

"Volunteerism is a great way to promote the program and use resources inexpensively, however, there's a fine line between using volunteers and just using someone. Because it requires a major time commitment, the coordinators of the program need to carefully consider the requirements they place on the facilitators. The program depends upon its volunteers and there needs to be a way to better encourage and recognize those who give of themselves."

"WILD is wonderful! Very fulfilling."

"I think Project WILD is a wonderful supplementary education program and I wish I could give more time to it."

"Project WILD was just a manual at first, then after going through the facilitator training my interest was caught immediately. Here were a group of people, so different but with a common goal. I now use the activities in the classroom and with fellow teachers. As a facilitator, I have been introduced to other resources and volunteer programs."

"I look forward to doing more for the program in the coming years. Thanks!"

"I would be happy to volunteer more of my time if I knew about workshops in my area."

"Please try to have the yearly training workshop at some other time in the spring. I always have finals, etc. as many student volunteers do. Thanks for all you do. I'm always impressed with your professionalism and great attitude!"

"Keep up the good work."

VITA

Lisa Oneyear Anderson

Candidate for the Degree of

Master of Science

Thesis: CHARACTERISTICS OF VOLUNTEERS FOR THREE EDUCATION PROGRAMS OF THE OKLAHOMA DEPARTMENT OF WILDLIFE CONSERVATION

Major Field: Environmental Science

Biographical:

Personal Data: Born in Cedar Rapids, Iowa, on December 17, 1962, the daughter of Merl and Margaret Oneyear.

Education: Graduated from Regis High School, Cedar Rapids, Iowa in May 1981; received Associate of Science degree in Equine Technology from Connors State College, Warner, Oklahoma in May 1986; received Bachelor of Science degree in Agricultural Economics from Oklahoma State University, Stillwater, Oklahoma in December 1989. Completed the requirements for the Master of Science degree at Oklahoma State University in December 1996.

Professional Experience: Education Specialist, Oklahoma Department of Wildlife Conservation, September 1992 to present.

Member: Phi Theta Kappa, Alpha Zeta, Golden Key, Gamma Sigma Delta.