

A MIXED METHODS EXAMINATION OF THE
MOTIVATIONS OF 4-H VOLUNTEER LEADERS AND
EXTENSION EDUCATORS

By

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EXTENSION EDUCATORS

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TABLE OF CONTENTS

| Chapter | Page |
|---|------|
| I. INTRODUCTION..... | 1 |
| Background..... | 1 |
| Problem..... | 5 |
| Purpose..... | 5 |
| Objectives..... | 5 |
| Scope of the Study..... | 6 |
| Assumptions..... | 6 |
| Limitations..... | 7 |
| Definition of Terms..... | 7 |
| II. REVIEW OF LITERATURE..... | 9 |
| Summary..... | 9 |
| Extension..... | 9 |
| History of Extension..... | 9 |
| Extension Educators..... | 11 |
| 4-H and Youth Development..... | 12 |
| History..... | 12 |
| Impact of 4-H and Youth Development..... | 13 |
| Volunteers..... | 15 |
| Volunteers in the United States..... | 15 |
| Studies Related to Adult Volunteers..... | 16 |
| Volunteers in Youth Organizations..... | 17 |
| Studies Related to Youth Organization Volunteers..... | 17 |
| 4-H Volunteers..... | 18 |
| Studies Related to Adult 4-H Volunteer Leaders..... | 18 |
| Motivation..... | 21 |
| Background and History..... | 21 |
| Theoretical Framework..... | 25 |
| Motivation Sources Inventory Studies..... | 29 |

| Chapter | Page |
|---|------|
| III. METHODOLOGY | 32 |
| Research Design..... | 32 |
| Population | 33 |
| Sampling | 34 |
| Research Objectives..... | 34 |
| Instruments..... | 35 |
| Motivation Sources Inventory..... | 35 |
| Validity and Reliability of the Motivation Sources Inventory..... | 36 |
| Open-Ended Questionnaire..... | 37 |
| Validity and Reliability of the Open-Ended Questionnaire | 38 |
| Pilot Study..... | 38 |
| Procedure | 39 |
| Analysis of Data..... | 40 |
| Analysis of Motivation Sources Inventory and Demographics | 40 |
| Analysis of Open-Ended Questionnaire..... | 41 |
| IV. FINDINGS..... | 43 |
| Problem | 43 |
| Purpose..... | 43 |
| Objectives | 44 |
| Objective 1 | 44 |
| Objective 2 | 48 |
| Objective 3 | 51 |
| Objective 4..... | 55 |
| V. CONCLUSION..... | 60 |
| Problem | 60 |
| Purpose..... | 61 |
| Objectives | 61 |
| Objective 1 | 61 |
| Objective 2 | 64 |
| Objective 3 | 69 |
| Objective 4..... | 73 |
| Implications..... | 75 |
| Recommendations..... | 78 |
| Research | 78 |
| Practice..... | 79 |

| | |
|---|----|
| REFERENCES | 82 |
| APPENDICES | 88 |
| Appendix A. IRB Approval | 89 |
| Appendix B. Cover Letter..... | 90 |
| Appendix C. Introduction Script..... | 92 |
| Appendix D. Motivation Sources Inventory..... | 93 |
| Appendix E. Open-Ended Questionnaire for Volunteer Leaders | 94 |
| Appendix F. Open-Ended Questionnaire for Extension Educators | 95 |
| Appendix G. Pilot Study Open-Ended Questionnaire for Volunteer Leaders | 96 |
| Appendix H. Pilot Study Open-Ended Questionnaire for Extension Educators..... | 97 |
| Appendix I. Demographics Questionnaire..... | 98 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1. 4-H Volunteer Leader and Extension Educator Demographic Characteristics | 46 |
| 2. 4-H Volunteer Leader and Extension Educator Monthly Hours | 47 |
| 3. 4-H Volunteer Leader and Extension Educator Alumni Status | 47 |
| 4. 4-H Volunteer Leader and Extension Educator Children or Grandchildren Participation in 4-H | 48 |
| 5. Motivation Sources Inventory Results of Volunteer Leaders..... | 49 |
| 6. Motivation Sources Inventory Results of Extension Educators | 52 |
| 7. Comparison of MSI Results for 4-H Volunteer Leaders and Ext. Educators..... | 55 |
| 8. Independent Samples t-test: Levene's Test Results..... | 56 |
| 9. Independent Samples t-test: MSI Scores of Volunteer Leaders (VL) and Extension Educators (EE) | 56 |
| 10. Themes of volunteerism for 4-H Volunteer Leaders and Extension Educators... | 59 |
| 11. Themes of the Volunteer Leaders in Relationship to Sources of Motivation | 68 |
| 12. Themes of the Extension Educators in Relationship to Sources of Motivation... | 73 |

LIST OF FIGURES

| Figure | Page |
|---|------|
| 1. Work Motivation..... | 26 |
| 2. 4-H Volunteer Leaders' Ratio Analysis of Motivation Sources..... | 65 |
| 3. Extension Educator's Ratio Analysis of Motivation Sources..... | 69 |

CHAPTER I

INTRODUCTION

“Volunteers are the only human beings on the face of the earth who reflect this nation's compassion, unselfish caring, patience, and just plain love for one another.”

Erma Bombeck

With this quote Erma Bombeck summarized the impact volunteers have had on America as a country. The foundations of the country can be linked to the work of volunteers, from the first settlers who helped their neighbors build homes, plant crops, and keep each other safe in a new land to the militias who volunteered to fight for American independence to the ‘Molly Pitchers’ of the battle fields bringing water and help to fatigued soldiers (Ellis & Noyes, 1990). This spirit of help and volunteerism continued through out history. The sense of volunteerism could be found with the families who helped to shelter slaves moving along the Underground Railroad, the women who spent time with soldiers traveling west at the canteen stops during World War II, and to the millions of adults who volunteer with youth organizations today (Ellis & Noyes, 1990). Today the adults who work with youth organizations around the country spend millions of their hours helping to teach, grow, and develop the future of America. All these individuals have given their time to something larger than themselves and continued the tradition of Americans as volunteers.

With the tradition of volunteerism in mind, it is of no surprise that American's contributed a significant amount of time volunteering. In 2011, 64.3 million people volunteered (Bureau of Labor Statistics, 2012). These individuals provided 8.1 billion hours of volunteer service to local and national organizations (Corporation for National & Community Service, 2011). What about in Oklahoma? Does the spirit of volunteerism exist in the state of Oklahoma as well? In 2010, 795,235 Oklahoman's volunteered almost 93 million hours (Corporation for National & Community Service, 2011). These individuals' volunteer activities included tutoring or teaching, mentoring youth, fundraising, collecting and distributing food, and helping with labor.

Several groups benefit from the help of volunteers, however two types of organizations, religious organizations and youth education organizations, comprise over 50% of the volunteer activities in the United States (Bureau of Labor Statistics, 2012). Youth education organizations include many of the youth development groups in the country. These groups include the Boy Scouts of America, Girl Scouts of the USA, Big Brothers/Big Sisters, Campfire USA, and 4-H. The Boy Scouts of America utilize the help of 1.2 million volunteers every year (Boy Scouts of America, 2012). In Oklahoma, 2,400 adults volunteer with the Girl Scouts of Eastern Oklahoma (Girl Scouts of Eastern Oklahoma, 2012). The National 4-H organization utilized the help of over 500,000 volunteers in 2010 (National 4-H, 2011).

Much of the work accomplished by 4-H was done with the help of volunteers (White & Arnold, 2003). "Volunteers are the lifeblood of who we [extension] are and what we do" (Vetter, Hall, & Schmidt, 2009, p 1). Volunteers have been part of the 4-H program since the early 1900s (Lowrie, 1987). Individuals worked with youth helping them undertake educational, hands-on projects (Smith & Finley, 2004). Volunteers brought with them a wealth of experiences and knowledge that could not be replicated and were able to support youth in experiences beyond the traditional classroom (Sanford, Armour, & Stanton, 2010).

But why do individuals choose to volunteer? What motivates them to work with organizations such as Boy Scouts, Girl Scouts, and 4-H? Studies have been conducted that examine the volunteers for organizations such as the Boy Scouts and Girl Scouts. One study found Boy Scouts in the state of Pennsylvania volunteered for altruistic reasons (Pearlman, 2007). One reason the volunteers participated in the program was to help pass on the values of the scouts to the next generation (Pearlman, 2007). Connolly, (2009) examined a group of Girl Scout volunteer leaders in southwest Texas. During the study many of the motivations described by the scout leaders were also described as altruistic reasons by the author (Connolly, 2009).

Along with the Boy Scouts of America and the Girl Scouts of the USA, the Cooperative Extension System and 4-H have relied on the work of volunteers. Because much of the work done by 4-H is done with the help of volunteers, understanding what motivated people to volunteer became an area of research focus. Several studies were conducted examining the reasons people volunteer with Extension and 4-H (Rouse & Clawson, 1992; Culp, 1997; Culp & Schwartz, 1998; Rohs, Stribling, & Westerfield, 2002; Fritz, Karmazin, Barbuto, & Burrow, 2003; Smith & Finley, 2004; Schmiesing, Soder, & Russell, 2005). The studies examined the motivations using survey research. These studies continued to find different reasons for individuals volunteering including the need for affiliation and achievement. Several of the studies also found many volunteers participated because their children were involved in the program.

Another area of research focused on the motivations of those responsible for the administration of such programs. Some studies examined the employee motivation of Extension educators (Lindner, 1998; Strong & Harder, 2009; Schmitt & Bartholomay, 2009; Kroth & Peutz, 2011). The studies found that many of the educators were motivated by interesting work, good wages, and appreciation of the work done. These studies were conducted using survey research methodology as well. The information gathered was quantitatively analyzed. The studies

examining the motivations of paid employees also found different reasons individuals worked with Extension.

To understand how adult 4-H volunteers and Extension educators work together, one must first understand what Extension does, the purpose and goals of 4-H, and how the two are intertwined. Cooperative Extension was formally created with the passage of the Smith – Lever Act of 1914 (Cooperative State Research, Education, and Extension Services [CSREES], 2011). The act created a cooperative program between the federal government, state land-grant universities, and local citizens. Cooperative Extension was charged with providing science-based educational programs to help individuals solve local issues and concerns, promote leadership and manage resources wisely (Oklahoma Cooperative Extension Services, 2012.). As part of this goal, Cooperative Extension focuses on the areas of agriculture, family and consumer sciences, youth development, natural resources management, community and rural development, and leadership development. To accomplish this task, Cooperative Extension educators are responsible for developing programming to educate the people of their communities on these topics. One area of focus has developed and expanded to meet the changing needs of the youth in communities across the country.

What area is that? It is 4-H. 4-H serves as the youth development organization for the 109 land-grant universities across the country and is part of Cooperative Extension (Seevers, Graham, Gamon, Conklin, 1997). Reaching over 6 million youth members in urban centers, suburban neighborhoods, and rural communities, providing learning through hands on experiences (National 4-H, 2012). 4-H supports the learning and development of youth ages 9 to 19. 4-H provides for hands on learning in the areas of science, citizenship, and healthy living (National 4-H, 2012)

Extension and 4-H are found in every state in the US, including Oklahoma. In Oklahoma an Extension educator can be found in every one of the 77 counties. In addition 4-H clubs are

present in each county. In 2010 there were 220,000 youth enrolled in 4-H programs across Oklahoma (Oklahoma 4-H Youth Development, 2011).

Problem

Oklahoma 4-H's goal is to provide programs that help youth reach their full potential (Oklahoma 4-H, 2010). Toward this end 8,500 volunteer leaders have worked closely with Extension educators to create meaningful experiences to encourage the growth of these youth (Oklahoma 4-H, 2010). But are the adult 4-H volunteer leaders and Extension educators motivated by the same source? Previous research had not examined the motivations of both volunteer leaders and those responsible for the administration of the programs. The current literature lacks any comparison of these two groups who work closely together. In addition, studies have not described a deeper meaning of volunteering. The current literature provides a label for the source or kind of motivation but does not examine the essence and meaning of volunteering. To better understand the phenomenon of volunteerism and the administration of volunteers, a thick and rich description of the meaning behind ones intent to volunteer is needed.

Purpose

The purpose of this study was to identify the source of motivation, then examine the motivations of 4-H volunteer leaders and Extension educators. The study sought to identify, describe, and compare the motivations of 4-H volunteer leaders and Extension educators using thick and rich descriptions to determine the essence of individuals' motivation to volunteer.

Objectives

Specific objectives in meeting the purpose of this study were to:

1. Describe the personal and professional characteristics of select Oklahoma 4-H volunteer leaders and select Oklahoma Extension educators.

2. Determine the motivations of select Oklahoma 4-H volunteer leaders based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
3. Determine the motivations of select Oklahoma Extension educators based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
4. Compare the motivations of the volunteer leaders and educators using both the Motivation Sources Inventory and open-ended questions.

Scope of the Study

This study included all 4-H volunteer leaders and Extension educators who attended the Northeast district Volunteer and Family Conference on May 5, 2012. The conference was held at Okemah High School in Okemah, OK.

Assumptions

The study was conducted under the following assumptions:

1. 4-H volunteer leaders would respond honestly to the questionnaire based on their experiences as volunteers.
2. Extension Educators would respond honestly to the questionnaire based on their experiences as educators working with volunteers.
3. All 4-H volunteer leaders had completed the mandatory volunteer training required of 4-H club leaders.
4. The meta-theory of motivation could be used to describe the motivations of the select 4-H volunteer leaders.
5. The meta-theory of motivation could be used to describe the motivations of select Extension educators.

Limitations

The following limitations were identified for this study:

1. The results of this study cannot be generalized beyond the select Oklahoma 4-H volunteer leaders who were invited to participate in the study.
2. The results of this study cannot be generalized beyond the select Oklahoma Extension educators who were invited to participate in the study.

Definition of Terms

The following terms were defined as follows for use in this study.

Volunteer Leader: “coordinates the overall club program and the activities of members and other leaders. He or she serves as the club's communication link with the County Extension staff and the 4-H and Youth Council” (Oklahoma 4-H Online, 2010). Volunteer leaders are required to complete mandatory training (Oklahoma 4-H Online, 2010).

Extension Educator: “Job duties for an Oklahoma Cooperative Extension professional include, but are not limited to, the following: assess county needs, prepare and deliver specific programs to the public, use a variety of educational methods to deliver programs, provide educational leadership for adult and youth programs, evaluate program effectiveness, recruit, train, and develop lay leaders, respond to client requests for specific information and technical assistance, coordinate 4-H activities, develop and maintain public relations, perform administrative functions, and pursue a professional development plan” (Oklahoma Cooperative Extension Services Online, 2012).

4-H: 4-H is the youth development organization for Cooperative Extension Services. The organization utilizes expertise of local volunteers, county extension staff, university staff, and the USDA to provide youth and their families with skills to become productive members of the community (National 4-H, 2011).

Motivation: Motivation is the force that energizes, directs, and sustains behaviors
(Leonard, Beauvais, Scholl, 1999).

CHAPTER II

REVIEW OF LITERATURE

This review of literature provides an overview of previous scholarship related to Extension, volunteers, and motivations. Major sections of the review of literature include the history of extension, extension educators, 4-H and youth development, history of 4-H, impact of 4-H and youth development, volunteers in the United States, studies related to volunteers, volunteers in youth organizations, studies related to youth organization volunteers, 4-H volunteers, research related to 4-H volunteers, history and background of motivation theories, the Metatheory of the Integrated Sources of Motivation, and Studies related to the Motivation Sources of Inventory.

Extension

History of Extension

Extension as it is seen today was created with the passage of the Smith–Lever Act of 1914. The Smith–Lever Act established Cooperative Extension creating an extension service that served the communities in every state with the cooperation of the land grant institution, the United States Department of Agriculture (USDA), and the local community itself (True, 1928). However, Extension’s roots reach further back to early America. Local agricultural societies were formed to serve as way to promote the increased production of food for America (True, 1929). Early societies could be found in prominent cities including Philadelphia, New York City,

Baltimore, and New Haven (True, 1929). The societies continued to flourish as the county expanded and grew.

The Morrill Act of 1862 established a land–grant university in every state (CSREES, 2011; True, 1928; True, 1929). The Morrill Act allotted government land to each state for the establishment of a university focused on the education of agriculture, home economics, mechanical arts, and other practical professions. The Hatch Experiment Station Act formally established experiment stations in conjunction with the land–grant institutions and provided federal funding for the experiment stations (True, 1929). During this time, Seaman A. Knapp was hired by the USDA to serve as a special agent to demonstrate the advantages of diversified farming (Green, 1990). Knapp spent a great deal of time traveling around the states of Louisiana and Texas using demonstration methods to show farmers proper agricultural techniques (Green, 1990; True, 1929). As Knapp’s efforts expanded, he was allowed to hire agents who worked under him to expand the reach of these demonstration efforts. Knapp has been recognized as the father of Extension (Green, 1990). The Smith–Lever Act established Cooperative Extension creating an extension service that served the communities in every state with the cooperation of the land grant institution, the United States Department of Agriculture (USDA), and the local community itself (True, 1928). This partnership insured that agricultural extension was “developing practical applications of research knowledge and giving instruction and practical demonstrations of existing or improved practices or technologies in agriculture” (CSREES, 2011).

Extension in 2011 focuses on six major areas: 4-H youth development, agriculture, leadership development, natural resources, family and consumer sciences, and community and economic development. Each area provides crucial information and training to meet the changing needs of the United States (CSREES, 2011.). 4-H youth development provides important life skills for youth that creates productive and contributing members for society (Oklahoma 4-H, 2010). Agriculture provided research and educational programs to local farmers and ranchers to

ensure the continued production of a stable food crop through various outlets (CSREES, 2011). Leadership development provided training for the continued delivery of programs in the other five areas by extension personnel and volunteers (CSREES, 2011). Natural Resources provided education to homeowners, landowners, and businesses on conservation and the environment. This includes programs on water quality, waste management, composting, and recycling (CSREES, 2011). Family and consumer sciences provided (FCS) families with the tools to live healthy, happy, and resilient lives. Programming in FCS includes healthy eating skills, food preparation, financial management, family communication skills, and health care strategies (CSREES, 2011). The final area of focus for Extension was community and economic development. Community and economic development provided programming for local governments and businesses in the topics of job creation and retention, small business development, emergency response efforts, tourism, and workforce education (CSREES, 2011). In 2011, 2,900 county offices can be found across the country (CSREES, 2011). In Oklahoma there is an office in each of the 77 counties in the state (Oklahoma Cooperative Extension,2012). At every one of the offices is an employee of Oklahoma State University who is responsible for programming in each of the areas. This employee is known as an Extension educator.

Extension educators

Extension educators have varied and different roles in their day to day jobs. Included in their job duties are the following responsibilities:

- Assess county needs
- Prepare and present programs to the public
- Provide educational leadership for adult and youth programs
- Evaluate program effectiveness
- Recruit, train, and develop leaders
- Respond to requests for information and technical assistance
- Coordinate 4-H activities
- Develop and maintain public relations

Educators must contend with the changing world around them including new technologies, changing cultural and economic conditions, and increased environmental concerns while providing the most up-to-date information to the public (Oklahoma Cooperative Extension, 2012).

A career such as Extension education requires individuals to be motivated and excited for their position. Several studies were conducted to examine what motivates Extension educators and what effect the motivation has had on them in relation to their careers. One study found three important reasons for the educators to stay in their position: job satisfaction, mentoring, and reward systems (Strong & Harder, 2009). Educators who were motivated because they found their job satisfying were content to stay and work in Extension. Mentoring was also important. The educators who found a mentor were likely to stay and continue in careers in Extension (Strong & Harder, 2009).

As previously stated educators are responsible for the development of several different program areas. One of the largest programs is 4-H and youth development. As one of the largest youth programs in the country, it has developed life skills in millions of children across the country (Rasmussen, 1989). Youth development and 4-H have a long history in Extension and has been one of the most visible parts of Extension.

4-H and Youth Development

History

4-H began with boys corn clubs and girls canning clubs of the late 1890s (Seevers, Graham, Gamon, & Conklin, 1997). During this time the early researchers at land-grant universities were working to spread the news about new innovations in the production of crops. However, it was noticed that adults were not readily accepting the new technology (Seevers, et al., 1997). To combat this, early 'Extension' agents used young people to spread the news of the technologies through the corn and canning clubs (Seevers, et al., 1997). Clark County, Ohio is recognized as the birthplace of the 4-H program when A.B. Graham started boys and girls corn

club (Seevers, et al., 1997). When Oscar B. Martin and O. H. Benson were appointed as field agents to the USDA, the idea of the boys and girls clubs or 4-H clubs, as they were starting to be recognized as, was taken to Washington (Rasmussen, 1989). With the passage of the Smith-Lever Act of 1914, boys and girls clubs were formally recognized as part of the work of Cooperative Extension Services (Seevers, et al., 1997). By 1924 the USDA offered 4-H club charters as more clubs were organized (Seevers, et al., 1997).

4-H has changed from the original corn and canning clubs but continues to reach over six million youth in all parts of the country (National 4-H, 2012). 4-H is found in rural, suburban, and urban communities in every state in the country. 4-H continues to tackle some of the leading issues including global food security, sustainable energy, childhood obesity, and food safety (National 4-H, 2012). At the heart of these efforts is youth and leadership development.

Impact of 4-H and Youth Development

4-H has a long history of promoting youth development including shaping students into leaders for the next generation. The mission of 4-H “is to provide meaningful opportunities for youth and adults to work together to create sustainable community change” (National 4-H, 2012). As part of this Miller (1976) defined the leadership and life skills developed in the 4-H program into seven categories: decision making, relationships, learning, management, understanding self, group processes, and communications.

Research indicates that 4-H is indeed having a positive impact on youth in these seven areas. Severs & Dormody (1995) found that 4-H members had developed their decision making skills. Other studies have found similar results. Bruce, Boyd, & Dooley (2004) and Garton, Miltenberger, & Pruett (2007) continued this theme. Both studies indicated 4-H members were developing leadership and life skills as defined by Miller (1976). “It may be concluded from the findings that 4-H members do gain skills in decision making, communication, and getting along with others as a result of serving as a State 4-H Council officer” (Bruce, Boyd, & Dooley, 2004, p. 5). Bruce et al. (2004) also found the members of the council experienced self-growth and

self-discovery. Examining the experiences of 4-Hers who attended a camp, Garton, et al. (2007) found similar results. One finding of interest from the study indicated the 4-Hers was the acceptance of differences. This indicated this life skill was being taught through 4-H and 4-H camp (Garton, et al., 2007). Fitzpatrick, Gagne, Jones, Lobley & Phelps (2005) found current youth involved in 4-H and the alumni of 4-H had developed life skills they continue to use. As part of the research it was determined current 4-H members “identified the following skills: accepting people who are different, community service, making healthy choices, and learning job skills” (Fitzpatrick et al., 2005, p. 3) as the key skills they had learned through their participation in 4-H. The 4-H alumni also indicated similar skills learned. Included in the research were questions examining the future goals of 4-H members. Eighty-two percent of the 4-H member indicated they planned to attend college after graduating from high school (Fitzpatrick et al., 2005). Even more interestingly was that 25% of the participants indicated a desire to continue with advanced degrees after completing their bachelor’s degree (Fitzpatrick et al., 2005).

National 4-H has partnered with Tufts University to study the impact of 4-H on positive youth development. This study continues to be an ongoing longitudinal study (Lerner & Lerner, 2012). The original study started with just over 1,500 student participants (Lerner & Lerner, 2012). This number has increased to over 7,000 participants. Results from the long-term study indicate that 86.6% of youth involved were not engaged or were engaged at very low levels of risk behavior (Lerner & Lerner, 2012). Moreover, was that youth involved were more likely to be involved in some sort of civic engagement behavior (Lerner & Lerner, 2012). “Clearly, 4-H youth are contributing more to their world than youth in other OST (out-of-school-time) [activities]” (Lerner & Lerner, 2012, p. 21).

A network of adults who work together to ensure that the mission of 4-H is accomplished is responsible for ensuring that the development of leadership and life skills. This includes the Extension educators at the state and local level, parents, and adult volunteers. The Extension

educators and adult volunteers work closely together in creating a 4-H experience that is meaningful for all those involved. At the heart of this are the volunteers.

“Many of today’s leaders [volunteers] are members of the third and fourth generation of original Extension families. This intergenerational continuity demonstrates the success of the leadership development components of the program as well as the commitment and loyalty that 4-H instills in its membership.” (Van Horn, Flanagan, Thomson, 1998, p. 2).

Volunteers

Volunteers in the United States

Volunteering by Americans has been an integral part of the US since its inception (Ellis & Noyes, 1990). The idea of volunteerism could be found in the first settlers who came to the shores of the US. During the American Revolution, volunteer militias played a significant and important part to gain American independence. Throughout the growth, expansion, and development of the United States, volunteerism, volunteers, and volunteer groups have played large roles in striving for a better life (Ellis & Noyes, 1990).

Volunteering remains an activity that continues to be part of the American landscape. 64.3 million people volunteered in the US during 2011 (Bureau of Labor Statistics, 2012). Of those 64.3 million over half were women (Bureau of Labor Statistics, 2012) and over 80% of the volunteer force was white (Bureau of Labor Statistics, 2012). The majority of the individuals who volunteered during 2011 were 35 to 54 years old and had a college education (Bureau of Labor Statistics, 2012).

Volunteers committed a significant amount of time to the organizations in which they choose to work, the average volunteer committed 51 hours during 2011 to volunteer activities (Bureau of Labor Statistics, 2012). The time devoted to volunteering ranged from 96 hours in individuals over 65 to 32 hours for twenty five to thirty four year olds. Most individuals who volunteered chose to work with one or two organizations (Bureau of Labor Statistics, 2012). The

main organizations individuals choose to volunteer with included religious groups, educational or youth service, and social or community service organizations.

Generation characteristics provided insight into why each generation participated in volunteer activities. Baby Boomers (1946 to 1964) participated because they value relationships, personalized treatment, see themselves as learners, and enjoy the nature of the learning environment (National Service Resources, 2008). Generation X (1965-1982) participated because volunteering provided an opportunity to have fun, supervision is hands off, and they can participate in a mentoring or coaching experience (National Service Resources, 2008). The Millennial Generation (1983-1999) participated because they wanted to interact with others, can use their technological skills, and enjoy working with older generations (National Service Resources, 2008).

Studies related to adult volunteers

An examination of several studies of general volunteer populations provides a look at what motivates Americans to volunteer. The American Red Cross is largely run with the help of volunteers. Frisch and Gerrard (1981) provided an examination of Red Cross volunteers. Results from the study indicated many of the volunteers participated for altruistic motives. This altruistic motive could attribute to some of the prosocial behavior observed (Frisch & Gerrard, 1981). Frisch and Gerrard suggested further research was needed to understand the “motivations and characteristic of community service volunteers...to increase our understanding of the development and maintenance of voluntary service” (Frisch and Gerrard, 1981, p.578). Gage and Thapa (2011) strived to understand a specific subset of volunteers: college students. The research indicated there were five factors driving college students’ motivation to volunteer. The five factors included: values and understanding, protective, social, career, and enhancement (Gage & Thapa, 2011). Of these five factors, the one most interesting to the authors was career. However, Gage and Thapa (2011) supposed this because “College students may be more concerned about

building their resumes than other volunteer populations” (p. 421). Gage and Thapa (2011) also suggested more research was needed, specifically in the area of college students who volunteer.

But what about those volunteers who work specifically in education and youth development. Are they motivated differently from the rest of the population?

Volunteers in youth organizations

Twenty six percent of volunteers choose to volunteer with educational or youth service related groups (Bureau of Labor Statistics, 2012). Several different organizations make use of volunteers including the Boy Scouts of America, Girl Scouts of the USA, Big Brothers Big Sisters, Camp Fire USA, and 4-H. All of these organizations exist beyond the bounds of a classroom. The groups are volunteer led with the help of thousands of volunteers across the country. So why do people decide to volunteer with such organizations? Is it a different reason than those already discussed?

Studies related to youth organization volunteers

Vaske (2008) examined the motivations of a sample of Boy Scout volunteers. He found that the largely male population was motivated first by values, understanding, social, and enhancement. In addition, Vaske (2008) was attempting to understand the cultural preferences of the volunteers. Vaske (2008) suggests volunteer managers who work closely with those volunteers motivated by values have an open-book policy and include the volunteers in some of the decision-making. Oakleaf (2006) used a phenomenological study of long-term Girl Scout volunteers. In her study of the volunteers, she found several important themes. The first theme that emerged when was the fun associated with volunteering (Oakleaf, 2006). Other themes that emerged included altruism, and the identity of the Girl Scout organization (Oakleaf, 2006). These motivations caused these women to continue to volunteer with the organization.

Boy Scouts and Girl Scouts are two of the biggest youth organizations in the country. 4-H also has a large following of both participants and volunteers.

4-H Volunteers

4-H volunteers have played an important role in the Cooperative Extension mission. Volunteers were responsible for coordinating local 4-H clubs and helping with planning and conducting local, regional, state, and national 4-H events (National 4-H Headquarters, 2012). Volunteers provide education to millions of 4-H members across the country. To understand what motivates the volunteers, it is first necessary to understand who is volunteering with 4-H. In Indiana, Rusk, Kerr, Talbert, and Russell (2001) profiled the leaders of Indiana 4-H's horse and pony clubs. Of those surveyed: 98% were white, 84% married, 75% were between the ages of 31 and 50, 71% were female and 61% had children currently in a 4-H horse or pony club (Rusk et al., 2001). In addition 70% of the volunteers made more than \$39,999 a year and 66% had served between one and five years (Rusk et al., 2001). Another study examined volunteers across the country. Using a random sampling of 100 volunteers in every state Culp, Mckee, and Nestor (2005) attempted to demographically describe 4-H volunteers across the county. Their findings indicated the average 4-H volunteer in the country was a 46-year-old female who had served as a volunteer for 11.5 years. This leader's club had an average of 30 members in it. This volunteer was likely to volunteer with at least one if not two other organizations and it usually was a church or religious group or at the school through the PTO, booster clubs, etc. (Culp et al., 2005). Just over half of the volunteers were involved with 4-H as children. This is what an average 4-H volunteer looks like but why do they volunteer?

Research related to adult 4-H volunteer leaders

Previous research related to adult 4-H volunteer leaders and why they decided to volunteer can be broken into two categories: achievement needs and functional motivation. These two categories provide the most research related to the motivations of volunteers.

Several studies have been conducted using either McClelland or Atkinson's Achievement based motivation instruments. While there is some variance between the conclusions of the studies, the general consensus was that 4-H volunteers were motivated by an affiliation need.

They participated as a 4-H volunteer because they had children involved in the program and wanted to be part of the program as well. Henderson (1981) had one of the earliest studies related to this concept. She reported that 84% of the volunteers in the study were “motivated most by affiliation reasons” (p. 24). It was noted before the study that the hypothesized motivation would be the achievement motivation but because leaders were more concerned with interactions with youth and other volunteers the affiliation need dominated (Henderson, 1981). Rouse and Clawson (1991) followed with another study using a similar framework to Henderson’s work. The study examined the motivations of older adult volunteers. Again the majority of the volunteers were motivated by the affiliation need specifically the “enjoyment of helping people” (Rouse & Clawson, 1991, p. 3). Interestingly in this study achievement need closely followed affiliation. Culp’s (1997) examination of Indiana 4-H volunteer leaders yielded similar results. Of those who participated in the study 61.12 % were motivated because of affiliation with 4-H (Culp, 1997). Much of the affiliation had to do with having children involved in the organization but two other motives were also reported. These motives included an affiliation with 4-H itself such as having been a past member or feeling a sense of dedication to the organization and sense of feeling needed by the organization (Culp, 1997). Culp and Schwartz (1999) again examined the motivations of volunteers but this time also examined why volunteers left the program. It was found that volunteers were part of the organization because of the affiliation need but did find that most often volunteers left the program because they either were physically unable to continue as a volunteer or may have passed away (Culp & Schwartz, 1999). It was also found that volunteers left because their affiliation needs were no longer being met by 4-H (Culp & Schwartz, 1999). White and Arnold (2003) also found similar results. Again the affiliation need rose to the top with volunteers especially wanting to “make a difference in youths’ lives” (White & Arnold, 2003, p 3). Finally Fritz, Karmazin, Barbuto, and Burrow (2003) examined the motivation of urban and rural adult 4-H volunteer leaders using McClelland’s trichotomy of needs, which includes affiliation, achievement, and power. This study found that both the rural and urban

volunteer leaders were motivated by the affiliation need. Fritz et al., suggest further research was needed to profile urban leaders in their decision to volunteer with 4-H.

In addition, other studies while not using the specific framework of Atkinson or McClelland, can be framed into the achievement need concept. Several studies have listed the reason adult volunteers have become involved with 4-H is because their kids were part of the organization (Bryne & Caskey, 1985; Lowrie, 1987; and Rusk et al., 2001). As was previously found these findings can be attributed to the affiliation motivation. The volunteer wishes to be part of the 4-H organization because of their children and also enjoys working with youth. Smith & Finley (2004) found this to be especially true. The volunteer became involved because of “the opportunity to work with youth, affiliation with the 4-H organization, and the desire to teach and share about natural resources” (Smith & Finley, 2004, p. 4). Smith & Finley (2007) also suggest more research is needed to understand the factors that lead individuals to volunteer with 4-H.

The second recurring theme to the motivations of adult 4-H volunteer leaders was the functions served by volunteering. There seems to be slightly more variance among which function is met by volunteering with 4-H. Schmiesing, Soder, & Russell (2005) examined the motivations of adult volunteers using the Volunteer Function Inventory (VFI). The inventory assigns functions that volunteering meets for individuals. The results from the study indicated “volunteers were much more motivated by the opportunity to express their altruistic values and humanistic concerns” (Schmiesing et al., 2005, p. 3). Schmiesing et al. (2005) also found that those volunteers who were motivated by the values function were more likely to stay committed long term. However, Cleveland and Thompson (2007) found a slightly different result when they used an instrument based on the VFI. The results from this study indicated that volunteers were motivated by the understanding function (Cleveland & Thompson, 2007). This indicated that “respondents’ desire to learn new skills and their interest in helping the environment” (Cleveland & Thompson, 2007, p. 5). Eason, Morgan, Duncan, and Ricketts (2011), using the VFI, examined the influences of past experiences on the motivations of adult volunteers. Eason et al.

found results similar to that of Schmiesing et al. (2005). Eason et al. (2011) results indicated that the value function was the highest of the functions. Eason et al. (2011) found that “It appears that 4-H alumni who volunteer at 4-H events understand the impressions the club has left on their lives and in turn volunteer to enable today’s youth to gain the same benefits” (p. 62). The next function served by volunteering was understanding. Both of these results seemed to align with previous research. However, Eason, et al. (2011) found that non 4-H alumni volunteers volunteered more days a month. Eason, et al. (2011) suggested more research be conducted to examine the amount of time the 4-H alumni and non 4-H alumnus volunteered to either confirm or refute the findings of this study.

During the discussion of who adult 4-H volunteers are and why they volunteer several different frameworks have been mentioned. But what are the theories behind these frameworks? How do they work together?

Motivation

Background and History

The desire to understand why humans act as they do has driven research for decades. To this end many different theories have been developed to explain motivation. These theories serve as a road map to explain how individuals are motivated (Beck, 2000). To define the theories associated with human motivation, one must recognize the different approaches to motivation. The two approaches are: regulatory and purposive. Regulatory “emphasizes the body’s responses to such disruptive internal forces as hunger and pain and the way the body tries to restore equilibrium” (Beck, 2000, p. 25). Purposive approach focuses on the goal oriented nature of behavior (Beck, 2000). Both approaches seek to define the concept of motivation. Early theories focused on defining motivation using the regulatory approach (Petri, 1991). Later theories began to develop under the concept of the purposive approach (Cofer & Appley, 1964).

Early research and understanding of motivation focused on the biological functions of the body (Arkes & Garske, 1982). During the late 19th and early 20th century many psychologists

attributed motivation to instincts. Instincts were the intangible motivators that were responsible for individuals' actions (Arkes & Garske, 1982). Two theorists felt humans had more instincts than other animals (Beck, 2000). The concept of instincts being responsible for every action continued until there were hundreds of instincts that described any naturally occurring behavior observed (Arkes & Garkes, 1982). However, remnants of the early instinct concept can still be found in the work of Maslow and Rogers (Arkes & Garkes, 1982).

The theories of Rogers (1951) and Maslow (1959) moved motivation theory toward developing an understanding of the effects the environment has on an individual's motivation (Petri, 1992). Rogers's actualization theory posited there is only one motive – the basic motive toward growth (Rogers, 1961). All other motivations are derived from the single source moving towards psychological growth (Rogers, 1961). While Rogers's does not use the term instinct in describing the theory, the motive of growth is inherent and not a learned behavior (Arkes & Garkes, 1982). Rogers's made the argument that growth was influenced by the environment (Rogers, 1961). Tendencies were learned early in development and promote individuals growth (Arkes & Garkes, 1982). Complaints of Roger's theory included the lack of empirical data to explain all aspects of the theory (Petri, 1992).

Working on a similar theory was Abraham Maslow (Arkes & Garkes, 1982). Maslow's Self Actualization theory included the hierarchy of needs (Maslow, 1970). The hierarchy begins with physiological needs and moves progressively through five steps to the top of the hierarchy, self-actualization (Maslow, 1970). Self-actualization, according to Maslow, was to strive for perfection (Maslow, 1970). To move through the hierarchy, basic needs had to be met including hunger, thirst, and breathing (Maslow, 1970). These needs could also be related to the instinct drive (Arkes & Garkes, 1982). Failure to meet the physiological needs prevents the movement of an individual up the hierarchy (Maslow, 1970). The continued hierarchy moves to safety needs, belongingness needs, esteem needs and finally onto self-actualization (Maslow, 1970). At the self-actualization stage a person is no longer wishing to make up for a lack of something but

wants to grow and be something (Maslow, 1970). The motivations are termed B-motivations (Maslow, 1968). A person wishes to be truthful, honest, good, etc. (Maslow, 1968). Maslow's theory has been criticized for its lack of empirical data, as well (Petri, 1992).

Following the research of Rogers and Maslow, David McClelland and his associates examined personalities of individuals. McClelland's Achievement theory focused only on the psychological motivations of a person (Arkes & Garkes, 1992). Using the Thematic Apperception Test (TAT), McClelland and his associates developed a test to examine the motivations of individuals using pictures to relate to stories written by participants (McClelland, Atkinson, Clark, & Lowell, 1953). The stories were then examined for emerging themes (McClelland et al., 1953). McClelland's findings indicated "Need for achievement is said to be aroused by environmental cues but is not manipulated and controlled like hunger or thirst" (McClelland et al., 1953). McClelland also found that individuals who were high in the need for achievement were more persistent and worked harder (McClelland et al., 1953). These individuals were also medium risk takers (McClelland et al., 1953). The TAT also was used to examine the motivations of power and affiliation (Beck, 2000). The findings indicated individuals were likely to take risks and to surround themselves with lesser-known people who could be led (Beck, 2000). During this time McClelland began to use his Achievement theory to also examine social problems. *The Achieving Society* (1961) focused on the theory of examining the economies of societies. McClelland showed that societies with a high number of young men motivated by achievement were likely to have an increase in economic growth because these young men were likely to enter into entrepreneurial businesses. Some criticisms have been laid against McClelland's theory (Petri, 1992). The reliability of the TAT has been found to be low (Petri, 1992).

John Atkinson was a co-researcher with McClelland (Beck, 2000). Atkinson developed the achievement motivation theory in a different direction (Beck, 2000). Atkinson (1964) added in the concept of expectancy-value theory. Atkinson also discussed the role of conflict in his

theory (1964). The expectancy–value theory in classic economic principles relies on the idea that an individual will make the best deal based on what is considered valuable and how likely they are to receive that valuable commodity (Atkinson, 1964). Atkinson (1964) applied this to achievement theory relating the likelihood an individual will engage in an achievement oriented behavior will be based not only on the need for achievement itself but also in the value of the behavior to the individual and the likelihood the individual will actually succeed in meeting the goal. The theory also explores the tendency of success and the tendency to avoid failure (Atkinson, 1964). Atkinson’s theory used several mathematical formulas to examine the tendency of individuals and measure the need for achievement factor.

Alfred Bandura followed the work of McClelland and Atkinson with his own proposal on individual’s self-efficacy (Beck, 2000). Self–efficacy is “the expectation that one can perform any particular action successfully” (Beck, 2000, p. 342). Individuals with a higher self–efficacy are able to perform better on the tasks they are completing (Bandura, 1977). Bandura (1977) suggests that self-efficacy is not wanting to do better at something but is established through actually having successes, just as in the development of an internal locus of control. Bandura’s Theory of Self–Efficacy (1977) suggested the following principles in the development of self–efficacy. Self–efficacy increases with personal accomplishment (Bandura, 1977). Self–efficacy can increase or decrease if individuals see others similar to themselves succeeding or failing at a task (Bandura, 1977). Individuals can be persuaded that they are capable of coping with a difficult situation (Bandura, 1977). Emotional arousal can affect our feeling of self–efficacy (Bandura, 1977).

Icek Ajzen’s Theory of Planned Behavior (1988) offered an explanation as to why people participated in certain behaviors. The theory was based off the Theory of Reasoned Action (Ajzen & Fishbein, 1980). The Theory of Planned Behavior suggests that individuals intention to enact a behavior is based on three determinations: attitude toward the behavior, subjective norm, and perceived behavioral control (Ajzen, 1988). These three constraints then influence an

individual's intention, which in turn influences the behavior itself. Attitude toward the behavior is described as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question" (Ajzen, 1991, p. 188). Subjective norm refers to "perceived social pressure to perform or not to perform the behavior" (Ajzen, 1991, p. 188). The final determination as it relates to intention is perceived behavior control. Perceived behavior control is "the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediments and obstacles" (Ajzen, 1991, p. 188). The three determinations then influence an individual's intentions to participate in specific behavior. The Theory of Planned Behavior continues to influence, much of the research conducted in social sciences today.

Theoretical Framework

All of the previous theories have been used to explain the motivations of human beings. However, all of the motivation theories exist without a unifying theme, which "create conceptual clutter for researchers and confusion among practitioners who try to apply them to work settings" (Leonard, Beauvais, & Scholl, 1999, p. 970). The Metatheory of the Integrated Sources of Motivation offers a solution to unify the traditional motivational concepts with the theories of self and is the theoretical basis for this research.

Self-concept theories have begun to take a larger role in understanding motivations of humans (Leonard et al., 1999). Two broad categories have been taken with self-concept theories: unidimensional vs. multidimensional. Unidimensional theories are those where self-concept is based on one's "global sense of self" (Leonard et. al., 1999, p. 974). Multidimensional theories see self-concept as composed of several different perspectives, images, schemas, and prototypes (Markus & Wurf, 1987; Marsh & Hattie, 1996). Leonard et. al. (1999) use the multidimensional approach in the Metatheory. Included in the self-concept is the following set of attributes: traits, competencies, and values (Leonard et. al., 1999). In addition, one's perception of one's self is built around three sets of self-perceptions: the perceived self, the ideal self, and a

set of social identities (Leonard et al., 1999). The attributes and perceptions work together as shown in Figure 1.

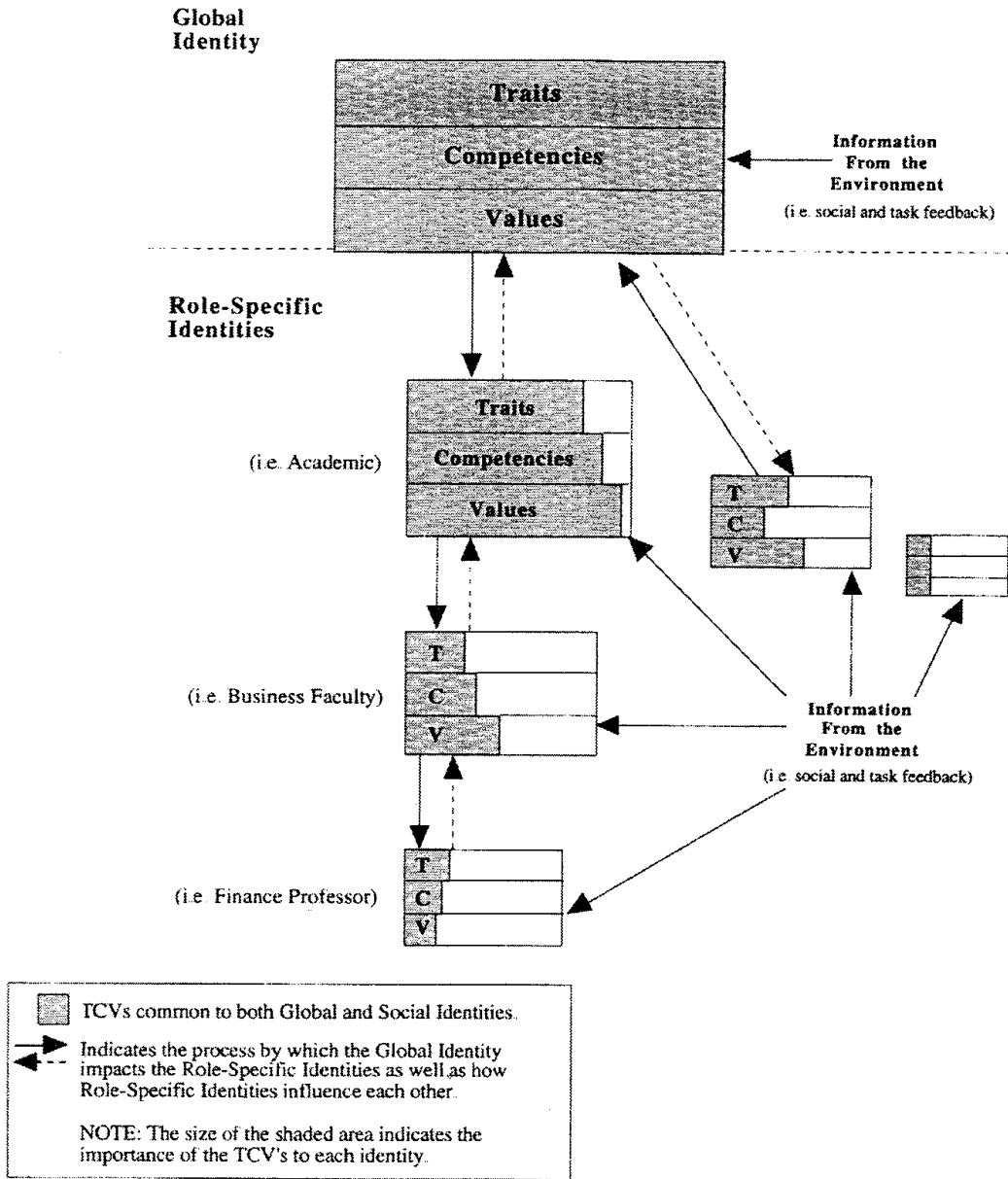


Figure 1 (Leonard et al., 1999, p. 981)

The two motivations related to self-concept theories are: external self-concept and internal self-concept (Leonard et. al., 1999). External self-concept motivated individuals participate in activities and groups because their self-identity is tied to the group (Leonard et. al., 1999). Some individuals participate because working as part of the group is perceived as an elevation in status (Leonard et. al., 1999). Others who are motivated by external self-concept feel the success of the group is tied directly to them and want to publicly show the success (Leonard et. al., 1999).

Internal self-concept motivations are similar to those of external self-concept but includes one key difference (Leonard et. al., 1999). Individuals who are internal self-concept motivated tie group success to their individual identity (Leonard et. al., 1999). However, unlike external self-concept these individuals are more concerned with what they themselves perceive the success of the groups as opposed to having others identify the success with them (Leonard et. al., 1999). “These individuals do not need to take “credit” for successful outcomes, but must believe internally that success is due to their efforts” (Leonard et. al., 1999, p. 991).

Based on previous research and the structure of the self-concept, Leonard et. al. (1999) offers five beginning propositions to explain the metatheory.

Proposition 1 states there are *five basic sources* of motivation: intrinsic process, extrinsic/instrumental rewards, external self-concept, internal self-concept, and goal internalization (Leonard et al, 1999). These five basic sources are defined by propositions 6-10.

Proposition 2 finds that individuals can be characterized by the motivation profiles that reflect the strength of each of the five sources (Leonard et al, 1999).

Proposition 3 finds that each individual has a dominant source of motivation that serves as their lens or focus to make decisions or base behavior on (Leonard et al, 1999).

Proposition 4 states that when an individual has two or more motivation sources are conflicting with each other the dominant source will prevail (Leonard et al, 1999).

Proposition 5 states that individuals will have different motivational sources in different situations (Leonard et al, 1999)

The next five propositions of the metatheory are used to explain each individual source of motivation. (Leonard et al, 1999).

Proposition 6 offers that “when faced with alternative tasks, individuals dominated by *intrinsic process motivation* will choose the task which is more enjoyable and the behavior will be sustained until the task is no longer enjoyable” (Leonard et al, 1999, p. 989).

Proposition 7 states “when faced with alternative tasks, individuals dominated by *extrinsic/instrumental motivation* will engage in the task that provides the greatest potential for extrinsic rewards, and the behavior will be sustained as long as the likelihood of attaining those rewards remains” (Leonard et al, 1999, p.989).

Proposition 8 offers “When faced with alternative tasks, individuals dominated by *external self-concept based motivation* will engage in tasks that provide them with affirmative social feedback relative to others, concerning their traits, competencies, and values in their important identities. Behavior will be sustained as long as relative, positive social feedback is forthcoming and if affirming social feedback relative to others is not received, the behavior will end” (Leonard et al, 1999, p. 990).

Proposition 9 states “When faced with alternative tasks, individuals dominated by *internal self-concept based motivation* will engage in tasks that provide them with affirmative task feedback about their traits, competencies, and values in their important identities. Behavior will be sustained as long as positive task feedback is forthcoming, and if affirming feedback is not received, the behavior will end” (Leonard et al, 1999, p. 991).

Proposition 10 states “When faced with alternative tasks, individual dominated by *goal-internalization motivation* will choose to engage in tasks that have the greatest potential of achieving the group’s or organization’s goal. Behavior will be sustained as long as progress toward the goal continues” (Leonard et al, 1999, p. 991).

Motivation Sources Inventory Studies

Several studies have been conducted using the Motivation Sources Inventory (MSI). These studies have examined the motivations of different groups along with leadership characteristics in other areas. Previous studies have included examinations of the MSI as a predictor for a leader's transformational behaviors (Barbuto, Fritz, and Marx, 2000), the differences among the sexes using the MSI (Barbuto, Fritz, and Plummer, 2003), the sources of motivation of adult rural workers (Barbuto, Trout, and Brown, 2004), and the relationship between locus of control and motivation among government workers (Barbuto & Story, 2008). The studies have used the MSI to examine the sources of motivation in work settings.

Barbuto, Fritz, and Marx (2000) studied the relationship between motivation and transformational leadership. The study sought to understand if a relationship existed between a leader's source of motivation and transformational leadership (Barbuto et al., 2000). To do this 56 leaders from a several different industries, governmental agencies, and educational settings were asked to complete the MSI and the Job Choice Decision-Making Exercise (Barbuto et al., 2000). 234 followers of the leaders were given the Multifactor Leadership Questionnaire to determine the leaders' transformational behaviors (Barbuto et al., 2000). After examining the MSI, Job Choice Decision – making Exercise and the Multifactor Leadership Questionnaire using simple statistics and correlations, it was determined there was a significant positive correlation shared between goal internalization motivation and inspirational leadership and idealized influence (Barbuto et. al., 2000). At the other end, instrumental motivation was negatively correlated with the four transformational behaviors (Barbuto et. al., 2000). There were no significant correlations between the Job Decision-making Exercise and the transformational behaviors (Barbuto et. al., 2000). The results suggested that a leader's "transformational leadership behaviors can be explained by comparing leaders' behaviors with their sources of motivation as measured by the Motivation Sources Inventory" (Barbuto et. al., 2000, p. 299).

Barbuto, Fritz, and Plummer (2003) examined the difference among the sexes with regards to motivation. The study examined 208 undergraduate students enrolled in a leadership class at a state university in the Midwest (Barbuto et. al., 2003). The students were given the MSI and results were examined using t-test analysis (Barbuto et. al., 2003). The results showed no significant mean differences for intrinsic process, self-concept external, self-concept internal, and goal internalization. Women did report a slightly higher mean for those who were motivated by goal internalization (Barbuto et. al., 2003). A significant mean difference was reported for instrumental motivation (Barbuto et al., 2003). Men had a significantly higher mean than woman did (Barbuto et. al., 2003). This indicated that the male students in the class scored slightly higher on instrumental motivation than the women did (Barbuto et. al., 2003). However, there was little variance accounted for in the difference (Barbuto et. al., 2003). The results seemed to reflect “little significant sex difference for individuals’ work motivation (Barbuto et. al., 2003, p. 48).

Barbuto, Trout, and Brown (2004) sought to examine the use of the MSI in an agricultural population. The study was conducted using two farmer cooperatives in the Midwest (Barbuto et. al., 2004). The MSI was administered to all those who wished to participate from the total population of 285 employees, managers, and general managers (Barbuto et. al., 2004). From this population 168 completed the MSI (Barbuto et. al., 2004). After analysis of the MSI, it was shown that the most prevalent source of motivation was self-concept internal (Barbuto et al., 2004). This source of motivation indicated the agricultural employees were motivated by inner-direction and “operate according to their own belief of what they consider to be their ideal self” (Barbuto et. al., 2004. p. 17). The four other motives were distributed across the population without a pattern.

Another study from Barbuto and Story (2008) studied the relationship between locus of control and sources of motivation. Participants in the study included elected officials in county government offices throughout the Midwest (Barbuto & Story, 2008). Of the approximately 820 employees who were eligible to participate, 382 participated (Barbuto & Story, 2008). The

participants filled out the MSI along with an instrument to determine the locus of control for each individual (Barbuto & Story, 2008). The surveys were completed and returned to the authors via U.S. mail (Barbuto & Story, 2008). A small but significant Pearson correlation was found between internal locus of control and self-concept external motivation (Barbuto & Story, 2008). Similar results were found between an internal locus of control and self-concept internal motivation and goal internalization (Barbuto & Story, 2008). However, this study was one of the first conducted examining these two constructs together (Barbuto & Story, 2008). For this reason, the authors strongly encouraged caution when making any conclusions from the study (Barbuto & Story, 2008). The authors indicated that more research was needed to truly understand the two phenomena (Barbuto & Story, 2008).

This review of literature examined the history and work of Cooperative Extension, the history and work of 4-H and youth development, volunteers in the United States, volunteers in youth development organizations, volunteers in 4-H, history of motivation theories, the Metatheory of the integrated Sources of Motivation, and studies related to the metatheory.

Volunteers have played an important role in the growth of the US and in the growth of 4-H. Volunteers work closely with Extension educators to create meaningful experiences for 4-H members. Previous research related to the motivations of 4-H volunteers had found that volunteers participated to fulfill a need for affiliation with 4-H. The metatheory of motivation ties all of the theories together to provide a broad examination of the motivation of individuals.

CHAPTER III

METHODOLOGY

Research Design

This mix-method study (Creswell, 2012) used a quantitative and qualitative approach to gain a better understanding of the motivations of adult 4-H volunteer leaders and educators. Specifically, a convergent parallel design (Creswell, 2012) was employed. A convergent parallel design allowed for both quantitative and qualitative data to be collected at the same time (Creswell, 2012). The convergent parallel design provided a way to offset the weaknesses of one data collection form by using the strengths of the other data collection form and provided a more complete understanding of the problem (Creswell, 2012). The Motivation Sources Inventory (MSI) along with demographic information was examined quantitatively. Open-ended questions were examined qualitatively in hopes of gaining a deeper understanding of the motivations of volunteers. The open-ended questions provided an in-depth understanding of why volunteers and educators participated in the 4-H program while the MSI provided the exact source of motivation according to Leonard et al. (1999). A population of adult 4-H volunteer leaders and Extension educators were purposively sampled to gain a deeper understanding of their motivations. Purposeful sampling allowed for groups to be chosen who would best help understand the phenomenon (Creswell, 2012).

Population

Extension educators work for Oklahoma State University in each of the seventy-seven counties across the state (Oklahoma Cooperative Extension Services, 2012). Educators serve the public in each of the counties providing information and education on a broad spectrum of topics.

Extension educators are responsible for 4-H programming at the county level. In addition to working for Oklahoma State University, they are partially funded by the county (Oklahoma Cooperative Extension Services, 2012). Educators have an appointment in Agriculture, Family and Consumer Sciences, 4-H, Horticulture, and/or Community and Rural Development (Oklahoma Cooperative Extension Services, 2012). Some educators are appointed to work exclusively with 4-H, but most educators have a responsibility for helping with 4-H programming.

Oklahoma 4-H volunteer leaders help local 4-H members in every county in the state. They are responsible for running 4-H clubs and helping with projects. Volunteer Leaders are responsible for coordinating the overall club program and the activities of members and other leaders. He or she serves as the club's communication link with the County Extension staff and the 4-H Youth Council (Oklahoma 4-H Online, 2010). The Extension educator is responsible for screening applications for volunteer leaders, conducting training meetings with the volunteer leaders, holding monthly volunteer leader meetings, and communicating important information to volunteer leaders. There are approximately 8500 adult volunteer leaders in the state of Oklahoma (Oklahoma 4-H, 2010).

Oklahoma 4-H and Oklahoma Cooperative Extension Services is divided into four different districts; Northwest, Southwest, Southeast, and Northeast. The Northwest District represents the Northwest portions of the state including 17 counties (Oklahoma State University Division of Agriculture Sciences and Natural Resources Personnel Directory, 2012). The Southwest District represents the Southwest portion of the state including 20 counties (Oklahoma

State University Division of Agriculture Sciences and Natural Resources Personnel Directory, 2012). The Southeast District represents the Southeast portion of the state including 19 counties (Oklahoma State University Division of Agriculture Sciences and Natural Resources Personnel Directory, 2012). The Northeast District, the focus of this study, represents the Northeast portion of the state including 21 counties (Oklahoma State University Division of Agriculture Sciences and Natural Resources Personnel Directory, 2012).

Sampling

Purposeful sampling was used as it provides “an understanding of the research problem and central phenomenon” (Creswell, 2007, p.125). Specifically homogenous purposeful sampling was used. Homogenous sampling allowed for the case to be focused, reduced, and simplified the process (Creswell, 2007). The Northeast District Volunteer and Family conference held on May 5, 2012 provided the homogenous sampling group. Attending the meeting were adult 4-H volunteer leaders and 4-H Extension educators. All adult 4-H volunteer leaders were given the MSI, an open-ended questionnaire for 4-H volunteer leaders, and the demographics questionnaire. All Extension educators were given the MSI, an open-ended questionnaire for Extension educators, and the demographics questionnaire. There were 34 adult attendees at the conference. Twenty-two of 24 adult 4-H volunteer leaders participated in the research for a 91% response rate. 100% of the 10 4-H Extension educators participated in the study for a 100% response rate.

Research Objectives

Specific objectives in meeting the purpose of this study were to:

1. Describe the personal and professional characteristics of select Oklahoma 4-H volunteer leaders and select Oklahoma Extension educators.

2. Determine the motivations of select Oklahoma 4-H volunteer leaders based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
3. Determine the motivations of select Oklahoma Extension educators based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
4. Compare the motivations of the volunteer leaders and educators using both the Motivation Sources Inventory and open-ended questions.

Instruments

There were three parts to the instrument. The first part was the Motivation Sources Inventory (MSI) developed in 1998 by Barbuto & Scholl. The second part was an open-ended questionnaire developed by the researcher. The third part consisted of a demographics questionnaire.

Motivation Sources Inventory

The Motivation Sources Inventory (Appendix D) was developed to test the five sources of motivation as presented by Leonard et al. (1999). The instrument consisted of 30 items. The 30 items consisted of statements such as “I only like to do things that are fun”. Participants were asked to rank the statements using a seven-point Likert-type scale consisting of:

- 0 – Entirely Disagree
- 1 – Disagree
- 2 – Somewhat Disagree
- 3 – Neutral
- 4 – Somewhat Agree
- 5 – Agree
- 6 – Entirely Agree

There were five subscales to the instrument. The five subscales align with the five sources of motivation, which included: intrinsic process, instrumental, external self-concept, internal self-concept, and goal internalization. Each construct consisted of six items. Specifically, the construct Intrinsic Process consisted of items 1, 6, 11, 16, 21, and 26. The construct of

Instrumental consisted of items 2, 7, 12, 17, 22, and 27. The construct of External Self-concept consisted of items 3, 8, 13, 28, 23, and 28. The construct of Internal Self-concept consisted of items 54, 9, 14, 19, 24, and 29. The construct of Goal Internalization consisted of items 5, 10, 15, 25, and 30. The MSI included a standard scoring system that was used to score the items.

Validity and Reliability of the Motivation Sources Inventory

Creswell (2012) describes validity as “the test interpretation matches its proposed use” (p. 159). Reliability according to Creswell (2012) means the scores from the instrument are consistent across different researchers. The validity and reliability of the instrument were examined during the development of the MSI itself. The inventory was developed using the process recommended by Hinkin and Schriesheim (1989), DeVellis (1991), and Spector (1992). Based on the definitions of the sources, a list of 78 potential scale items was created. Experts familiar with the constructs examined the items for conformity to the definitions and for redundancy (Barbuto & Scholl, 1998). The experts recommended that the list be reduced to 74 items. These 74 items were then presented to two independent panels of judges. The panels were made up of students in an organizational behavior course. The judges were given the construct definition and asked to classify each item into one or more sources of motivation (Barbuto & Scholl, 1998). Sixty items were kept from the original 74 items. The 60 items kept were those that “were assigned to the proper *a priori* category more than 60% of the time by both judge panels” (Barbuto & Scholl, 1998, p. 1014). The 60 items on the test consisted of 12 items describing intrinsic processes, 12 instrumental, 12 external self-concept, 12 internal self-concept, and 12-goal internalization. These 60 items were then given to a sample of 156 undergraduate students during their normal class time. The students were asked to indicate the extent of their agreement for each of the statements using a seven-point scale. The scale began with strongly disagree (1) and ended with strongly agree (7). The 60 items were factor analyzed to determine the number of items to be kept. The factor analyses identified the five factors to be kept for the subscales (Barbuto & Scholl, 1998). The five subscales were then used in a varimax rotation to

determine which items were unique loadings (Barbuto & Scholl 1998). The varimax rotation revealed each subfactor with six unique items. Items kept were those with an a priori factor loading of .40 or greater (Barbuto & Scholl, 1998). The revised scales with the six items were then run through a confirmatory factor analysis. This factor analysis made it possible to assess the goodness of fit of the factors. The goodness of fit was determined to be .92 (Barbuto & Scholl, 1998). This goodness of fit was recognized as an excellent result. Several other studies have confirmed this goodness of fit (Barbuto, Brown, Wilhite, & Wheeler, 2001; Barbuto, Fritz, & Marx, 2002; Fritz, Speth, Barbuto, & Boren, 2004; & Barbuto, Trout, & Brown, 2004). Barbuto et al. (2001) found Cronbach α for each of the five sources ranging from .62 to .80. Barbuto et al. (2002) found Cronbach α for each of the five sources ranging from .66 to .83. Fritz et al. (2004) found a Cronbach α for each of the five sources ranging from .60 to .73. Barbuto et al. (2004) found the Cronbach α ranged from .69 to .81. All of the Cronbach α were considered acceptable.

Open-Ended Questionnaire

An open-ended questionnaire was developed by the researcher to determine the deeper meaning and motivation for both adult 4-H volunteers and Extension educators. Two versions of the questionnaire were developed, one for the volunteer leaders (Appendix E) and one for the Extension educators (Appendix F). The questionnaire for the volunteer leaders consisted of five questions. The questionnaire for the Extension educators consisted of six questions. The questions included for the volunteer leaders included “Why did you begin volunteering with 4-H?” and “Describe your best experiences as a 4-H volunteer and why it was the best?” Questions for Extension educators included “What would you describe as the reason you work in Extension?” and “Describe your best experience working with a volunteer and why it was the best?”

Validity and Reliability of the Open-Ended Questionnaire

The original set of questions for both the volunteer leaders (Appendix G) and Extension educators (Appendix H) was developed using previous research conducted (Byrne & Caskey, 1985; Culp & Schwartz, 1999; Vetter et al., 2009). This research provided a starting point to determine what questions would be important to gaining a deeper understanding of what motivated adult volunteers to spend their time with 4-H and what drove educators to Extension. The original questions were presented to a panel of experts. The panel of experts included a professor who worked with Extension and trained Extension educators, a former Extension educator, and a professor with previous experience working with volunteers. The panel of experts worked with volunteers during their careers. The panel also had previous experience with Extension and 4-H. The panel focused the questions to provide for greater results. Each original questionnaire had eight questions to be answered.

Pilot Study

All three parts of the instrument was taken to the 2012 Northeast District Volunteer Meeting in Enid, OK on January 28, 2012. The instruments were piloted during the meeting. The instruments were presented during registration to adult 4-H volunteer leaders and Extension educators. Each participant was allowed to take the instrument and return it, as he or she was able to. There were 20 adult 4-H volunteer leaders in attendance at the meeting and 8 Extension educators. From this, 13 adult 4-H leaders and five Extension educators returned their completed instrument.

Two major themes emerged from the 4-H volunteers. The first theme was the satisfaction of working with youth. As one volunteer described her reason for volunteering “To provide a positive enriching experience for youth to better prepare them for their future”. All 13 volunteers who provided information described their experiences working with kids. The second theme was a feeling of achievement from watching youth grow and learn from the program. Another

volunteer described the biggest benefit as a volunteer was seeing “The joy of kids showing growth as they participate”.

One major theme emerged for the Extension Educators. They enjoyed working with the community and seeing volunteers and youth learn and grow. One educator explained that the best experiences working in Extension involved working with volunteers who were willing to learn, wanted to serve, and wanted to help kids. Another described how the work in the community was fulfilling because of the difference it made.

It was determined during analysis of the data that several questions were redundant and provided the same information as other items on the questionnaire. In addition, the question of “Describe your worst experience as a volunteer and why?” was continually left blank or resulted in answers such as “Not sure I have ever had one that totally stuck out”.

From this data and analysis, the panel of experts reexamined the questions. Adjustments were made to the questions to ensure that there were not duplicate questions, all questions were answered, and the questions could be filled out on one page. The volunteer leader questionnaire was reduced from eight questions to five and the Extension educator questionnaire was reduced from eight questions to six.

Procedure

Prior to conducting the research, approval was sought through the Oklahoma State University Institutional Review Board to ensure that participants’ rights were upheld through the research process. All materials presented to the participants were given approval by the IRB board. The IRB approval number for the project was AG-11-54.

The Northeast District Volunteer and Family conference was chosen as the site for this research. The site was chosen for its homogenous sampling (Creswell, 2007). The site allowed for a focused, reduced, and simplified population. The researcher attended the meeting on May 4, 2012. During the meeting, the researcher was afforded the opportunity to introduce the research to all participants during the introduction of the conference. The participants were allowed an

opportunity to fill out the instrument before the keynote speaker began. The researcher used the approved IRB script (Appendix C) to explain the research procedure.

The instrument along with a cover letter to explain the research was given to each of the adult 4-H volunteer leaders and Extension educators. Participants could withdraw from the study at any time. Prior to the speaker, participants were allowed time to fill out all portions of the instrument. At the conclusion of the data collection, participants were thanked for their time.

Analysis of Data

Analysis of Motivation Source Inventory and Demographics Questionnaire

The MSI was scored by hand using the rubric provided by Barbuto & Scholl (1998). The questions were grouped together according to the scoring rubric provided for the instrument. Scoring of the rubric provided the dominant source of motivation for each participant in the study. The MSI data and demographic information were uploaded into SPSS/PC + 18. Descriptive statistics were used to describe trends in the data. Descriptive statistics “indicate general tendencies in the data, the spread of the scores, or a comparison of how one score relates to all others” (Creswell, 2012, p. 182). The findings of the MSI were reported using measures of central tendency and variability. The measure of central tendency used was mean. Creswell describes mean as “the total of the scores divided by the number of scores” (p. 184). Additionally, Barbuto (2001) made the case for calculating the MSI using a ratio. The ratio was proposed to help alleviate centrality of means due to self-response bias (Barbuto, 2001). To determine the ratio the mean of subscale score was divided by the mean of all five subscores (Barbuto, 2001). The ratio for each of the subscores is reported in this study. Variability indicated the spread of the scores in distribution (Creswell, 2012). The variance indicated the “dispersion of scores around the mean” (Creswell, 2012, p.186). The standard deviation was the square root of the variance and provided an indication of the dispersion of the scores (Creswell, 2012).

In addition, an independent samples t-test was run to determine if a significant difference existed between the mean scores on each of the five subscales of the MSI for volunteer leaders and Extension educators. The independent samples t-test provided a way to compare the means scores of the two groups on the MSI variable. Several assumptions were made to run the t-test. The first assumption was the MSI was normally distributed. This was confirmed with a Q-Q plot on SPSS. The second assumption was the two groups had equal variance on the MSI. This was checked using Levene's test. The third and final assumption was that the groups were independent of one another (Archambault, 2000). There was no overlap between volunteer leaders and Extension educators.

Objective one was addressed by determining the mean of the demographics questions for both adult 4-H volunteer leaders. Objective two and three were addressed by assessing the mean, standard deviation, and ratio of each of the sources of motivations for adult 4-H volunteer leaders and Extension educators. Objective four was addressed by finding the difference of the means for each subscale for adult 4-H volunteer leaders and Extension educators. An independent t-test was run for each of the subscales to determine if there was a significant difference between the means of the 4-H volunteer leaders and Extension educators.

Analysis of Open – Ended Questionnaire

The open-ended questionnaire was examined using qualitative analysis. The constant comparative method was used to analyze the qualitative data (Dooley, 2007). Constant comparative method allowed for the data to be examined to discover “regularities and the patterns or connections between and amount these regularities” (Dooley, 2007, p.37). The first step in analyzing the data was to explore the general sense of the data (Creswell, 2012). During this time notes were made as different concepts and ideas occurred. The next step was to code the data. The data was coded to segment and label the text to “form descriptions and broad themes in the data” (Creswell, 2007, p. 243). This type of coding was called open coding (Dooley, 2007). During this time text was divided and coded to create a meaning for the text (Creswell, 2012).

After all the text was coded, a list of codes was created to examine for similar codes. The goal of creating a list of the codes was to reduce the number of codes and to begin to look for any emerging themes (Creswell, 2007). During this time, codes of similar nature were grouped together while redundant codes were deleted. After the codes were reduced to a smaller number, the text was again analyzed to ensure the new codes continued to fit with the data and see if any new codes had emerged (Creswell, 2012). The codes were then further reduced to major themes that emerged during examination of the text. The themes were the concepts and ideas experienced by volunteering or working for 4-H. The themes were then taken and examined to build the essence of the experience.

Objective two and three were determined using the emergent themes from examination of the open-ended questionnaire. The themes were related back to the theoretical framework to determine sources of motivation. Objective four was assessed using the themes from the adult 4-H volunteers and Extension educators. In conjunction with the information provided by the MSI, the themes of each group were compared.

CHAPTER IV

FINDINGS

Problem

The goal of Oklahoma 4-H is to provide programs that help youth reach their full potential (Oklahoma 4-H, 2010). To this end 8,500 volunteer leaders have worked closely with Extension educators to create meaningful experiences that encourage the growth of these youth (Oklahoma 4-H, 2010). Volunteer leaders and Extension educators devote countless hours of time towards creating a meaningful experience for 4-H youth. But are adult 4-H volunteer leaders and Extension educators motivated by the same source? Previous research had not examined the motivations of both volunteer leaders and those responsible for the administration of the programs. The literature lacked any comparison of these two groups who work closely together. In addition, studies have not described a deeper meaning of volunteering. The current literature provided a label for the source or kind of motivation but does not examine the essence and meaning of volunteering. To better understand the phenomenon of volunteerism and the administration of volunteers, a thick and rich description of the meaning behind ones intent to volunteer was needed.

Purpose

The purpose of this study was to examine the motivations of 4-H volunteer leaders and Extension educators. The study sought to identify, describe and compare the motivations of 4-H volunteer leaders and Extension educators using thick and rich descriptions to determine the essence of individuals' motivation to volunteer.

Objectives

Specific objectives of this study were:

1. Describe the personal and professional characteristics of select Oklahoma 4-H volunteer leaders and select Oklahoma Extension educators.
2. Determine the motivations of select Oklahoma 4-H volunteer leaders based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
3. Determine the motivations of select Oklahoma Extension educators based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
4. Compare the motivations of the volunteer leaders and educators using both the Motivation Sources Inventory and open-ended questions.

Objective 1:

The first objective was to determine the demographics of the Oklahoma 4-H volunteer leaders (N = 22) and Extension educators (N = 10). Specific information was collected concerning each individual's generation, sex, ethnicity, if they had children or grandchildren under the age of 18 who participated in 4-H, if they had children or grandchildren over the age of 18 who participated in 4-H, and whether they themselves were in 4-H.

Volunteer Leaders

The average number of years a volunteer leader had been with 4-H was just over six. The range of years was from one year to 25 years as a 4-H volunteer. The average size of the 4-H club led by the volunteer leaders was 41 members. The smallest club had five members, while the largest had 150 members.

Extension Educators

The average number of years for service as an Extension educator was 11.25. The number of years ranged from 3 to 29 years working as an Extension educator. The number of 4-H

members in the country ranged from 10 to just over 1500 kids involved in 4-H. The average for the counties was 323 4-H members. See Table 1.

Volunteer Leaders

Of the 4-H volunteer leaders who completed the demographics questionnaire, 45.5% (n=10) reported being in the Baby Boomer generation, 40.9% (n=9) reported being in the Generation X generation, and 9.1% (n=2) reported being a millennial. Almost eighty two percent (n=18) of the volunteers were female. Seventeen (77.3%) of the volunteers reported being white. While 9.1 % (n=2) were Native Americans, 4.5% (n=1) were Hispanic, and one individual listed their ethnicity as Israelite. The highest number of volunteer leaders (n=9) reported having an income between \$17,001 and \$50,000 a year. Another five volunteer leaders reported having an income between \$50,001 and \$110,000 a year.

Extension Educators

Sixty percent of the Extension educators reported being Baby Boomers, 30% (n=3) reported being Generation X, and 10% (n=1) reported being in the Millennial generation. Seventy percent of the Extension educators were female. Eighty percent of the Extension educators were white while 20% were Native American. Fifty percent of the Extension educators reported having an annual income of between \$17,001 and \$50,000. Another 40% reported having an income of between \$50,001 and \$110,000. See Table 1.

Table 1

4-H Volunteer Leader (N=22) and Extension Educator (N=10) Demographic Characteristics

| | Volunteer Leaders | | Extension Educators | |
|-----------------------------------|-------------------|------|---------------------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Generation | | | | |
| Greatest Generation (1901-1924) | 0 | 0 | 0 | 0 |
| Silent Generation (1925-1945) | 0 | 0 | 0 | 0 |
| Baby Boomers (1946-1964) | 10 | 45.5 | 6 | 60.0 |
| Generation X (1965-1982) | 9 | 40.9 | 3 | 30.0 |
| Millennial Generation (1983-1999) | 2 | 9.1 | 1 | 10.0 |
| No Response | 1 | 4.5 | 0 | 0 |
| Sex | | | | |
| Male | 3 | 13.6 | 3 | 30.0 |
| Female | 18 | 81.8 | 7 | 70.0 |
| No Response | 1 | 4.5 | 0 | 0 |
| Ethnicity | | | | |
| White – Non Hispanic | 17 | 77.3 | 8 | 80.0 |
| Hispanic | 1 | 4.5 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 |
| Black/African American | 0 | 0 | 0 | 0 |
| Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| Native American | 2 | 9.1 | 2 | 20.0 |
| Other | 1 | 4.5 | 0 | 0 |
| No Response | 1 | 4.5 | 0 | 0 |
| Income | | | | |
| \$17,000 or under | 5 | 22.7 | 0 | 00.0 |
| \$17,001-\$50,000 | 9 | 40.9 | 5 | 50.0 |
| \$50,001-\$80,000 | 2 | 9.1 | 3 | 30.0 |
| \$80,001-\$110,000 | 2 | 9.1 | 1 | 10.0 |
| \$100,001 or over | 1 | 4.5 | 0 | 00.0 |
| No Response | 3 | 13.6 | 1 | 10.0 |

Volunteer Leaders

Seven (31.8%) of the volunteer leaders reported spending between 0 and 5 hours a month volunteering with 4-H. Six (27.3 %) of the volunteer leaders spent between 6 and 10 hours a month volunteering with 4-H, while another 13.6% (n=3) spent between 16 and 20 hours a month volunteering with 4-H.

Extension Educators

Four Extension educators reported working with 4-H 21 hours or more a month. The other five who responded spent between six and fifteen hours a month working with 4-H. See Table 2.

Table 2

4-H Volunteer Leader (N=22) and Extension Educators (N=10) Monthly Hours

| | Volunteer Leaders | | Extension Educators | |
|---|-------------------|------|---------------------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Average Number of Hours devoted to 4-H | | | | |
| 0-5 | 7 | 31.8 | 0 | 0 |
| 6-10 | 6 | 27.3 | 2 | 20.0 |
| 11-15 | 2 | 9.1 | 3 | 30.0 |
| 16-20 | 3 | 13.6 | 0 | 0 |
| 21 or more | 2 | 9.1 | 4 | 40.0 |
| No Response | 2 | 9.2 | 1 | 10.0 |

Fifty percent (n=11) of the volunteers were former members of 4-H while another 40.9% (n=9) were not in 4-H. Two individuals did not respond to the question. Seventy percent of the educators had been in 4-H themselves while the other 30% had not. See Table 3.

Table 3

4-H Volunteer Leader (N=22) and Extension Educator (N=10) Alumni Status

| | Volunteer Leaders | | Extension Educators | |
|----------------|-------------------|------|---------------------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Alumnus | | | | |
| Yes | 11 | 50.0 | 7 | 30.0 |
| No | 9 | 40.9 | 3 | 30.0 |
| No Response | 2 | 9.1 | 0 | 0.0 |

Volunteer Leaders

Eighteen (81.8%) of the volunteers had children or grandchildren under the age of 19 who participated in 4-H (81.8%) while the other 13.6% either were not or did not have children or grandchildren under 18. 50.0% (n=11) did not have children or grandchildren who were 19 or older, but 27.3% (n=6) did have children or grandchildren over the age of 19 who were in 4-H,

and 18.2% (n=4) had children or grandchildren over the ages of 19 who were not in 4-H. Seventy percent reported having children or grandchildren under the age of 19 who were in 4-H and 20% (n=2) did not have children or grandchildren under the age of 19 who were in 4-H.

Extension Educators

Forty percent of the educators had children or grandchildren who were 19 or older who had been in 4-H, while 20% (n=2) had children or grandchildren who were 19 or older who had not been in 4-H, and 30% (n=3) did not have children or grandchildren 19 years or older. See Table 4.

Table 4

4-H Volunteer Leader (N=22) and Extension Educator (N=10) Children or Grandchildren Participation in 4-H

| | Volunteer Leaders | | Extension Educators | |
|---|-------------------|------|---------------------|------|
| | <i>f</i> | % | <i>f</i> | % |
| Have children or grandchildren under 19 involved in 4-H | | | | |
| Yes | 18 | 81.8 | 7 | 70.0 |
| No | 1 | 4.5 | 2 | 20.0 |
| N/A | 2 | 9.1 | 0 | 0.0 |
| No Response | 1 | 4.5 | 1 | 4.5 |
| Have children or grandchildren 19 years or older who were in 4-H | | | | |
| Yes | 6 | 27.3 | 4 | 40.0 |
| No | 4 | 18.2 | 2 | 20.0 |
| N/A | 11 | 50.0 | 3 | 30.0 |
| No Response | 1 | 4.5 | 1 | 10.0 |

Objective 2

The goal of objective 2 was to determine the source of motivation for the selected Oklahoma 4-H volunteer leaders using the Motivation Sources Inventory (MSI) and the open-ended questionnaire. The MSI data was examined using means, standard deviations, and ratios as recommended by Barbuto (2002). See Table 5. The open-ended questionnaire was examined using qualitative analysis.

Table 5

Motivation Sources Inventory Results of Volunteer Leaders

| MSI Subscales | N | Mean | SD | Ratio ¹ |
|-----------------------|----|------|-----|--------------------|
| Intrinsic Process | 22 | 19.8 | 5.9 | 0.18 |
| Instrumental | 22 | 18.2 | 6.5 | 0.17 |
| Self-Concept External | 22 | 14.7 | 6.3 | 0.14 |
| Self-Concept-Internal | 22 | 28.8 | 5.6 | 0.27 |
| Goal Internalization | 22 | 25.3 | 6.4 | 0.24 |

¹Calculated by dividing the mean reports source of motivation by the total population reported for means of all fives sources of motivation. Example: intrinsic process ratio = $[19.8 / (19.8+18.2+14.7+28.8+25.3)] = .18$

The source of motivation with the highest mean was the self-concept internal source. The mean of this source was 28.8. The source with the lowest mean was self-concept external with a mean of 14.7. Goal Internalization was the next highest mean of 25.3. When analyzed using the ratios the same was found. Self-concept internal accounted for 27% of the motivation of the volunteer leaders. Goal internalization accounted for 24% of the motivation for the volunteer leaders, while self-concept external accounted for 14% of the motivation of the volunteer leaders.

After qualitative analysis of the open-ended questionnaire, five themes emerged. The five themes included: 1. Learn & Grow, 2. Tradition of 4-H, 3. Family involvement, 4. New to 4-H volunteers, 5. Continued volunteerism commitment. The five themes evolved from the examination of the open-ended questionnaires.

The first theme was Learn & Grow. The theme resonated with the education and life skills of 4-H. Several of the volunteers wrote specifically about the education aspects of 4-H. Joy said she volunteered because she wanted to “help the children in my town to learn and have the most fun in participating in agriculture and 4-H”. Pam specifically wrote about the many learning opportunities available to kids and preparing them for life lessons and life. Cassie wanted kids to be better and the community to be better. Lindsey specifically stated she was involved because it was all about “helping kids learn new things, seeing them grow & become

better citizens”. She also wrote about the achievement of the kids and learning lessons about setting goals and working hard. Another volunteer, Julie, remembered the life skills she learned and wanted those life skills to be passed on to her kids and other kids in the community.

The second theme that emerged was the Traditions of 4-H. Several volunteers commented about the skills and education they learned while being part of 4-H. They wanted to see these traditions continue and impact youth in the future. Lindsey spent a great deal of time writing about the support needed for the local club and why she wanted to help with this support. She said that she volunteered because she wanted to support the leadership needed at the county and state level for 4-H to continue. Joy also commented about wanting to carry on the tradition that her mom and aunt started. Abby volunteered with 4-H because she “wanted [her] kids to have the opportunities I had with 4-H”. John wanted to give back to the organization and loved seeing the kids learn and grow. Perhaps the most powerful statement came from Polly, “4-H means more to me now than when I was in it during high school. I realized how much I missed and learned about and during 4-H.” She went on to discuss the impact she was trying to make with children and wanting to help them reach their goals.

The third theme focused on the family involvement seen in 4-H. Family involvement for many started with the volunteer leaders being involved in 4-H themselves and continuing with their kids and grandkids. Joy became involved with 4-H after she moved to a community with a large 4-H involvement. She continued in 4-H until she graduated from high school. She wanted her kids to be involved and stay involved herself. Cassie was an extremely involved member during her 4-H years and had the support of her mom. She wanted her t kids to be active in 4-H because of the difference it made for her. Julie had a long history with 4-H from being a member to being a club leader. She wanted her kids to have a positive activity to be involved in that she could enjoy with them. Darcy was not a 4-H member herself but had an older child that became very involved. She is now repeating the process 27 years later and wanted her second child to have a great experience as well.

The fourth theme was the involvement of non-4-H alumni. These were volunteer leaders who themselves were not in 4-H but have had children or grandchildren who became involved. One of the most striking comments came from Amanda, "I was not a 4-H member as a child. However, I wanted to be, but my parents wouldn't allow me to join." Despite not being involved as a child, Amanda's child joined and she became involved as a volunteer. She has enjoyed seeing the children learn and become better citizens. Susan was not a 4-H member as a child but her oldest child became interested in the program. She did some investigation into the program and felt the goals and missions were something she wanted her kids to be involved in. Rachel wanted her children to be involved in the program because she never got the chance to be. She pointed something out about the program that not many other volunteers focused on, "The program is fun".

The fifth and final theme that came from volunteer leaders was the continued volunteerism commitment by almost all of the volunteer leaders. Several leaders were involved in other youth development programs and church organizations. Organizations they were involved in included church camps, Boy Scouts, and Girl Scouts. An organization that several volunteer leaders wrote about was the local agricultural booster club. The booster club served several youth organization groups in the community. Volunteers who participated in church activities listed kids programs as one of the most prominent activities in which they participated. In summary, the top two sources of motivation as shown by the MSI for Oklahoma 4-H volunteer leaders were self-concept internal and goal internalization. The lowest source of motivation was self-concept external. Five themes emerged from an examination of the open-ended questionnaires. These five themes were 1. Learn & Grow, 2. Traditions of 4-H, 3. Family Involvement in 4-H, 4. Non-alumni involvement in 4-H, and 5. Volunteerism Commitment.

Objective 3

The goal of objective three was to determine the source of motivation for the selected Oklahoma Extension Educators using the Motivation Sources Inventory (MSI) and the open-

ended questionnaire. The MSI data was examined using means, standard deviations, and ratios.

See Table 6. The open-ended questionnaire was examined using qualitative analysis.

Table 6
Motivation Sources Inventory Results of Extension Educators

| MSI Subscales | N | Mean | SD | Ratio ¹ |
|-----------------------|----|------|-----|--------------------|
| Intrinsic Process | 10 | 21.6 | 4.4 | 0.20 |
| Instrumental | 10 | 16.8 | 5.7 | 0.15 |
| Self-Concept-External | 10 | 17.9 | 6.5 | 0.16 |
| Self-Concept-Internal | 10 | 29.4 | 5.0 | 0.29 |
| Goal Internalization | 10 | 24.0 | 5.8 | 0.22 |

¹Calculated by dividing the mean reported source of motivation by the total population reported for the means of all five sources of motivation. Example: intrinsic process ratio = $[21.6 / (21.6+16.8+17.9+29.4+24.0)] = .20$

The source of motivation with the highest mean was self-concept internal with a mean of 29.4. The next highest mean was goal internalization at 24.0. The source of motivation with the lowest mean was instrumental with a mean of 16.8. When the subscales are examined using the ratio scores, the same was found. Self-concept internal accounted for 29% of the motivation for Extension educators. Goal internalization accounted for 22% of motivation, while instrumental accounted for 15% of motivation for the group.

After analyzing the questionnaires returned by the Extension educators, six themes emerged. The six themes included: 1. The traditions of 4-H, 2. The affiliation of volunteers to serve, 3. Learn and Grow, 4. Passion for Extension and for others, 5. Family involvement, and 6. Non-alumni involvement in 4-H. The six themes provided a deeper understanding of Extension educators.

The first theme to emerge from the data was a belief in the traditions of 4-H. Jane commented about wanting to give back to a program she was most passionate about. She also wrote about how she felt the volunteers believed in the cause as well. Wendy also felt there was a commitment to the cause from volunteers. She found volunteers wanted to help make things better. Frank felt new volunteers also understood the cause of Extension and 4-H. “I have new

volunteers who start because they see it as worthwhile and want to be a part of it.” His current volunteers may still have children involved in the organization but not always. Others stay because “they still enjoy it”. Several educators spent a great deal of time with volunteers who participated because they wanted to see kids succeed and wanted to give back.

The second theme to emerge was the affiliation of 4-H as a reason volunteers serve. Volunteers chose to serve because they wanted to be affiliated with an organization that works directly with their kids and helps other kids. Tracy felt volunteers gave their time because “They like to feel needed”. This need to feel part of something bigger could be seen in several of the comments from the educators. Kathy felt that many volunteers began because it was going to help them somehow. Frank mentioned the many parents who want to help their kids and then end up helping other kids along the way. “Some want to help their own kids and don’t mind helping other kids at the same time. Some want to help their own kids and just tolerate the rest”. Many of the educators contended volunteers participated in the program because of their kids and wanted to be affiliated with a program in which their kids were involved.

The third theme that appeared was Learn & Grow. Volunteers wanted to see members learn & grow. Jane discussed the sense of good feeling many volunteer leaders have after completing a project or helping the kids succeed. Volunteer leaders serve because “They can see the improvements in youth”. Jessica discussed the differences the volunteer leaders see in the youth after working with them. She found many of her volunteer leaders continued to volunteer because they enjoyed working with the kids and also had the chance to actually see the difference they were making. Cindy also felt this way, “Current volunteers continue because they feel they are making a difference”. Frank touched on this when he wrote about his volunteers serving as leaders. They wanted to help the kids and see them succeed and grown. Wendy also believed this to be true of her volunteers. They wanted to make things better and continue to see the growth of kids.

The fourth theme was a passion for Extension and others. This theme referred to the experiences the educators themselves had while working for Extension. All of the educators wrote about wanting to help others as one of the primary reasons they work in Extension. Frank perhaps summed it up the best with “I get to work with youth. I help them prepare themselves for future success by building important life skills”. Mary truly believed in the mission of Extension. She wanted to help provide the necessary information for Oklahomans to help them make decisions in their everyday lives. Cindy also expressed this sentiment when she discussed wanting to make the citizens of the state of Oklahoma better individuals.

The fifth theme that emerged was family involvement, which translated to a commitment to 4-H. A majority of the Extension educators were involved in 4-H as children and this developed into their commitment towards the organization later on. Jessica summed this concept up best. “We are a 4-generation 4-H family. My grandmother was an Extension home demonstration agent, my mother was a Hall of Fame winner, I was a national project winner, and both of my girls have had great success in 4-H”. She summed up exactly how important 4-H was to her family and what it meant. Mary also had a parent who was greatly involved during her childhood and this translated to her continued involvement and commitment to 4-H. John had not only parents and grandparents involved in the program but also had great-grandparents who participated as volunteers. This family involvement and tradition translated to the educators being committed to the ideas of 4-H and what it means to work in Extension.

The sixth and final theme from the Extension educators related to those who were not involved in 4-H as kids. These educators recognized the importance of 4-H and decided to work in the program even though they did not have first experience as kids. Both Betty and Frank were not in 4-H as kids but saw the impact it had on their peers. Betty “was not in 4-H as a child, but heard about it and knew it was a worthwhile organization”. Despite not having any personal ties to 4-H, she recognized the importance 4-H had and decided to make a career decision from this.

Frank wrote about almost joining 4-H as a youth but did not. However today he enjoys working with the youth in 4-H and helping them to develop into better individuals.

In summary, the top two sources of motivation for Extension educators were self-concept internal and goal internalization. The lowest source of motivation was instrumental. Six themes emerged from a qualitative analysis of the open-ended questionnaires. These six themes included: 1. Traditions of 4-H, 2. The affiliation of volunteers to serve, 3. Learn & Grow, 4. Passion for Extension and for others, 5. Family involvement which led to a commitment to 4-H, and 6. Non-Alumni involvement in 4-H.

Objective 4

Objective 4 was to compare the sources of motivations of the Oklahoma 4-H volunteer leaders and the Extension educators. This comparison was done using both the MSI and the open-ended questionnaires. The results are summarized in Table 7 through Table 9. Self-concept internal was the source of motivation with the highest mean score for both the volunteer leaders and Extension educators. There was a mean difference of -0.6 between the volunteer leaders and the Extension educators. Goal internalization was the next subscale with the highest mean of both groups. In addition, Goal internalization had the second smallest mean difference with a difference of 1.3. Self-concept external had the highest mean difference of -3.2.

Table 7

Comparison of MSI Results for 4-H Volunteer Leaders and Extension Educators

| MSI Subscales | 4-H Volunteer Leaders (VL) n=22 | Extension Educators (EE) n=10 | Mean Differences (VL-EE) |
|-----------------------|------------------------------------|----------------------------------|--------------------------|
| Intrinsic Process | 19.8 | 21.6 | -1.8 |
| Instrumental | 18.2 | 16.8 | 1.4 |
| Self-Concept External | 14.7 | 17.9 | -3.2 |
| Self-Concept Internal | 28.8 | 29.4 | -0.6 |
| Goal Internalization | 25.3 | 24.0 | 1.3 |

An independent t-test was run for each of the subscales to determine if a significant difference existed between each of the groups. Levene’s Test for Equality of Variances showed

there was a nearly equal variances among the means of the Volunteer Leaders and Extension educators on each of the five MSI subscales. There was not a significant difference in the means for the intrinsic process subscale for the volunteer leaders ($M = 19.8$, $SD = 5.9$) and Extension educators ($M = 21.6$, $SD = 4.4$); $t(30) = -.84$, $p < .05$. There was not a significant difference in the means for the instrumental subscale for the volunteer leaders ($M = 18.2$, $SD = 6.4$) and Extension educators ($M = 16.8$, $SD = 5.7$); $t(30) = .56$, $p < .05$. There was not a significant difference in the means for self-concept external subscale for the volunteer leaders ($M = 14.7$, $SD = 6.3$) and Extension educators ($M = 17.9$, $SD = 6.5$); $t(30) = -1.30$, $p < .05$. There was not a significant difference in the means for self-concept internal subscale for the volunteer leaders ($M = 28.8$, $SD = 5.6$) and Extension educators ($M = 29.4$, $SD = 5.0$); $t(30) = -.28$; $p < .05$. There was not a significant difference in the means for goal internalization subscale for the volunteer leaders ($M = 25.3$, $SD = 6.4$) and Extension educators ($M = 24.0$, $SD = 5.8$); $t(30) = .549$; $p < .05$.

Table 8

Independent Samples t-test: Levene's Test Results

| MSI Subscales | Levene's Test for Equality of Variances | |
|-----------------------|---|--------------|
| | F | Significance |
| Intrinsic Process | 1.561 | .221 |
| Instrumental | .333 | .568 |
| Self-Concept External | .069 | .795 |
| Self-Concept Internal | .001 | .980 |
| Goal Internalization | .162 | .690 |

Table 9

Independent Samples t-test: MSI Scores of Volunteer Leaders (VL) and Extension Educators (EE)

| MSI Subscales | VL | EE | t-test for Equality of Means | | |
|-----------------------|-----|-----|------------------------------|--------------------|--------------|
| | SD | SD | t | Degrees of Freedom | Significance |
| Intrinsic Process | 5.9 | 4.4 | -.842 | 30 | .406 |
| Instrumental | 6.4 | 5.7 | .557 | 30 | .581 |
| Self-Concept External | 6.3 | 6.5 | -1.301 | 30 | .203 |
| Self-Concept Internal | 5.6 | 5.0 | -.277 | 30 | .783 |
| Goal Internalization | 6.4 | 5.8 | .549 | 30 | .587 |

Overall, there were seven themes that emerged from the data collected with 4-H volunteer leaders and Extension educators. Four of these themes were the same when the themes were compared between the two groups. The similar themes included the idea of the members learning and growing, the traditions of 4-H and what they mean to each group, family involvement in 4-H, and those individuals who are new to 4-H. A separate theme occurred amongst the volunteer leaders. This theme was the continued volunteer activity outside of 4-H. A majority of the leaders had volunteered with organizations outside of 4-H. Two different themes occurred with the Extension educators, as well. The first new theme was the affiliation with 4-H. Many educators expressed the thought that volunteer leaders participated with 4-H because they wanted to be affiliated with 4-H. The second new theme was the educators themselves being passionate for Extension and for working with others. All of the educators were in their chosen profession because they enjoyed working in Extension and enjoyed making a difference in others' lives.

The first theme to emerge in both groups was Learn & Grow. Both groups wanted to see the children they work with develop into great citizens. The volunteers wanted to see the kids "learn new things, see them grow, and become better citizens". Several of the educators also commented on the growth and development of the members in 4-H. The educators had volunteers who wanted to participate as a 4-H member because they believed in 4-H and what it meant to kids. Cindy, an Extension educator, thought she had volunteers who "continue because they feel they are making a difference". Joy, a volunteer, stated she "wanted to help the children in my town to learn". For both groups it was important to see the members learn and grow during their participation.

The second theme to emerge for both groups was the Traditions of 4-H. Both groups had seen the value in the life skills previously learned while participating in 4-H and wanted to continue those traditions. Abby, a volunteer, participated with 4-H because she "wanted my kids to have the opportunities I had with 4-H". John, another volunteer, wanted to give back to the

organization and loved seeing the kids learn. Many of the educators felt they had volunteers participate because the volunteers wanted to give back to 4-H. John, an educator, said “I have new volunteers who start because they see it as worthwhile and want to be a part of it”. Both groups expressed a desire to see the values of 4-H continue into the future.

The third theme to emerge for both groups was the involvement of family in the program. Most of the volunteers had kids involved in the program and also had been in 4-H as a child. Both groups had several individuals who had multiple generations who were involved in 4-H. Joy, a volunteer, became involved with 4-H after she moved to a community with a large 4-H program. She wanted her kids to be involved in the program as well and wanted to stay connected to 4-H. Jessica, an educator, summed up her family’s involvement “We are 4-generation 4-H family. My grandmother was an Extension home demonstration agent, my mother was a Hall of Fame winner, I was a national project winner, and both of my girls have had great success in 4-H”. All of these individuals had been involved in 4-H with their families and wanted to continue to be involved.

The fourth theme to emerge for both groups was the involvement of non-alumni in the program. Both groups had individual who were not in 4-H but chose to participate as adults. Many of the volunteers and educators became involved with 4-H after seeing the impact it had on others. Amanda, a volunteer, had one of the most striking comments “I was not a 4-H member as a child. However, I wanted to be but my parents wouldn’t allow me to join”. But her children had joined and she has enjoyed seeing them learn. Betty, an educator, “was not in 4-H as a child, but heard about it and knew it was a worthwhile organization”. Because she recognized the value of 4-H she decided to be involved in 4-H on a daily basis and worked as an Extension educator.

The four themes of Lean & Grow, Tradition of 4-H, Family Involvement, and New to 4-H were the common themes found between the volunteer leaders and Extension educators. Three other themes, Volunteerism Commitment, Affiliation with 4-H, and Passion for Extension

& Others, were found but were not shared between the two groups. The three themes did not cross from one group to the other.

Table 10 provides a summarization of the themes found for each group after analysis of the open-ended questionnaire.

Table 10
Themes of volunteerism for Oklahoma 4-H volunteer leaders and Extension Educators

| | 4-H Volunteer Leaders | Extension Educators |
|---|-----------------------|---------------------|
| Theme 1: Learn & Grow | Yes | Yes |
| Theme 2: Tradition of 4-H | Yes | Yes |
| Theme 3: Family Involvement | Yes | Yes |
| Theme 4: New to 4-H | Yes | Yes |
| Theme 5: Volunteerism Commitment | Yes | No |
| Theme 6: Affiliation with 4-H | No | Yes |
| Theme 7: Passion for Extension & Others | No | Yes |

CHAPTER V

CONCLUSIONS

This mix-method study sought to identify, describe, and compare the sources of motivation of Oklahoma 4-H volunteer leaders and Extension educators. To this end, the study used the Motivation Sources Inventory (MSI), an open-ended questionnaire, and a demographics questionnaire to identify the sources of motivation and compare the motivations of the volunteer leaders and Extension educators. The information also provided insight into who volunteered and who worked in Extension.

Problem

Oklahoma 4-H's goal is to provide programs that help youth reach their full potential (Oklahoma 4-H, 2010). Toward this end 8,500 volunteer leaders have worked closely with Extension educators to create meaningful experiences to encourage the growth of these youth (Oklahoma 4-H, 2010). Volunteer leaders and Extension educators devote countless hours of time towards creating a meaningful experience for 4-H youth. But are adult 4-H volunteer leaders and Extension educators motivated by the same source? Previous research had not examined the motivations of both volunteer leaders and those responsible for the administration of the programs. The research lacked any comparison of these two groups who work closely together. In addition, studies have not described a deeper meaning of volunteering. The current research provided a label for the source or kind of motivation but does not examine the essence and meaning of volunteering. To better understand the phenomenon of volunteerism and the

administration of volunteers, a thick and rich description of the meaning behind ones intent to volunteer was needed.

Purpose

The purpose of this study was to examine the motivations of 4-H volunteer leaders and Extension educators. The study sought to identify, describe and compare the motivations of 4-H volunteer leaders and Extension educators using thick and rich descriptions to determine the essence of individuals' motivation to volunteer.

Objectives

Specific objectives in meeting the purpose of this study were:

1. Describe the personal and professional characteristics of select Oklahoma 4-H volunteer leaders and select Oklahoma Extension educators.
2. Determine the motivations of select Oklahoma 4-H volunteer leaders based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
3. Determine the motivations of select Oklahoma Extension educators based on the meta-theory of motivation using the Motivation Sources Inventory and an open-ended questionnaire.
4. Compare the motivations of the volunteer leaders and educators using both the Motivation Sources Inventory and open-ended questions.

Objective 1

Using the information gathered from the demographic questionnaire, it was determined that the majority (87%) of those who volunteer as leaders for 4-H were Baby Boomers (1946-1964) and Generation X (1965-1982). These results were similar to those found by Vetter, Hall, and Schmidt (2009). In addition, 82% of the volunteer leaders were female. Again, this was similar to other studies (Culp, 1996; Culp & Schwartz, 1999; Rusk, Kerr, Talbert, & Russell, 2001; Culp McKee, & Nestor, 2005; Vetter et al., 2009). The majority (77%) of the volunteers

were white with the others self-reporting as Native American or Hispanic. The average number of years a volunteer leader had worked with 4-H was just over six years. Interestingly, the average number of years serving with 4-H was close to what Culp (1996) found. Culp found that the average volunteer leader in Indiana had served for 7.24 years. Volunteers in the Northeast district of Oklahoma had served for just over six years. The majority of the volunteer leaders committed between zero and 10 hours a month to volunteering with 4-H. These results were similar to what was discovered by Rusk et al. (2001). Only two volunteers reported spending over 20 hours a month volunteering with 4-H. The average club size led by these volunteers was 41 members. However, the clubs ranged in size from five to 150 members. The average club size was slightly larger than that of volunteers who responded to Culp et al.'s (2005) study. Almost 82% of the volunteers had children or grandchildren under the age of 19 who were involved in 4-H. This reflected what was found in other research. Culp (1997) and Rusk et al. (2001) found the majority of the volunteers in their studies had children who were involved in 4-H. There were six volunteers who had children or grandchildren over the age of 19 who had participated in 4-H. The majority of the volunteer leaders did not have children or grandchildren who were over the age of 19. Fifty percent of the volunteer leaders had been in 4-H as children. Rusk et al. (2001) and Culp et al. (2005) found similar results when they examined their volunteer leader groups. The majority (63.6%) of the volunteer leaders had an annual income of \$50,000 or less. In relationship to other studies (Culp & Schwartz, 1999 & Rusk et al., 2001) this result was similar. The average volunteer leader in the Northeast district was white, and female born between 1946 and 1982 with an annual income of \$50,000 or less who had a child or grandchild under the age of 19 who participated in 4-H. The volunteer was probably a former 4-H themselves who was in charge of a club of around 41 members. The volunteers committed 10 hours or less monthly to volunteering with 4-H.

In addition to describing select volunteer leaders, this study wanted to describe select Extension educators. Towards this end, the Extension educators who participated in the

conference filled out a demographics questionnaire. The majority (60%) of the educators were Baby Boomers born between 1946 and 1964. Seven of the 10 educators were female and the majority (80%) of the educators were white. Culp et al. (2005) found similar results with almost 69% of the agents surveyed being female and the other 30% being male. Extension educators had worked in Extension for just over 11 years. This was similar to Culp et al. (2005) finding of the average years of service just below 11 years. Educators had been in service anywhere between three to 29 years. The amount of time devoted to 4-H varied amongst the educators with half spending between six and 15 hours a month working with 4-H while the other four were spending 21 or more hours working with 4-H. The average county 4-H membership was 323. This was much lower than what Culp et al. (2005) found in a survey of 4-H Extension educators across the country. The majority (70%) of the educators did have children or grandchildren under the age of 19 who were involved in 4-H. Some of the educators did have children or grandchildren who had aged out of 4-H. Forty percent of the educators had children or grandchildren who were over 19 but had been involved in 4-H while another two had children or grandchildren who were over 19 but were not in 4-H. The other four either did not have children or grandchildren at that age yet or did not respond to the question. The majority of the educators had been in 4-H as children with 70% reporting to be 4-H alumnus. Culp et al. (2005) also found approximately 70% of the educators had been involved in 4-H. Half of the educators reported having an income of between \$17,001 and \$50,000. Three educators reported having an income of between \$50,001 and \$80,000, while one individual reported having an income of over \$80,000. One educator chose not to respond to the question.

The average Extension educator in this study was a white female born between 1946 and 1964 who was a 4-H alumnus. She has been working in Extension for just over 11 years and has children or grandchildren who are under 19 and are involved in 4-H. She spends approximately six to 15 hours a month working with 4-H members and is responsible for around 300 4-H members in the county. As an educator, she is making between \$17,001 and \$80,000 annually.

Objective 2

Objective 2 identified the source of motivation for the Oklahoma 4-H volunteer leaders using the Motivation Sources Inventory (MSI) and an open-ended questionnaire. The MSI identified the source of motivation according to Leonard, et al. (1999). The open-ended questionnaire was used to provide a deeper and thicker description of the motivations of volunteer leader. The results of the MSI were tabulated using both the mean for each of the subscales and a ratio of the subscale means. Figure 2 provides a breakdown of the ratio results. The ratio results were calculated by dividing the mean reports source of motivation by the total population reported for means of all five sources of motivation.

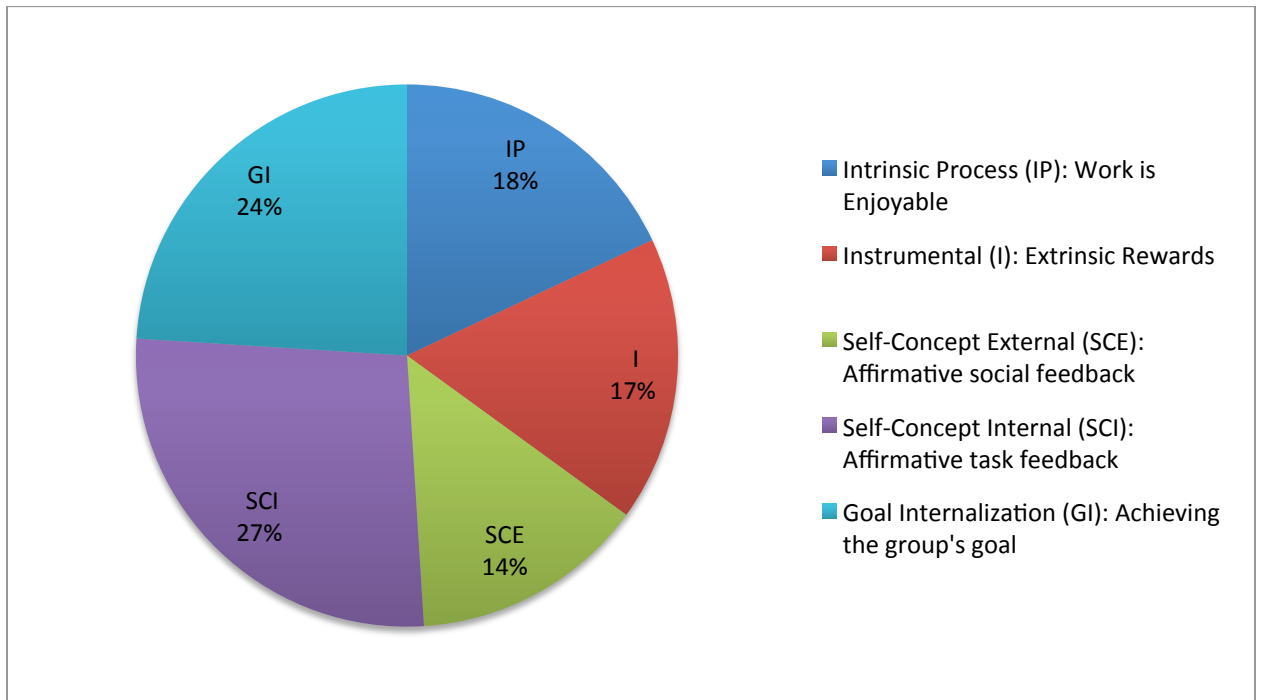


Figure 2. 4-H Volunteer Leaders' Ratio Analysis of Motivation Sources

The highest ratio for the volunteer leaders was self-concept internal followed closely by goal internalization. Individuals who were motivated by self-concept internal set internal standards of traits, competencies and values that then become the basis for the ideal self (Leonard, et al., 1999). Individuals then engaged in activities and behaviors that reinforce these

standards. Individuals were striving to achieve high levels in areas of competency when they were motivated by self-concept internal. Self-concept internal was similar to McClelland's (1961) need for achievement. It can also be related to Bandura's (1986) descriptions of self-regulation and personal standards. Goal internalization motivation occurs when an individual's personal value system aligns with those of the activity or behavior in which the individual engages (Leonard, et al., 1999). The volunteer's personal beliefs align with those of the organization's mission and goals. Barbuto and Scholl (1998) noted that goal internalization was different from the other sources of motivation because it removed self-interest from the motivation.

When the results from the MSI were examined, the highest source of motivation was self-concept internal. The results would suggest that volunteer leaders participate in 4-H because they wish to use their own set of skills, knowledge, and understanding to help the members of 4-H. In addition, self-concept internal was closely followed by goal internalization. This suggested the mission and goals of 4-H align closely to the personal values of the volunteer leaders. The volunteers choose to participate in 4-H because they wanted to help further the mission and goals of 4-H. Previous research primarily used McClelland's (1961) tricomety of needs and Atkinson and Birch's (1978) achievement motivation theory. Culp (1997) and Fritz, Karmazin, Barbuto, and Burrow (2003) found the 4-H volunteers in their studies were motivated by affiliation. The volunteers in this study diverge from this pattern, as their primary source of motivation was self-concept internal, which can be tied to the achievement motivation. The next highest source was goal internalization, which does not fit within the tricomety. However, goal internalization emphasizes participating in the experience not to fulfill some personal need in a person but because the mission and goals of the organization fit with those personal values important to the individual.

The open-ended questionnaires provided some valuable insight in to the minds of the volunteers and what exactly it meant to be a volunteer leader with 4-H. There were five themes

that emerged after reviewing and examining the answers provided by the volunteer leaders. These themes and descriptions included:

1. Learn & Grow: Growth and Development of Youth
2. Traditions of 4-H: Continuing the values of 4-H
3. Family Involvement: Continuing personal involvement in 4-H
4. Non Alumni Involvement: No previous experience in 4-H
5. Volunteerism Commitment: Time spent with other organizations

The first theme was Learn & Grow. This theme related to the volunteers wish to see the growth of 4-H members. The volunteer leaders wanted to be involved because they could help the members learn. They were able to offer their expertise in an area and pass on new skills to the members they helped. Lindsey stated it best when she said “It is about helping kids learn new things, seeing them grow and become better citizens”. White and Arnold (2003) also found that one of most common reason 4-H leaders became involved was because they wanted to make a difference in youth’s lives. This theme can be related back to the self-concept internal source of motivation. The volunteers have developed internal values, traits, and competencies that relate to their ideal self. Volunteering with 4-H allows them to continue to use these values, traits, and competencies. They continue to grow and develop new skills. They are also allowed to pass their knowledge on to the next generation.

The second theme was the Traditions of 4-H. The volunteers related to the skills and knowledge gained while children participated in 4-H. Many of the volunteers wanted to carry on the mission and goals of 4-H. Abby found that she “wanted my kids to have the opportunities I had with 4-H”. The volunteers wanted to make an impact on students and pass the traditions onto future generations. As important as it was for the volunteer leaders to pass on their values to the next generations, they related to the mission and goals of 4-H. Culp (1997) found in his study that one of the most prominent reasons individuals began to volunteer with 4-H was because they found 4-H to be a good organization. With this information in mind, the Traditions of 4-H theme

would fit under the heading of goal internalization. The volunteers were no longer worrying about fulfilling a need for themselves, but in continuing to forward the goals of 4-H. This alignment with the bigger goal encouraged them to work towards the collective goal.

The third theme was Family Involvement in 4-H. Most of the volunteers had past family involvement in the program. Some wrote about being in 4-H as children and how they enjoyed that. Others had a multi-generation viewpoint of 4-H. Cassie commented about being a member of 4-H and having the support of her family. She was an active member and had strong support of her mother who influenced her to continue. Culp (1997) also found that volunteers choose to become volunteer leaders because of they enjoyed being in 4-H as youth. The family involvement could be attributed to goal internalization source of motivation. The volunteer participated because their family values align with those of 4-H. They wanted to have their children learn the values of 4-H and continue those values into the future. Those who are motivated by goal internalization “accept group goals because the attainment of such goals is important to the individual” (Leonard, et al., 1999, p. 991). Because the volunteers had been part of 4-H for a large part of their lives, they felt invested in the goals of 4-H and wanted to continue to help pass the goals on to the next generation

The fourth theme was Non-Alumni involvement in 4-H. While this was a small group of volunteers, there were volunteers who were not in 4-H as children and did not have a past history with the program. However, these individuals choose to be involved in the program because they saw the impact 4-H had on others around them. Amanda made a comment that she was not allowed to join 4-H as a child but saw how much enjoyment her child had while being in 4-H. Because of this she became involved in 4-H as a volunteer. Culp (1997) also found the most common reason volunteer started to volunteer with 4-H was because their kids were 4-H members. She enjoyed seeing the children learn and become better citizens. She had identified with the values, goals, and mission of 4-H. These were values that she wanted to be involved with because they related to her own goals for her child. Again, this theme related back to be

motivated by goal internalization. The mission of 4-H aligned with the values of these volunteers. They wanted to participate in the program because they were working towards achieving the goals of the organization.

The fifth and final theme for the 4-H volunteer leaders was a commitment to volunteerism. A majority of the volunteers were involved in volunteer activities outside of 4-H. These activities included working with other youth organization and church. They volunteered time with organizations that were similar to 4-H. Many of the other organizations involved working with youth. Those volunteers that were involved in church organizations often worked specifically with the youth groups in the church. The volunteers perceived a need to help these organizations because they had traits and competencies that the organization could use. The source of motivation related to this theme was self-concept internal. The volunteers were internally motivated to become involved because they felt they had skills that could be used by the organization. They wanted the organization to succeed and wanted their skills to be attributed to this success.

In summary, each of the five themes that emerged from the open-ended questionnaires fell within two categories of motivation: self-concept internal and goal internalization. None of the themes could be related to intrinsic process, instrumental, or self-concept external. See Table 11.

Table 11

Themes of the Volunteer Leader's Relationship to Sources of Motivation¹

| Themes | Sources of Motivation ¹ | | | | |
|-------------------------|------------------------------------|---|-----|-----|----|
| | IP | I | SCE | SCI | GI |
| Learn & Grow | | | | X | |
| Tradition of 4-H | | | | | X |
| Family Involvement | | | | | X |
| Non Alumni Involvement | | | | | X |
| Volunteerism Commitment | | | | X | |

¹Sources of Motivation include: IP = Intrinsic Process; I = Instrumental; SCE = Self-Concept External; SCI = Self-Concept Internal; GI = Goal Internalization

Objective 3

Objective 3 identified the sources of motivation for the Extension educators and described the motivations of the Extension educators using the Motivation Sources Inventory (MSI) and the open-ended questionnaire. The MSI identified the source of motivation according to Leonard, et al. (1999). The results of the MSI were tabulated using both the mean for each of the subscales and a ratio of the subscale means. Figure 3 provides a breakdown of the ratio results. The ratio results were calculated by dividing the mean reports source of motivation by the total population reported for means of all five sources of motivation.

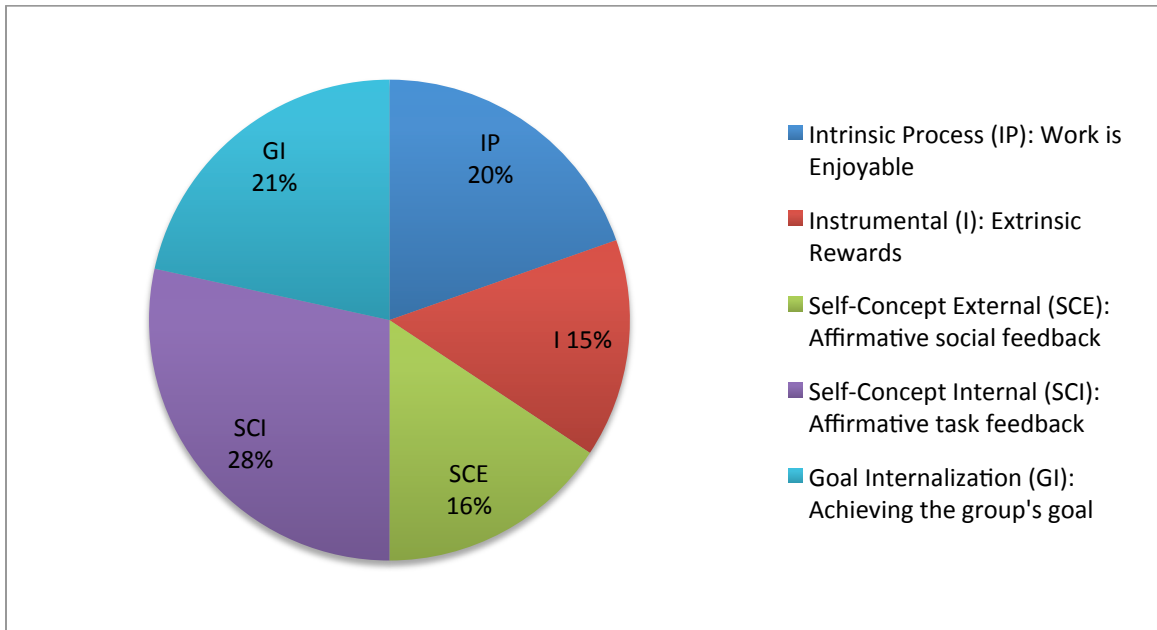


Figure 3. Extension Educator's Ratio Analysis of Motivation Sources

The results of the MSI found the highest source of motivation was self-concept internal. Self-concept internal accounted for 28% of the motivation for the educators. The next highest source of motivation was goal internalization making up 21% of the motivation for the educators. Following this was intrinsic process making up 20% of the motivation. The sources of motivation with the lowest percentages were self-concept external and instrumental. Self-concept external accounted for 16% of the motivation while instrumental accounted for 15% of the motivation. Self-concept internal again is those individuals who are driven by an internally based motivation

(Leonard, et al., 1999). The values, traits, and competencies were internally set and made up what the individual had set as their ideal self. The educators engaged in activities that would reinforce their ideal self (Leonard, et al., 1999). Previous studies had not examined the motivations of the educators and did not provide source of motivation. Previous research does not have any framework for the motivations of the educators.

The results of the open-ended questionnaire provided six themes for the motivations of Extension educators. The themes included:

1. Tradition of 4-H: Continuing the values of 4-H
2. Affiliation of volunteers: Volunteers participate to be part of 4-H
3. Learn & Grow: Growth and Development of Youth
4. Passion for Extension and others: Genuinely enjoy work
5. Family Involvement: Continuing personal involvement in 4-H
6. Non-Alumni Involvement: No previous experience in 4-H

The first theme to emerge from the examination of the open-ended questionnaire was the traditions of 4-H. The educators wanted to give back to the program. Jane was passionate about the program and wanted to give back to it. Frank thought his new volunteers were participating because they understood the cause of Extension and 4-H. Many of the educators had been involved in 4-H and wanted to stay involved in the organization because they wanted to continue to make a difference in the lives of youth. This theme could be related to goal internalization source of motivation. The traditions of 4-H relate to the goals of 4-H. The educators wanted to see 4-H continue into the future and wanted the organization to continue to move forward. The educators' goals matched with those of the organization. This follows what Leonard, et al., (1999) defines as goal internalization. The attitudes and behaviors of the educators is congruent with the values of the Extension. They wanted to move the organization forward.

The second theme was the affiliation of volunteers. The educators indicated they had many volunteers who participated because they wanted to be involved because their kids were

involved. Tracy described this best when she said “They volunteer because they like to feel needed”. The volunteers participated because they wanted to help their kids and along the way end up working with the other kids. From this theme two source of motivation could be found. The first was self-concept external. This related to those who volunteered because they wanted to felt needed by the group. The success of the group could in part be contributed to the volunteer (Leonard, et. al., 1999). These volunteers were seeking to be part of a group and for “affirmation of traits, competencies, and values” (Leonard, et al., 1999, p. 990). The other source of motivation was instrumental motivation. Instrumental motivation is a source for those who “engage in the task that provides the greatest potential for extrinsic rewards” (Leonard, et al., 1999, p. 989). The educators felt the volunteers wanted to see their kids succeed. The volunteers saw a reward for their children in participating and pursued this reward.

The third theme for the Extension educators was Learn & Grow. The educators felt they had volunteers who participated because they enjoyed seeing the members grow and change. The educators had volunteer leaders who participated because they “can see the improvements in youth”. Cindy had volunteers who continued to be involved because they could see the difference they were making in the members lives. The theme fits with the source of motivation of self-concept internal. The educators felt the volunteers were interested in being volunteers because they wanted to see the members grow and felt the volunteers had the skills and knowledge to help with the members. As part of the self-concept internal motivation the volunteers were contributing to helping the organization. This result was similar to results Barbuto, Trout, and Brown (2004) found in their study using agricultural cooperative workers found the workers were motivated to work for the organization.

The fourth theme for the Extension educators was a Passion for Extension and others. The educators all expressed a deep passion for the work of Extension and the enjoyment of helping others. Frank worked in Extension because “I get to work with youth. I help them prepare themselves for future success by building important life skills”. Cindy enjoyed working

with the citizens of Oklahoma and helping them to improve their everyday lives. The source of motivation for this theme was self-concept internal. The educators all had internal values and traits they felt help contribute to the work of Extension. They were participating in improving the lives of others and were also growing themselves. Similarly, Strong and Harder (2009) found that educators, who stayed in Extension, did so because they found their jobs satisfying and were content to stay and work in Extension. The findings from this study and those of Strong and Harder (2009) can be related to self-concept internal

The fifth theme for the educators was family involvement. A large majority of the educators had been involved 4-H as a child. In addition, many of the educators' families had been in 4-H for several generations. Jessica summed this up when she said "We are four generation 4-H family. My grandmother was an Extension home demonstration agent, my mother was a Hall of Fame winner, I was a national project winner, and both of my girls have had great success in 4-H". She felt this led her to a career in Extension and she wanted to continue to help 4-H achieve its goals. The source of motivation for family involvement was goal internalization. Again the values of the organization influenced the behaviors of the individual who worked with the organization (Leonard, et. al., 1999). The educators had participated in 4-H and related to the values of 4-H. They wanted to continue to help Extension and 4-H in its mission. It was no longer about what rewards they were receiving but about helping Extension achieve its goals and forward the mission of Extension.

The sixth and final theme for the educators was the involvement of non-alumni in 4-H. Not all of the educators were involved in 4-H as children. The few who were not involved in 4-H were aware of 4-H. Betty was not in 4-H but had friends involved in and "knew it was a worthwhile organization." This led her to take a job with Extension after completing her college degree. Frank was also not involved in 4-H as a child. But today he works with 4-H and helps them to develop into better individuals. Both the educators saw the value of 4-H and made a decision to be part of the organization that they did not get to be part of as kids. The theme falls

under the goal internalization source of motivation. The educators, despite not having any experience as a 4-H member, choose to make their careers in Extension because they felt the mission of 4-H was important to them. This led them to participate in the program as an employee. They were working to further the mission of 4-H.

In summary, six themes emerged from the open-ended questionnaires. The themes fit within four of the sources of motivation. The sources found in the themes included instrumental, self-concept external, self-concept internal, and goal internalization. Intrinsic process was not seen as a source of motivation for the Extension educators. Table 12 provides a summary of the findings.

Table 12

Themes of the Extension Educators' Relationship to Sources of Motivation

| Themes | Sources of Motivation ¹ | | | | |
|----------------------------------|------------------------------------|---|-----|-----|----|
| | IP | I | SCE | SCI | GI |
| Learn & Grow | | | | X | |
| Tradition of 4-H | | | | | X |
| Family Involvement | | | | | X |
| Non Alumni Involvement | | | | | X |
| Affiliation of volunteers | | X | X | | |
| Passion for Extension and others | | | | X | |

¹Sources of motivation include: IP = Intrinsic Process; I = Instrumental; SCE = Self-Concept External; SCI = Self-Concept Internal; GI = Goal Internalization

Objective 4

The goal of objective 4 was to compare the sources of motivations of the 4-H volunteer leaders and the Extension educators. The comparison was done using both the results of the Motivation Source Inventory (MSI) and the open-ended questionnaire. The results of the MSI and the open-ended questionnaire provided insight to the motivations of both groups.

The results of the MSI found that there were some differences in the mean of each of the subscales for the groups. The subscale with the highest mean differences was self-concept external. However, when the means were analyzed using the independent sample t-test, no significant difference was found. The volunteer leaders and Extension educators appeared to be

motivated by the same source. The highest source of motivation for both groups was self-concept internal. The groups were motivated by inner direction and were striving for the ideal self. Interestingly, when the ratios were examined the volunteer leaders had two sources that were close: self-concept internal and goal internalization. However, the ratios revealed that the Extension educators had an overwhelming source of motivation: self-concept internal. Also, the lowest source of motivation for each group was different. The lowest source of motivation for the volunteer leaders was self-concept external. The lowest source of motivation for the Extension educator was instrumental.

The open-ended questionnaire provided the themes for each of the groups. There were seven separate themes that came out after examination of the questionnaire. Four of the themes were similar for both groups. The four themes included Learn & Grow, Tradition of 4-H, Family Involvement, and Non-Alumni Involvement in 4-H. These themes related to a couple of the sources of motivation. The two sources of motivation were self-concept internal and goal internalization. These two sources can be related to other studies that have been previously conducted. Several of the studies used McClelland's achievement theory. Culp (1997) found that most of the motivation for volunteers was the need for affiliation. When this research is examined, the primary source of motivation for both groups was self-concept internal. Self-concept internal was based some on the need of achievement (Leonard. et al., 1999). The self-concept internal can be related to the need of achievement and can be compared with the previous research. There does seem to be a difference in the source of motivation of the volunteers. Fritz, et al. (2003) also found the volunteers in their study were motivated by affiliation. However, it appears in this study that the volunteers and educators are driven by achievement more than affiliation.

There were three themes that did not cross over between groups. One theme for the volunteer leaders emerged that did not emerge in the Extension educators. The theme was volunteerism commitment. The volunteer leaders also spent time outside of 4-H volunteering.

They volunteered with other organizations, e.g., church organizations and other youth groups. This theme can be linked back to self-concept internal source of motivation. Again, self-concept internal could be related to achievement. Again this was a deviation from the previous research, which showed the volunteers were motivated by affiliation. However, Culp et al. (2005) reported that many volunteers participate in volunteer activities outside of 4-H.

Two themes emerged from the Extension educators that did not emerge with the volunteer leaders. The first theme from the educators that did not show up in the volunteer leaders was the affiliation of the volunteers. The educators felt they had volunteers who participated as a volunteers because they enjoyed being affiliated with 4-H and were there simply because their children were involved in the organization. The educators had many volunteers who became volunteers because their kids were in 4-H and they wanted the best for their kids. The source of motivation could be classified as both self-concept external and instrumental. Self-concept external has some basis in McClelland's (1951) need for affiliation. This source of motivation does align to the previous research. Interestingly, the educators feel the source of motivation for the volunteers is affiliation and the rewards they receive for their kids, the volunteers do not seem to agree. The volunteers identified their source of motivations as self-concept internal and goal internalization.

The second theme from the educators was a passion for Extension and others. The educators enjoyed working in Extension and helping the people who come into the office. They enjoy working with people and having an influence in their lives. This source of motivation is self-concept internal. The educators are involved in the organization as they are able to help move the organization forward. The educators are hoping to continue to improve themselves and achieve their ideal self's.

Implications

The results from this study provided some insight into who volunteers with 4-H and who works in Extension. In addition, it provided insight into the motivations of both 4-H volunteer

leaders and Extension educators. The results provided interesting results that should be examined in more detail.

The majority of the volunteer leaders identified themselves as being in the Baby Boomer generation or Generation X. The Baby Boomer generation was born between 1946 and 1964. Generation X was born between 1965 and 1982. As both generations age, the question should be asked: Are the volunteers from these generations being replaced? Is the Millennial generation continuing to fill in the volunteer needs for 4-H? This question is of high importance if the success and mission of 4-H is to continue. The same question should be asked for Extension educators. The majority of educators identified themselves as Baby Boomers or Generation X. Only one educator self-identified as being born in the millennial generation. Are new educators from the millennial generation joining Extension as the Baby Boomers retire? For Extension to continue, open positions need to be filled with individuals who are excited to work in Extension.

The average number of hours volunteer leaders spent per month on 4-H was between five and 10 hours a month. However, some of the volunteers were committing more than 20 hours a month to 4-H. The question should be asked what is a reasonable amount of time for volunteers to be spending on 4-H? Volunteer leaders are most often parents of 4-H members and are working as well. It is reasonable to expect the children to be involved in other activities beyond 4-H, which to a certain extent was true because a majority of the volunteer leaders were involved in other volunteer activities including church and other youth organizations. Volunteer leaders are busy people balancing several different activities. If the volunteer is spending more than 20 hours a month on 4-H, does this volunteer need help? What needs to change to help the volunteer and ensure that 4-H members are receiving quality leadership?

Another interesting finding from the research indicated that almost half of the volunteer leaders were not in 4-H as a child. Culp, et. al. (2005) found similar results with his study. The volunteers did not have previous experience in 4-H until their children had joined or they were asked to help with 4-H. As a volunteer manager, educators should be working to include these

individuals in the program. Do the non-alumni feel involved? Does the educator who is in charge of the county 4-H program and the other volunteers who may have more knowledge on the ins and outs of 4-H accept the volunteer leaders who did not have previous experience in 4-H? To help make the volunteers feel part of the program, it is important to understand how the non-alumni feel about 4-H.

The majority of both the volunteer leaders and Extension educators indicated they had children or grandchildren who were involved in the 4-H. Almost 82% of the volunteer leaders had children or grandchildren in 4-H and 70% of the educators had children or grandchildren in the program. In reference to the volunteer leaders, will they continue to serve as leaders for 4-H after their children leave? The educators believe the volunteer leaders will leave after their children have aged out of 4-H because the educators thought that the leaders were there for their children. But is this necessarily true? Will the volunteer leaders really leave or will they continue to stay? From the results found here it would appear the leaders would stay if to only feel as if they are helping to further the goals of 4-H.

The Motivation Sources Inventory (MSI) indicated that self-concept internal accounted for the majority of motivation for the volunteer leaders. This was followed closely by goal internalization. There was only three-percentage point's difference between the two sources. However, when the findings from the open-ended questionnaire were examined using the sources of motivation there was one more goal internalization theme than self-concept internal. This difference was only slight and could be attributed to the interpretations of the open-ended questionnaire. The MSI is a reliable instrument that has been used in several studies. It has not been used to examine the motivations of volunteers. This could also account for some of the difference.

The Extension educators had one source of motivation that accounted for a great deal of their motivation. Self-concept internal accounted for almost 30% of the motivation for educators. Goal internalization accounted for 22% of the motivation for educators. When the open-ended

questionnaires were examined, goal internalization seemed to be the source of motivation for a majority of the themes. There seemed to be a shift from the information reported using the MSI and the open-ended questionnaire. This shift may be attributed to the interpretation of the open-ended questionnaire. Further investigation into the motivations of Extension educators is warranted.

One prominent theme that emerged from the examination of the open-ended questionnaire was that Extension educators felt 4-H volunteer leaders only participated because their kids were involved in the organization. However, the findings from the volunteer leaders indicated that instrumental and self-concept external sources of motivation were far down on their list. Instrumental and self-concept external were the lowest two sources of motivation for the volunteer leaders. In addition, neither source was attributed to the themes that emerged from the volunteer leaders' open-ended questionnaires. There seems to be a slight disconnect on what the educators feel is motivating the volunteers and what the actual source of motivation for the volunteer leaders is. The educators do not fully understand why the volunteer leaders are involved in 4-H. Are Extension educators connecting fully with their volunteer leaders or is this preconceived notion causing tension between the two groups? This phenomenon should be investigated further.

Recommendations

Research

Several steps can be taken to increase the understanding of motivation in Extension. The first recommendation from this research is to continue further exploration of the research conducted here. This study focused on a subset of volunteers and Extension educators. To further understand why individuals volunteer with 4-H and Extension or work for Extension, this research should be conducted with multiple samples of volunteer leaders and Extension

educators. Multiple samples will allow for more information to be collected and tabulated for a better picture of what motivates both volunteer leaders and Extension educators.

The second recommendation for research is to use only the MSI with both groups. A further study with only the MSI is warranted using multiple samples and possibly a national level study. The MSI is a valuable tool and can be used to gain a better understanding of what motivates individuals to work both in Extension and as volunteers. Information collected from the MSI can be used to generalize the results to a broader population. From the results found using the MSI, a qualitative research study can be designed to examine the phenomenon of motivation. Using the results from the MSI, it is suggested to further examine the motivations of both groups using focus groups or case studies. The cases could simply be those average everyday volunteers or educators. It also would be possible to use cases that do not fit within the normal bounds of the results to determine if and what the difference is.

In addition, more research should be conducted on the motivations of educators themselves. Little research exists to provide an understanding of the sources of motivations of Extension educators. The research conducted here can serve as a background to start examining the motivations of Extension educators. The MSI would be able to provide the source of work motivation for individuals involved in Extension. The research can also help to describe who is working in Extension. This will provide a greater understanding who exactly is employed in Extension and what the average Extension agent looks like. Also, further research can provide an understanding as to why individuals choose to work in Extension. Do individuals purposely seek a career in Extension or does it happen by chance? A further examination of why Extension educators chose the profession would provide further insight into Extension educators.

Practice

This study provided insightful information into who volunteers and works in Extension and why they volunteer or work in the program. This provides some useful information that can

be used by Extension educators. The educators who serve as volunteer administrators can use several key items found in this research.

Targeted recruitment of volunteers using information found here can provide volunteer leaders who are ready to work with 4-H clubs. Smith and Finley (2004) also found that to have quality volunteers, understanding just who volunteers can serve as a way to reach the volunteers. Recruitment should focus on volunteers who are interested in helping children grow. White and Arnold (2003) suggested recruiting volunteers who want to help children. This often starts with the parents who have children in the program. The volunteers also indicated they enjoyed the traditions of 4-H. Culp (1997) also suggested targeting recruitment towards adult volunteers who have children in the program and also were in 4-H. This group understands the traditions of 4-H and can work with members to help them grow. This study found similar results and should be taken into consideration as well. However, it is important to note that this study did find that many of the volunteers were not 4-H alumni. This group can serve as an important source of volunteer leaders that may be overlooked right now. Recruiting this group of volunteers can bring new volunteers with a different set of skills that are beneficial to 4-H members. This leads to the next recommendation for Extension educators.

Communication is a key component of being a volunteer manager (Culp, 1997). It is important to keep communication open between educators and volunteer leaders (Fritz, et al., 2003). The findings here indicated that there were many non-alumni involved in the program. They may require a little more help and communication between the educator and the volunteer leader. Non-alumni may not always understand all of the traditions of 4-H and it can be taken for granted that they will understand. White and Arnold (2003), while not specifically talking about non-alumni, mention that it is important to focus on the relationship between the educator and volunteer leaders.

In addition to thinking about the non-alumni volunteers, it is important to realize that volunteers are motivated by a similar source of motivation as the educators. The findings in this

study indicated that both groups were motivated by self-concept internal and goal internalization. There was no significant difference found between the two groups. However, the educators do seem to think there is a difference. The educators feel that volunteer leaders participate because they are interested in only helping their own children. Education on the motivation of volunteer leaders would help alleviate this problem. Training on exactly what motivates the leaders would be a great tool for Extension educators. Also, educators who are looking to find new volunteer leaders can use the findings from the studies to create information for the potential recruits. The information should focus on the opportunity of the volunteers to help 4-H members learn, the chance to make a difference in a young person's life and to continued to be involved in the program. This information will hit on most of the themes that were found in the research.

Educators should also review the training given to volunteer leaders. The training should emphasize the sources of motivation to be sure to keep the leaders involved. The training should talk about the goals and mission of 4-H and how the leaders can help 4-H reach these goals. In addition, training should provide current volunteer leaders the opportunity to develop more skills that will help them work with 4-H members. Current leaders can use the new information with their members. Giving leaders more training allows the leaders grow. The leaders are able to work with 4-H members and the members are able to learn new skills and grow as individuals.

This research provided insight into the motivations of volunteer leaders and Extension educators. The findings here can help further our understanding of why individuals provide their time and service to 4-H. Using the findings from this study, future research and practice can be targeted to understand certain aspects of volunteers and the relationship with the educators.

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APPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date: Friday, December 16, 2011
IRB Application No AG1154
Proposal Title: An Assessment of the Motivations of 4-H Volunteer Leaders and Extension Educators

Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 12/15/2012

Principal Investigator(s):

Jessalyn Schrock
444 Ag Hall
Stillwater, OK 74078

Penny Pennington Weeks
442 Ag Hall
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

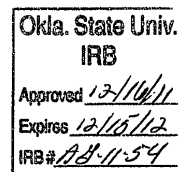


Shelia Kennison, Chair
Institutional Review Board

Appendix B

Participant Information Sheet Oklahoma State University

- Project Title:** An Assessment of the Motivations of 4-H Volunteer Leaders and Extension Educators
- Investigators:** Ms. Jessalyn Schrock
Graduate Student
Agricultural Leadership
- Dr. Penny Weeks
Professor
Agricultural Leadership
- Purpose:** The purpose of this research study is to understand the motivation of 4-H volunteer leaders and Extension educators. 4-H volunteer leaders are being asked to participate in this study to gain a better understanding of their motivations to volunteer with 4-H. Extension educators are being asked to participate in this study to gain a better understanding of their motivation to volunteer. Information to be obtained during this study include an assessment of individuals motivation, open-ended questions to better describe an individuals volunteer activities, and demographic information.
- What to Expect:** To participate in this study, individuals will fill out the Motivation Sources Inventory, open-ended questionnaire, and the demographic sheet. The time to fill out the information should only take 10 minutes.
- Risks of Participation:** There are no known risks associated with this research, which are greater than those ordinarily encountered in daily life.
- Benefits:** This research will provide a benefit to the understanding of motivations for 4-H volunteer leaders and Extension educators. This information will be able to be incorporated into training material for volunteers.
- Confidentiality:** The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.



Information provided will be kept in a locked file cabinet. The only people with access to the information provided will be the researchers. Data will be kept until December 31, 2011. After this date all information will be destroyed. Data will be reported by county. Subjects will not be individually identified when data is reported.

Contacts:

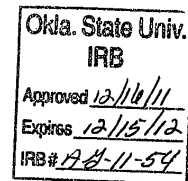
If you have any questions about this research study, you may contact Jessalyn Schrock at (402) 805-7607 or jessalyn.schrock@okstate.edu or Dr. Penny Weeks at (405) 744-4748 or penny.weeks@okstate.edu.

If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

Participant Rights:

Participation in this study is voluntary and an individual can discontinue participating in this study at any time without reprisal or penalty. There are no known risks with this study beyond those associated with normal daily life.

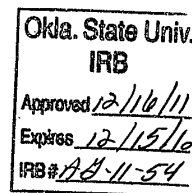
By completing questionnaire, you are giving consent to participate.'



Appendix C

Script for an Explanation of Study

I am conducting a research study to determine the motivation to volunteer for 4-H volunteer leaders and Extension educators. The purpose of this study is to determine the motivations of the volunteer leaders and Extension educator. I am asking for your help in collecting this information. To participate in this study you will fill out the Motivation Sources Inventory, an open-ended questionnaire, and demographic information. Filling out this information should take about 10 minutes. The information you provide cannot be related back to you and will be kept private. No other person will have access to the information. Participation in this study is completely voluntary. You do not have to participate if you do not wish to. If you start and decide that you wish to stop, you may do so. Thank you for your help.



Appendix D

MSI (motivation sources inventory) Name _____

Use the following scale to rate your level of agreement with each of the following statements. There are no right or wrong answers.

Entirely Agree **Somewhat Agree** **Neutral** **Somewhat Disagree** **Entirely Disagree**
6 **5** **4** **3** **2** **1** **0**

- _____ 1. I would prefer to only do things that are fun.
- _____ 2. Job requirements will dictate how much effort I give at work.
- _____ 3. It is important to me that others approve of my behavior.
- _____ 4. Decisions I make will reflect high standards that I've set for myself.
- _____ 5. I would not work for a company if I didn't agree with its mission.
- _____ 6. If I didn't enjoy doing my job at work I would probably look for another job.
- _____ 7. A days work for a days pay.
- _____ 8. I make decisions based on what others will think of my choice(s).
- _____ 9. It is important that my job requires me to use my unique skills.
- _____ 10. I have to believe in a cause before I will work hard to achieve it.
- _____ 11. I often put off work so that I can do something else which is more exciting.
- _____ 12. I would work harder if I knew that my efforts would lead to higher pay.
- _____ 13. I would work harder on a project if its completion would earn me praise or recognition.
- _____ 14. Decisions I make are consistent with my personal standards.
- _____ 15. Unless I believe in the cause, I will not work hard.
- _____ 16. When choosing jobs I choose the job with the most interesting activities and tasks.
- _____ 17. When choosing jobs I choose the job with the best financial package.
- _____ 18. When choosing jobs I choose the job that is most visible or prestigious.
- _____ 19. When choosing jobs I choose the job that provides the greatest personal challenge.
- _____ 20. When choosing companies to work for I look for one that supports my personal values.
- _____ 21. I choose to spend my time with those people who are the most fun to be with.
- _____ 22. At work, my favorite day is payday.
- _____ 23. Those who make the most friends in their lifetime have lived the fullest life.
- _____ 24. I like to do things that give me a sense of personal achievement.
- _____ 25. An organization's mission needs to speak to my values for me to work hard.
- _____ 26. If choosing between jobs, one important criterion is which job will be most fun.
- _____ 27. People should always keep their eyes and ears open for better job opportunities.
- _____ 28. I give my best effort when I know that the most influential people will notice.
- _____ 29. It is important that my skills are impacting an organization's success.
- _____ 30. If I believe in my organization's mission and the mission is met, it doesn't matter to me if I was responsible for the success.

Appendix E
Open-Ended Questionnaire for 4-H Volunteer Leaders

County_____

1. What would you describe as the reason you volunteer for 4-H?

2. Describe your history with 4-H. This could include if you were a member, your parents involvement, etc.

3. Why did you begin volunteering with 4-H?

4. Describe your best experience as a 4-H volunteer and why it was the best?

5. Describe your volunteer activities outside of 4-H and when you started volunteering?

Appendix F

Open-Ended Questionnaire for Educators

County _____

1. What would you describe as the reason you work in Extension?
2. Describe your history with 4-H. This could include if you were a member, your parents involvement, etc.
3. Describe your best experience working with a volunteer and why it was the best?
4. Why do you think your volunteers serves as leaders?
5. Why does somebody new begin to volunteer?
6. Why do the current volunteers continue to give their time?

Appendix G

Pilot Study Open-Ended Questionnaire for 4-H Volunteer Leaders

County _____

1. What would you describe as the reason you volunteer for 4-H?
2. Describe your history with 4-H. This could include if you were a member, your parents involvement, etc.
3. Why did you begin volunteering with 4-H?
4. Why have you continued to volunteer with 4-H?
5. Describe your other volunteer activities and when you started volunteering?
6. Describe your best experience as a volunteer and why it was the best?
7. Describe your worst experience as a volunteer and why?
8. What benefits do you receive for volunteering?

Appendix H

Pilot Study Open-Ended Questionnaire for Educators

County _____

1. What would you describe as the reason you work in Extension?
2. Describe your history with 4-H. This could include if you were a member, your parents involvement, etc.
3. Describe your best experience working with a volunteer and why it was the best?
4. Describe your worst experience working with a volunteer and why?
5. Why do you think your volunteers serves as leaders?
6. Why does somebody new begin to volunteer?
7. Why do the current volunteers continue to give their time?
8. Describe your volunteer activities other than 4-H or extension?

Appendix I

Demographic Information

County _____

1. Generation
 - a. Greatest Generation – Born 1901 to 1924
 - b. Silent Generation – Born 1925 to 1945
 - c. Baby Boomers – Born 1946 to 1964
 - d. Generation X – Born 1965 to 1982
 - e. Millennial Generation – Born 1983 to 1999
2. Sex
 - a. Male
 - b. Female
3. Ethnicity
 - a. White – Not Hispanic
 - b. Hispanic
 - c. Asian
 - d. Black/African American
 - e. Hawaiian/Pacific Islander
 - f. Native American
 - g. Other: _____
4. How many years have you served as 4-H volunteer?
5. What is the average number of hours a month spent volunteering for 4-H?
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 21 or more
6. How many current members are there in your 4-H club?
7. If you currently have children or grandchildren under the age of 19 are they involved in 4-H?
8. If you have children or grandchildren over the age of 19 were they involved in 4-H?
9. Are you a 4-H alumnus?
10. Income
 - a. \$17,000 or under
 - b. \$17,001-\$50,000
 - c. \$50,001-\$80,000
 - d. \$80,001-\$110,000
 - e. \$110,001 or over

VITA

Jessalyn Rae Schrock

Candidate for the Degree of

Master of Science

Thesis: A MIXED METHODS EXAMINATION OF THE MOTIVATIONS OF 4-H
VOLUNTEER LEADERS AND EXTENSION EDUCATORS

Major Field: Agricultural Education

Biographical:

Education:

Completed the requirements for the Master of Science in Agricultural Education at Oklahoma State University, Stillwater, Oklahoma in July, 2012.

Completed the requirements for the Bachelor of Science in Animal Science and Agricultural Journalism at the University of Nebraska, Lincoln, Nebraska in 2010.

Experience:

Agriculture Education Teacher: Frontier High School, 2012

Intern: Lancaster County Extension Office, 2007 to 2009

Professional Memberships:

Association of Leadership Educators: 2012

Name: Jessalyn Rae Schrock

Date of Degree: July, 2012

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: A MIXED METHODS EXAMINATION OF THE MOTIVATIONS OF
4-H VOLUNTEER LEADERS AND EXTENSION EDUCATORS

Pages in Study: 98

Candidate for the Degree of Master of Science

Major Field: Agricultural Education

Scope and Method of Study: This study used mixed methods to identify and describe the motivations of 4-H volunteer leaders and Extension educators who attended the Oklahoma 4-H Northeast district family and volunteer meeting. This study included adult 4-H volunteer leaders and Extension educators who were in attendance at the meeting on May 5, 2012. 4-H volunteer leaders and Extension educators were given the Motivation Sources Inventory, an open-ended questionnaire, and a demographic questionnaire to complete. Twenty-two of 24 volunteer leaders completed the instrument. All 10 of the Extension educators completed the instrument. The Motivation Sources Inventory and demographics questionnaire were analyzed using means and standard deviations. In addition, the Motivation Sources Inventory was analyzed using an independent-samples t-test. The open-ended questionnaire were coded and analyzed for themes

Findings and Conclusions: The study found that the source of motivation that accounted for the highest percentage for both 4-H volunteer leaders and Extension educators was Self-Concept Internal. Goal Internalization accounted for the second highest source of motivation. When the results of the Motivation Sources Inventory were compared using an independent samples t-test, no significant difference was found. The open-ended questionnaire provided seven themes. Four themes: Lean & Grows, Tradition of 4-H, Family Involvement, and New to 4-H, were common for both the volunteer leaders and the Extension educators. Volunteerism Commitment was described in just the volunteer leaders. Affiliation with 4-H and Passion for Extension & Others were described only by the Extension educators. There was no significant difference between the sources of motivation of 4-H volunteer leaders and Extension educators. The themes found many similarities between the two groups as well. The themes of Lean & Grow, Volunteerism Commitment, and Passion for Extension and Others aligned with Self-Concept Internal motivation. Tradition of 4-H, Family Involvement, and New to 4-H aligned with Goal Internalization motivation. Affiliation of volunteers aligned with Instrumental and Self-Concept External motivation.

ADVISER'S APPROVAL: Dr. Penny Pennington Weeks
