Motivations of elders who volunteer with youth in intergenerational programs

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MOTIVATIONS OF ELDERS WHO VOLUNTEER WITH
YOUTH IN INTERGENERATIONAL PROGRAMS

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A thesis submitted in partial fulfillment
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May, 2001

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Motivations of Elders Who Volunteer with Youth in Intergenerational Programs

is approved in partial fulfillment of the requirements for the degree of
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Motivations of Elders Who Volunteer with Youth in Intergenerational Programs

by

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Intergenerational programs have been found to benefit both the youths and elders who participate in them. Successful programs that serve youth are dependent on obtaining sufficient older adult volunteers. However, program directors report a shortage of older volunteers, despite various recruitment methods. Understanding the motivations of older adults who volunteer for intergenerational programs may help recruiters more effectively secure additional elderly volunteers, and provide optimal volunteer experiences.

Qualitative methods were used to study nineteen elderly volunteers who provide service to youth programs or projects. Results found that these elders wanted to contribute to the lives of youth, feel connected to others, including their grandchildren, through their volunteerism, and experience the energy, affection, challenge and joy of being with children. They also volunteered to decrease loneliness, apply pre-retirement skills, and learn about contemporary youth. Intergenerational program managers that can satisfy the motivational functions sought by volunteers may reap higher retention rates.
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ACKNOWLEDGMENTS

This thesis is the end of my graduate college journey and I would like to thank a number of people who have kept me on the path to completion. First, my committee members and faculty in my graduate studies program — specifically Dr. Cynthia Carruthers and Dr. James Busser. Without their support, guidance, and help over the many bumps in my road, this degree would not have been completed. The staff of the college and the department also made the day-to-day tasks very user-friendly. Transcription assistance was provided by graduate assistant Robin, who faithfully helped type up the many hours of interview tapes. Financial support through the Graduate College with the GREAT Assistantship helped to start the research study and was greatly appreciated. Support from the volunteer program sites, their coordinators, and the volunteers themselves was given without hesitation. Their assistance and patience will always be remembered; the conversations with the volunteers will always be cherished. Finally, I would like to thank my family, friends, and coworkers who have given me the emotional support and encouragement to reach my goals — I find our relationships to be my most valued treasures!
CHAPTER 1

INTRODUCTION

In 1963, the Adopt-a-Grandparent Program was developed. It started a trend in programming to bridge the “generation gap” between young and elderly people. Many of these programs, such as the Foster Grandparent Program (FGP), the Retired Senior Volunteer Program (RSVP), and the Gray Panthers, still exist today. Their success and the addition of numerous intergenerational programs “seems to reinforce the need to maintain connections between the generations” (Newman, 1989, p. 13). The benefits of these programs have been documented (Seefeldt, 1989; Proller, 1989; and Saltz, 1989) and new intergenerational programs continue to spring up around the country. Intergenerational programs continually need new volunteers to provide service to their target groups. However, the literature shows that older adults who volunteer spend less time helping youth than other age groups. To ensure the future success of the programs, it is important to ascertain which older adults are most likely to volunteer their time, energy, and talents in community programs that provide service to children. In addition, it is important to determine what motivates elders to engage in intergenerational volunteer work.

This paper’s literature review will underscore the need for intergenerational programs and articulate the level of involvement by elderly volunteers necessary to sustain these programs. The review will lay a foundation for research questions.
through an examination of motivation theory as well as other factors that may influence an individual's decision to engage in helping activities. Finally, the demographics, characteristics and motivations specific to older adult volunteers will be examined.

An attempt will be made to understand the motivations of older adults who currently volunteer for intergenerational programs that target children. The objective of this paper's research is to identify what factors emerge that may influence the decision to serve initially and to continue the work. Additionally, a comparison of elderly intergenerational program volunteers who live in age-segregated to those who live in age-integrated communities will be made. The results may benefit future recruitment of volunteers to intergenerational programs by identifying those older adults who are likely to serve a specific age group — children.

**Literature Review**

An investigation into the need for intergenerational programs provides some insight into the economic and demographic trends that have contributed to the generation gap. The decline of interaction between the younger and older generations has impacted attitudes and resulted in conflict. As the baby boomers become the elder adults at an unprecedented rate, intergenerational conflict may escalate (Stearns, 1989).

The younger generation, however, relies upon the elder generation's support received through intergenerational transfers. This support may come in the form of volunteering for educational programming, child care, mentoring programs, and positive leisure-time activities that serve youth. Reviewing the evolving picture of an
Aging society may lead to a better profiling of an elderly volunteer. Along with examining research into the motivations of volunteers, this information may help identify patterns among elders who volunteer in programs that specifically assist youth.

Societal Trends, and The Impact on Communities and Individuals

The Greying of America

The numbers that describe the rapid greying of America may provide insight into the demographics of potential senior citizen volunteers. According to 1996 census statistics, 5,570 people per day turned age 65. For every 100 men aged 65+ in 1996, there were 145 women. By the year 2025, twenty percent of all Americans will be age 65 or older, totalling 62 million people (Administration on Aging, 1997).

The masses of people reaching retirement age and living longer lives will impact all other age groups in a variety of ways. The extended life span and better health of today's elderly people allow the opportunity for more experiences and relationships, plus an increased freedom to diversify interests and redirect energy and personal resources. Some of these characteristics may be responsible for the movement of older adults to retirement or age-segregated communities (Frey, 1992; Longino, 1994).

Areas of Concentrated Elderly Populations

The mobility and migration patterns of the U.S. population has been studied by many researchers. Frey's (1992) examination of data compiled from the Decennial Censuses (1960-1990) indicated that there are two sources for high concentration levels of elders within a community's population. The first source is the individuals...
who migrate to certain areas of the country, mainly the sunbelt states, as they age and/or retire. In 1990, the ten metropolitan areas with the highest percentages of elders were in Florida — a state with numerous retirement communities. The migration physically divides some families as the retirement community may be hundreds or thousands of miles from the retiree's former home (Frey, 1992).

According to Longino (1994), older Americans who did move migrated in higher proportions to fewer states compared to migrants of all ages. Half of the older migrants from all states moved to just eight states, primarily California, Arizona, Texas, and Florida. The Administration on Aging (1997) reported that Nevada is projected to have the largest increase in its elderly population with a 107.5% increase in the 65+ population from 1995 to 2020.

Silverstein and Zablotsky (1996) identified a number of factors that contribute to the patterns of migration to retirement communities. Using 1995 U.S. Census statistics, it was found that 47% of the women age 65 and older in the United States were widowed. In addition, approximately 30% of all noninstitutionalized persons age 65+ lived alone, and older adults (age 70+) who lived alone were more likely to move to a retirement community than those who lived with a spouse.

The second source of elderly population concentrations is aging-in-place. Areas with elderly growth attributed to aging-in-place populations had low or declining levels of non-elderly people. Much of this decline was due to non-elderly migration from northern industrial areas to the south and west regions of the country. As families become more mobile, generations are less likely to have regular contact with each other.
Hunt and Ross (1990) examined the phenomena of naturally occurring retirement communities (NORC) through the aging-in-place process. They defined NORCs as communities in which more than 50% of its residents are age 60 and over. Older NORC residents placed importance on the social characteristics of their housing — mainly the proximity of friends and same-age peers. Regardless of who moves away from whom, the gap between young and old family members could be an influential factor in determining which elders might volunteer with young people.

States with a high number of elderly may find this population’s life-style to be reshaping the social landscape of its communities for better or worse. Laws (1993) suggested that the increase of age-segregated residential areas can add to intergenerational conflict. A community’s resources can become strained when attempting to meet the needs of young and old. Some individuals living in age-segregated communities have attempted to withhold financial resources from young people. For example, the withdrawal of retirement communities from school districts has been attempted and can have a devastating negative financial impact on younger citizens.

On the positive side, healthy, active retirees have much to offer a community. According to an Independent Sector Report (2000), elders who were actively engaged in clubs, social and/or religious organizations were more likely to volunteer than those who were not involved. Volunteer work provides the opportunity for elders to help their communities, share their talents and teach their skills to others, and to enhance the quality of their lives. Working with children allows them to connect with young people — a connection they may miss due to geographical distance between family members.
The Choice of Retirement Community as Residence

Research and analysis of statistical studies provides some insight into which individuals are more likely to move to retirement communities. Geographic proximity between elderly parents and their adult children was studied by Lin and Rogerson (1995). Their analysis of data from the 1987 National Survey of Families and Households identified significant factors related to mobility during different life stages, and the impact of this mobility on intergenerational relationships. Results indicated that the educational level of the elder parents was positively correlated to the distance between them and their children. The number of children and grandchildren was negatively correlated with the distance between them and their children. Lin and Rogerson concluded that these findings may predict a greater dispersion between elderly parents and adult children in the future because baby boomers have a higher educational level and smaller families than generations before them.

Various studies have identified characteristics among elderly who live away from their children. Silverstein (1995) found that the healthiest elders move away from children, some of them to retirement destinations. Longino (1994) discovered that most migrants to retirement communities made their move shortly after retirement and indicated they moved while they felt young and healthy. Only 40 percent stated a desire to live geographically close to their children. Silverstein and Zablotsky (1996) found that people whose children lived less than an hour away were less likely than the childless to move to an age-restricted community.

Wheeler (1996) conducted in-depth interviews with residents of a retirement community to discover their personal meaning of residence and why they chose to live...
in their specific community. He found that the ability to continue a certain life-style was very important to the residents. Past places of residence weighed heavily in their decision to migrate to the current community. Also, the retirement community provided a sense of security that became a foundation for planning for the future. Wheeler found a high level of interaction between residents and their community.

In sum, the trend of age-segregation is expected to continue as communities in certain regions of the country experience heavy growth in their elderly populations due to migration or aging-in-place. Elderly people may relocate to retirement communities due to their access to pensions and greater wealth than past generations (Longino, 1990). The literature indicates that the residents of the retirement communities are often more educated, likely to be single or widowed, have few (if any) family members in the nearby geographic area, and are financially secure. These individuals may be candidates for volunteer work with children and may wish to give back some of their good fortune to the future generation.

Communities that are impacted most by the influx of elderly migrants can experience changes in social policies and priorities which is intertwined with intergenerational attitudes. Reconnecting the generations through volunteer work in community programs may be one method to keep the two age groups from conflict on issues such as raising funds to build schools. The following sections review research on intergenerational attitudes and how they have been addressed through community programs.

Research on Intergenerational Attitudes

Various studies have measured the attitudes held by one generation toward the other. This research led to the development of some intergenerational programs
Attitudes of elders toward youth may shape their willingness to volunteer with youth (Seefeldt, Jantz, Serock, & Bredekamp, 1982). Attitudinal studies also help to identify differences in attitudes among various ethnic groups that could impact volunteerism (Seefeldt & Ahn, 1990; Slaughter-Defoe, Kuehne, & Straker, 1992).

Children's Attitudes Toward Elderly People

Seefeldt, Jantz, Galper, and Serock (1977) examined children's attitudes toward elderly people using drawings of a man at four ages, 20, 40, 60, and 80. Children in preschool to sixth grade were interviewed individually to determine their knowledge and attitudes toward aging adults. Most children (165 out of 180) were able to correctly identify which drawing was of the oldest man. When asked how they would feel when they reached this age, 108 gave negative answers such as “I would feel awful,” “It will be terrible,” and “I’ll be sick and tired and ready to be buried.” Thirty-seven children did not provide any response. Eleven gave neutral responses, and 24 gave positive responses. When asked what types of activities they could do with the oldest person depicted in the drawings, 67% provided stereotypical statements which “implied that the oldest man was helpless, incapable for caring for himself, and generally passive” (p. 509). Answers to this question included “push him in his wheelchair,” “get his glasses,” and “bury him.” The children included in this study were from a broad range of socioeconomic status and housing types. The amount of contact the children had with older adults was not provided.

Seefeldt and Ahn (1990) studied the attitudes of Korean, Korean-American children, and Anglo-American children towards the elderly. Although they found Korean children more knowledgeable about the elderly, Anglo-American children
reported feeling more positive about their own aging. Korean children rated elders as
good and friendly more often than the other groups of children. However, 65% of the
Korean children reported they would feel “bad” when old themselves compared to
32% of Korean-American and 37% of Anglo-American children. The Korean
children were also able to identify more non-family elders than children in the
other two groups. These findings contradict other studies which show that
increased contact between generations leads to positive attitudes. Seefeldt and
Ahn said that this could be a cultural influence and suggested further studies
among cultures and how the different types of intergenerational contact may
impact children’s attitudes.

Slaughter-Defoe, Kuehne, and Straker (1992) explored the effect of extended
families on attitudes of children from three ethnic backgrounds — Anglo-American,
African-American, and Anglo-Canadian. Their findings indicated that the Anglo-
American and Anglo-Canadian children were more likely to report elderly relatives as
part of their family than did African-American children. But recognition of older
family members, or inclusion of these relatives as part of an extended family, did not
translate to positive attitudes towards them. A significantly higher level of age
discrimination ability was found in Anglo-Canadian children.

Overall findings of negative attitudes toward old people were
consistent with earlier studies. The implications of children’s ageist
attitudes for increasingly aging Western societies are noted,
particularly given impoverished children’s potential need for
extrafamilial social supports. (p. 161)
Elderly People’s Attitudes Toward Children

An assessment of elderly persons’ attitudes toward children was conducted by Seefeldt, Jantz, Serock, and Bredekamp (1982). The researchers randomly surveyed 542 people, age 65 and older, throughout the United States. Their instrument measured the respondents’ feelings toward children, knowledge about children, and contact with children. Findings showed that the elderly held positive attitudes toward children and understood the characteristics associated with childhood development. Plus, the results suggested that the elderly enjoyed the company of children. More than 2/3 of the respondents said they had interactions with children several times each month, which the researchers said could account for the overall high/positive scores.

Kalliopuska (1994) investigated the opinions of retired people about the grandparent/grandchild relationship. Survey participants were asked what their grandchildren give to them as grandparents, and what they, as grandparents, give to their grandchildren. The ages of subjects ranged from 54-82. When asked what grandchildren give to grandparents, 26% mentioned recreation, stimulation, and joy; another 20% said love, tenderness, and life satisfaction. When the subjects were asked what grandparents give to grandchildren, 19% of them said they gave love, affection, and life satisfaction; 15% said they gave care, nurturance, and shelter; and 12% mentioned giving moral values, life attitude, and life experience. Asked if they would like to improve something in their relationship with their grandchildren, some (no specific statistics cited in the article) mentioned wanting more visits, more time together, and more interlearning. Geographical distance was said to be the biggest barrier to achieving this.
In sum, children often held negative attitudes toward elderly people and insufficient knowledge about aging. A lack of contact between generations could be a contributing factor. Elderly people had generally positive feelings toward children, but did not have the desired amount of contact with young children. While no studies were found to have specifically examined the attitudes of people in retirement communities, intergenerational programs may become avenues for the different age groups to intersect with one another. Those who miss having a connection with young family members may seek out volunteer programs that provide rewarding experiences for them while assisting young people.

**Intergenerational Programs**

**Types of Intergenerational Programs**

Depending on their specific motivation, some volunteers may seek programs that address a specific issue or stem from a particular philosophical or religious perspective. Since their inception in the 1960s, intergenerational programs have sprung up across the country. Hundreds of programs have provided various ways for the generations to interact with each other.

Calhoun, Kingson, and Newman (1997) identified a number of areas which have become the focus of intergenerational programs throughout the country. They included public education systems, child and elder care, teen pregnancy, and single-parent families. The development of intergenerational programs has been assisted by funding and policies of national, state, and local governments.

After conducting a thorough review of intergenerational programs, McCrea and Smith (1997) found that most of the programs could be categorized three ways:
(1) older adults serving children and youth, (2) children and youth serving older adults, and (3) children, youth, and older adults serving together. Each of these types of programs was further defined within their category. Five types of roles for older adults were identified in programs in which older adults served children and youth. These five were mentors, tutors, caregivers or nurturers, mature friends, or coaches. Children and youth serving older adults filled the roles of visitors, companions/helpers, or teachers. The most common program models in which the two generations served together were civic beautification, community planning, visitors, and advocacy.

Wilson and Simson (1991) surveyed over 100 intergenerational program directors, and asked each about their program's characteristics, participants, staff characteristics, directors, governance, resource management, and program evaluation. Results indicated that there were four types of programs: (1) educational, (2) foster grandparent, (3) recreational (i.e., camping), and (4) volunteer. The programs were also categorized by host locations: (1) educational institutions (i.e., schools, universities, private nonprofit organizations) and (2) aging agencies.

Benefits of Intergenerational Programs

Knowledge of the beneficial outcomes of intergenerational programs may help in researching the underlying motivations of elder volunteers who help youth. Although many communities have implemented a variety of intergenerational programs, research regarding these programs' impact is recent and somewhat limited.

From 1993 to 1995 the Administration on Aging provided funding for the Generations Together organization to evaluate intergenerational programs such as the Senior Citizen School Volunteer Program, and the child-care program called Care
Castle. The research found that outcomes for elder program participants included: (1) increased satisfaction and purpose in their lives, (2) enhanced self-esteem, (3) increased learning and knowledge, (4) new, positive, and meaningful relationships with local youths and professionals, (5) understanding and acceptance of today’s youth, (6) opportunities to transfer culture, knowledge, skills, and values to the next generation, and (7) continued community involvement (Newman & Larimer, 1995; McCrea & Smith, 1997). The study did not directly investigate what motivated the elders to become involved in intergenerational programs.

Smith (1998) reported on the 100 Grandparents program in Marion County, Florida. The 100 Grandparents program was developed after seven of eight tax initiatives that would benefit schools failed to pass. Older voters who had no ties to the school system were a primary reason for the failure. As part of an overall campaign designed to educate and involve its senior citizens in schools, 100 Grandparents utilized volunteers from retirement communities to assist in reading programs at 27 schools. The volunteers received an education about each school through special tours and presentations, and were invited to participate in other school activities. The grades targeted were K-2. Although no formal evaluation findings were reported, the article stated that the children benefited from the grandparent role models — something many of them lacked at home. According to the Superintendent of Marion County Public Schools, the program resulted in the creation of elderly ambassadors who promote the schools, their successes, and their needs to others. It was not mentioned if there was a noticeable difference in voter support for schools since this program began.
The Need for Elderly Intergenerational Program Volunteers

Intergenerational programs have been shown to provide benefits on many levels. Many of these programs involved children who were part of school or community programs and elderly people who volunteered to participate in the delivery of the program. The literature indicates, however, that there has been a shortage of elder volunteers who give time to serve youth.

The American Association of Retired Persons (AARP) conducted a nationwide survey of 1500 adults in 1990. Using the Intergenerational Linkages Survey, the AARP collected data that provided information about volunteerism among older adults (Bengtson & Harootyan, 1994). The results indicated that adults aged 65 and over had the smallest volunteer participation rate when compared to all other age groups — 48% of this population indicated they performed some type of volunteer work (Harootyan & Vorek, 1994). The researchers found that volunteers age 65 and over helped youth the least of all age groups (through various types of voluntary groups), and only 7% of them said they volunteered specifically for youth programs.

One intergenerational program, the Older Adult Service Corp., experienced this shortage of elder volunteers. Although the volunteers involved thought it was a worthwhile project, it was never enlarged beyond the pilot phase of the initiation period due to lack of elderly participants. There were several reasons for this shortage. Several financially needy seniors dropped out because they feared that volunteer employment would affect their social security. Some of the volunteers experienced language barriers, and some were unbending in their attitudes toward the population they would serve, such as pregnant mothers (Cherry, Benest, Gates, & White, 1985).
Wilson and Simson (1991) conducted a survey of intergenerational program directors and found there was a great need for elderly volunteers to participate in the programs. Although program directors indicated that volunteers were sought through various methods — advertisements, speeches, telephone contact, and word of mouth — the majority of programs reported having insufficient volunteers. Understanding the characteristics of volunteers, and particularly older adult volunteers may provide insight into reasons as to why they do or do not perform this type of community service.

**Volunteer Characteristics**

**General Characteristics of Volunteers**

Through the information provided in the AARP survey, Harootyan and Vorek (1994) identified and described characteristics of volunteers in general. Individuals aged 35-44 reported the highest participation rate among all age groups. Those with an annual household income of $100,000+ also had the highest volunteer rate of all income groups. The volunteer rate, the percentage of individuals within specific categories (i.e., age, income, education) who said they performed volunteer work, is not synonymous with the amount of volunteer time served. The specific categories which had the highest percentage of individuals who performed volunteer work also performed the smallest amount of actual volunteer time, and those who had the lowest volunteer rate in that group actually performed more volunteer time. Married people have the highest volunteer rate, however, widowed persons performed the highest number of volunteer hours per month (on average). People working part-time volunteered at a higher rate than those in other employment categories. Again, this did
not mean they performed the highest average number of hours per month. Retired persons performed the highest number of hours each month—23 hours, compared to the 18 hours served by part-time employees. Individuals having four or more minor children showed a higher volunteer rate than those with 3 or less. But individuals with no minor children volunteered only two fewer hours than those with the highest volunteer rate. African Americans were more likely to volunteer than any other race, and had the highest number of hours served per month. The type of residential community where the respondent lived was not obtained by the survey.

Trudeau and Devlin (1996) examined college students and their likelihood to volunteer. They found that females had volunteered more than males, and females indicated they were more likely to volunteer in the future than males. In addition, females volunteered more with preschool children than males did.

**Characteristics of Elderly Volunteers**

Rosenblatt (1966) used a survey to identify the demographic characteristics of people over age 60 who indicated an interest in volunteering. The resulting profile portrayed an individual who is unemployed (identified in the survey as a “potential employee” as opposed to employed, retired, or housekeeper), female (regardless of their employment status), age 60-64, and in good to excellent health. Individuals who were interested in volunteering were also likely to report that they “enjoy life,” make many plans for the future, and have close relationships with at least two of their neighbors. There were no significant relationships between marital status and educational level and interest in volunteering. Three-fourths of the respondents (250)
had never engaged in sustained voluntary activities, but had volunteered in a limited activity, such as a donation campaign.

In a study comparing elderly volunteers versus nonvolunteers, Dye, Goodman, Roth, Bley, and Jensen (1973) developed a demographic profile for each group. The research focused on 25 members of a Jewish community center who became regular volunteers for the center’s service program, and 25 members who did not volunteer in any way. The demographic characteristics for the 50 participants in the study were: 58% female, 54% married, 54% foreign-born, with an average education of 8.8 years, and an average age of 68.7 years. However, there were significant gender differences between volunteers and nonvolunteers: 88% of volunteers were female, and only 28% of the group who did not serve as volunteers were female.

Morrow-Howell and Mui (1989) studied a neighborhood self-help group which consisted of individuals whose average age was 65 years. The subjects in the study were volunteers who were trained to assist their neighbors by providing different types of support and assistance. Of the 83 volunteers in the program, 90% of them were female.

Research has also been conducted with elderly volunteers who provided service to youth. Harootyan and Vorek (1994) compared groups of elderly volunteers — those who provided volunteer service to youth and those who did not volunteer to work with youth. Of the volunteers surveyed, only 35% said their work benefitted children and adolescents, whereas 60% said it benefitted older adults age 60+. They identified four characteristics that were significantly different between the two groups. First, elderly individuals who volunteered with youth had more education. Thirty-seven percent of the age 65+ volunteers with college degrees and 28% with education
beyond college volunteered in programs that benefitted youth. Only 15% of those with some college or 22% of those with high school degrees volunteered in programs that benefitted youth. Second, this group of volunteers had relatively frequent contact with their oldest adult child (no indication was given for the type of contact). Third, the elderly who volunteered with youth were younger than those who did not volunteer with youth. Fourth, these volunteers indicated that they supported needs-based, rather than age-based, programs. These findings also held for all other age volunteers (below age 65) who worked with youth. When the researchers accounted for the factors of education and contact with a child, they still found that older age inhibits volunteer work with younger people.

These studies help identify the characteristics of elderly people who volunteer with young people. The following section will address the reasons why they volunteer and the factors that affect volunteer participation.

Factors Affecting Volunteer Participation

Past Organizational and Volunteer Involvement

Researchers Dye, Goodman, Roth, Bley, and Jensen (1973) found that elderly volunteers had been more involved with organizations in the past than had nonvolunteers. The patterns of past participation that emerged were that volunteers had (1) a greater number of past organizational memberships, (2) a history of service-oriented organizational memberships, (3) higher attendance frequency at organizational meetings, (4) greater enjoyment derived from organization memberships, and (5) less free time and fewer difficulties in finding activities to fill this time. The researchers concluded that past patterns of participation in organizations were predictive of involvement in volunteer activities later in life.
Cohen-Mansfield (1989) explored the employment and volunteer roles of the elderly and the self-attributional reasons for their engagement or nonengagement in these activities. Volunteers said they were satisfied or very satisfied with their volunteer work; 99% intended to continue. Results showed a strong relationship between past involvement in volunteering and current volunteer activities. Forty-four percent reported they found their volunteer jobs by direct application with the agency; 25% found the work through social networks; and 22% were approached and recruited by the agency. Factors for not volunteering were health problems and lack of free time.

Retirement and The Decision to Volunteer

Caro and Bass (1997) studied the relationship between employment, retirement and volunteerism. Their data, from the Commonwealth Fund Productive Aging Survey, included responses to questions about volunteering for organizations. Analysis showed that older people were no more inclined to volunteer upon retirement than they did while they were employed. During the time period immediately after ending employment, however, nonvolunteers were found to be very receptive to volunteering. Those most receptive to the idea of volunteering were aged 65-69 and had been out of the workforce for less than two years.

Okun (1993) researched the factors that could predict volunteer status for residents of a large retirement community. Respondents were categorized as actual volunteers (58% volunteered during the year prior to the survey), latent volunteers (8% said they would volunteer if asked), conditional volunteers (20% said
they might volunteer if asked), and nonvolunteers (13% said they would not volunteer if asked). The results compared volunteers to nonvolunteers and the following profile was found:

...volunteers attended church more frequently, had fewer instrumental activity limitations due to health, were more likely to have volunteered previously, belonged to more clubs and organizations, had higher daily activity counts, were more highly educated, and were less likely to be working part-time. (p. 72)

The picture of the elderly volunteer has been defined, as well as those who are likely to participate with youth programs. The remainder of this literature review will attempt to understand the motivation behind the decision to participate as a volunteer for intergenerational program providers, particularly focusing on elderly volunteers.

Motivations and Retention of Volunteers

Understanding what causes people to volunteer to help others is crucial for programs and agencies who want to recruit and retain quality volunteers. Theoretical principles about motivation and behavior will be discussed to provide a foundation for understanding what may motivate individuals to volunteer for various types of assignments. In addition, the giving of one’s self to help others will be investigated. Research regarding the similarities and differences between individuals who give back to the community repeatedly in a variety of ways will be examined. And finally, the literature may lead to an understanding of how these motivations can be applied to volunteers of intergenerational programs.
Motivation and Behavior

Deci and Ryan (1985) developed the self-determination theory to explain human motivation. Their theory of self-determination centers on three psychological needs: competence, relatedness, and self-determination (i.e., autonomy).

Self-determination theory's account of human nature begins with the assumption that humans are growth-oriented, proactive, and inherently desirous of autonomous, or self-determined functioning (as well as needing to be competent and related), but that they are also vulnerable to being controlled—to being coerced or seduced by interpersonal or intrapsychic forces. (Deci, 1992, p. 170)

They suggested that behavior is regulated by the individual's perception that the decision to act is self-determined or controlled. When individuals believe that their decision to act is self-determined, they perceive the outcomes to be caused by themselves (locus of causation). According to the theory, intrinsic motivation is at a high level when individuals feel their behavior is self-determined (Deci & Ryan, 1985).

Differences among individual personalities influence the choices of behavior and engagement in intrinsically rewarding activities. For example, introverted individuals may prefer volunteer work that is more behind the scenes, and extroverted individuals may choose volunteer positions that are more public and interact more directly with clients. If the volunteers find the work to be enjoyable, feel some control over the type of work they are given, and perceive that their skills meet the challenges of the work, they may be happier and work more efficiently and effectively. It may also affect their decision to continue the activity (Csikszentmaihalyi, 1990).
Deci (1992) said that individuals who feel in control of their own actions and believe the actions to be the result of their choices may be more intrinsically motivated to continue this action. People who feel controlled by others, or pressured to behave in a specific manner, are less likely to feel self-determined. This may hamper the quality of the individual's functioning with the activity.

Csikszentmihalyi (1991, p. 59-61) stated that as a condition of “flow” which leads to enjoyment, individuals must feel a sense of control, or not worry about losing control within an activity. Both Deci and Csikszentmihalyi said that this sense of autonomy or control must remain within limits or it will affect the ability to enjoy the activity. Individuals should not focus on too much self-control or try to control the actions of others.

Another component of self-determination theory, competence, is important for extrinsic and intrinsic motivation. Individuals need to be competent in skills to receive specific extrinsic rewards tied to required skill-level attainment. Intrinsic rewards of enjoyment and accomplishment are felt by individuals who feel competent enough to effectively reach their personal goals and respond spontaneously to optimal events and challenges as best they can (Deci, 1992).

This may be particularly important in helping identify the individuals who are most likely to volunteer for a particular type of service with youth. People with past experiences and specific training in dealing with youth may be more likely to engage in intergenerational programs where they feel that their skills meet the demands of the volunteer duties. They also may be more willing to continue serving for a length of time if they feel challenged and that they have achieved something worthwhile.
Csikszentmihalyi (1991) said that optimal experiences which lead to enjoyment are those which provide challenges and require a certain level of skill by the participant. If participants’ skill levels are too low they can experience anxiety; too high, they can experience boredom. When the participant’s skill level is a good match for the challenges presented by the activity, the phenomena of “flow” can occur and enjoyment is experienced. Enjoyable events leave individuals with a sense of accomplishment and of change and growth.

In competence motivation theory, Harter (1979, 1981a, cited in Horn, 1994) stated that intrinsically motivated individuals engage in activities in which they felt they were most competent. Participants are more motivated to continue activities and demonstrate skill mastery in areas in which they perceive themselves as competent. Self-perception of individual skill level was found to be affected by the feedback of significant others.

Dependence on others for interpersonal support is a natural state motivated by the need for relatedness. Relatedness refers to the individual’s connections and interactions with others while showing concern and respect for them (Deci, 1992). Deci stated that relatedness and self-determination go hand-in-hand and are not in conflict with each other. In relationships of mutual dependence, both parties give and receive support; they have someone with whom they can express themselves; and there is a mechanism to receive feedback from others. Because many retirement communities are designed to encourage involvement in organized activities, residents may have built-in networks within their community that provide this support. Volunteers from these communities may have more consistent forms of feedback and recognition.
The outcomes of relationships and activities affect future participation by an individual. Participation motivation and social exchange theory (Thibaut & Kelly, 1959) stated that the motives for social behavior were related to the individual’s wishes for increased positive experiences and reduced negative experiences. Individuals weigh the pros and cons of current activities with which they are involved and compare them to those of alternative activities. If satisfied with the outcomes of the current activity, the participant is likely to continue it.

The motivation of volunteers is not easily determined. It crosses into many areas as it is unpaid "work" that is freely chosen and performed during personal free time. The aforementioned literature about general motivation provides a theoretical foundation for studying volunteer motivation and the intrinsic and extrinsic factors that influence participation. A review of research regarding volunteer motivations follows.

**Motivation Research for Volunteers in General**

Volunteer opportunities vary in the type of work, the beneficiary of the service, and the length of service. Understanding what motivates individuals to give of themselves in order to help others is a complex issue. Lee, Piliavin, and Call (1999) tested an identity theory model with three distinct forms of helpers: those who gave blood, served time, or donated money. They found that the important factors of modeling by parents, personal norms (feeling a personal obligation to contribute), and a past experience of giving were influential in the development of altruistic identities. Past behavior, however, had a significantly larger influence on those who gave their time to help others than the other types of volunteers. The researchers theorized that giving time for a program, such as one that provides community service, may place its
volunteers in a more public light than for other forms of giving. By feeling that their work is openly viewed by others, the volunteers may sense expectations (or perceive expectations) by others to behave in a certain manner. Some of the expectation may be to continue to provide the volunteer time. Subjects surveyed for the study provided assistance to a variety of different organizations and groups of people.

Various researchers have reviewed individual studies of specific volunteer programs and reported the findings of motives that fall into broad categories (such as altruism). Cnaan and Goldberg-Glen (1991) conducted a metanalysis of 27 studies. They reported that most studies identified motives that fall within either two- or three-category models. Two-category models classified motivation as either altruistic or egoistic. Three category models classified motives as altruistic, egoistic, and social or material. Cnaan and Goldberg-Glen contended that although volunteers may list multiple reasons for involvement, their motives formed a “unitary composition” rather than multiple category motivations.

Cnaan and Goldberg-Glen also identified 28 individual motives that were repeatedly mentioned in the literature. Examples of the volunteer motives included: the opportunity to do something worthwhile, [volunteer work] provides challenging activities, [volunteer work] continues a family tradition, and, [volunteer work] provides opportunity for relationships. For each motive, the researchers found five references from past studies to support the inclusion of the motive as an important element of their survey. The researchers then incorporated specific volunteer motives applicable to the human services field into a questionnaire which was distributed to volunteers and nonvolunteers. Subjects were asked to rate the importance of each
motive (on a 5 point Likert scale) in their decision to volunteer (for volunteers) or in a future decision to volunteer (for nonvolunteers).

Consistent with their hypothesis, Cnaan and Goldberg-Glen determined that the motives did not fit two or three category models, but supported the theory that "the motivation to volunteer may be a unitary composition of motives" (p.275). Through statistical analysis they determined that 22 of the 28 motives formed a unidimensional scale. To test the validity of this scale of 22 motives, they compared the scores of the volunteers to nonvolunteers and found volunteer scores were significantly higher.

Fischer and Schaffer (1993) reviewed 15 studies that examined volunteer motivations from 1973 to 1991. They identified several motives which were repeatedly mentioned. This review included some of the same research studied by Cnaan and Goldberg-Glen. Fischer and Schaffer defined eight categories of volunteer motivations which they said:

...represent a synthesis of research findings and theoretical concepts from a number of sources (although these sources use somewhat different terms). The categories are not absolutely distinct; in any case most volunteers seem to have multiple reasons for volunteering. (p. 43)

The motivation categories which Fischer and Schaffer identified were: (1) altruistic — to help others and to have a sense of social responsibility; (2) ideological — motivated by specific causes or values; (3) egoistic — to cope with inner conflicts or to gain approval; (4) material/rewards — material benefits to self or family; (5) status/rewards — to gain experience, knowledge, or skills; (6) social relationships — to meet people and make friends; (7) leisure time — to engage in a form of leisure...
activity; and (8) personal growth — to experience personal and spiritual growth and development. Fischer and Schaffer pointed out that understanding volunteer motivations is complicated and important, but does not necessarily explain why some people volunteer and others do not. They suggested that it may be more important to understand the circumstances which influence the act of commitment to give time through volunteer work.

Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998) investigated the functions that volunteer work can serve. They felt this approach could best explain the complex motivational processes of volunteers.

The core propositions of a functional analysis of volunteerism are that acts of volunteerism that appear to be quite similar on the surface may reflect markedly different underlying motivational processes and that the function served by volunteerism manifest themselves in the unfolding dynamics of this form of helpfulness, influencing critical events associated with the initiation and maintenance of voluntary helping behavior. (p. 1517)

The researchers used earlier functional theories to determine the motivation functions served by volunteerism. These six functions are: (1) values — volunteerism provides opportunities for individuals to express altruistic and humanitarian-related values in concern for others; (2) understanding — volunteerism allows individuals to exercise knowledge and skills, and to learn through experience; (3) social — volunteer work can be done with friends, and it can be viewed favorably by important others; (4) career — volunteer work may provide career-related benefits such as preparing for a
new career; (5) protective — volunteer work may protect the ego and serve to reduce negative aspects, such as guilt, by helping less fortunate people; and (6) enhancement — volunteerism enhances the ego through personal growth and development.

To test the validity of these functions, Clary et al. developed the Volunteer Functions Inventory (VFI), a set of items which reflected the six volunteer functions. Through a series of studies which involved a diverse group of volunteers and nonvolunteers, the researchers administered VFI questionnaires. The results of the statistical analysis of the scale scores supported their structure of these six factors.

In many of the works cited by these reviews, the methods of measurement were quantitative with motives reported by the volunteers. The methods of surveys and scales, however, have been challenged as an accurate reflection of volunteer motivations to help others.

Pearce's (1993) review of past research into volunteer motivation compares quantitative and qualitative studies. Four different nationwide surveys about volunteer activities identified similarities in the self-reported reasons for volunteering. The surveys differed in their methods — from telephone polls to personal in-home interviews — and spanned a 25-year time frame. Categorizing the reported reasons, Pearce said that altruistic reasons, “to provide service to others,” clearly dominated the responses overall. Other self-reported reasons for volunteering were: work and co-workers interesting, instrumental gain, and asked to volunteer/nothing else to do. One of the surveys, conducted in 1974 by the U.S. Bureau of Census, indicated that the elderly “emphasized to a greater extent the desire to help others, a sense of duty, and enjoyment of the volunteer activity itself” (p.72).
Pearce felt that although these surveys provided consistent results, they did little to provide an understanding of motives for volunteer service. He suggested that self-reports may only reflect the reasons given by volunteers who know what others would consider acceptable. Cnaan and Goldberg-Glen (1991) said that a lack of agreement on wording in prior studies suggest inconsistencies in the categorization of volunteer responses, and in the definition of categories.

Pearce pointed out two studies in which the researchers used the volunteers’ reasons for involvement to develop hypotheses about volunteer organizational behavior and then tested them. Sills (1957, as cited in Pearce, 1993, pp. 74-75) studied volunteers of the National Foundation for Infantile Paralysis. He suggested that volunteers could be categorized three ways: (1) Humanitarians — individuals primarily concerned with the welfare of others; (2) Good Citizens and Joiners — individuals fulfilling some type of obligation (i.e., job obligation or enhancing personal status); and (3) Veterans — individuals who had personal experiences with the disease (in this case, Polio). Another study conducted by Sharp (1978, as cited in Pearce, 1993, p. 76) researched the motivation of individuals within a neighborhood to participate in a criminal identification program. The incentives examined were material (summer employment), solidary (vital to the community), and purposive (responding to a neighborhood crisis). She found that solidary incentives to sustain the block-watching program were significantly higher when measured against the other two incentives. Pearce noted that both studies found solidary incentives to be important which was “in sharp contrast to their relatively weaker role in the self-reports of volunteers” (p.76).
Aspects of volunteer work may influence individual decisions to help others and motivate them to take action. The work of Clary et al. cited earlier points out how certain functions of volunteer work may serve to influence individuals to engage in helping behavior to fulfill an area of their lives. Other studies have shown how specific motivational factors can influence an individual’s decision to volunteer, and can impact the timing and the organization or program chosen for the service.

Clary and Miller (1986) investigated the influence nurturant parents who exhibited altruism had on their children who became volunteers. They predicted that volunteers who expressed having warm relationships with parents who modeled altruism would exhibit more sustained altruism. Volunteers at a telephone crisis center were measured through survey instruments that collected information which included childhood relationships with parents, the type of helping behavior in which their parents participated (donations, volunteer activity), the amount of parental preaching they received on altruism, and whether their parents’ actions contradicted their preaching. In addition, the volunteers answered survey questions which measured empathy and reasons for volunteering (egoistic versus altruistic). Sustained altruism was determined through a volunteer’s completion of their 6-month commitment which was expected by the agency.

The results supported their predictions. Volunteers who reported they had nurturant parents who modeled altruism showed a greater degree of helping longer than volunteers with less nurturant parents who modeled altruism less. Their study indicated that childhood exposure to altruism modeled by nurturing parents would influence future adult altruistic behavior.
Clary and Miller’s findings supported the idea that two volunteers working for the same organization may have different motivational forces influencing their decision to help others. That is, parents who are less nurturant and altruistic are likely to create people whose helpfulness is situationally controlled, especially by rewards and punishment, while nurturant parental models of altruism are more likely to create people whose helpfulness is internally directed.

Trudeau and Devlin (1996) studied the influence that different types of personalities would have on individual motivation to volunteer, and interest in community service volunteer programs. They hypothesized that individuals who were introverted and had a high level of social anxiety would be more motivated to volunteer. They proposed that introverted individuals would seek out the structured atmosphere found in volunteer activities. The study used four questionnaires: one measured individual introversion-extraversion, one ranked motivations to volunteer, one ranked organizations and programs of potential volunteer positions, and one which measured social anxiety.

Trudeau and Devlin found that volunteer populations had diverse personality characteristics and did not find a significant number of introverted individuals within the student volunteers. They also found that individuals who already volunteered were not more motivated than nonvolunteers. A possible explanation for this was suggested by the researchers.

Either students have learned what the socially accepted motives to volunteer are and, therefore, simply reproduced them as responses on the questionnaire, or nonvolunteers are equally motivated but have other obligations that preclude their ability to participate in community service. (p. 1885)
Analysis of the data, however, indicated that the altruistic motivation factor was more evident for females than for males. Four motives were identified within this category: “opportunity to do something worthwhile,” “it creates a better society,” “opportunity to return my good fortune,” and “opportunity to change injustice.” The researchers thought females may have shown to be more altruistic in this study because of the many youth-targeted programs listed in the survey, and that many of the women who participated in the study previously volunteered with preschool children. Twenty-five organizations/programs were listed as hypothetical volunteer opportunities. Males were found to be more interested in volunteering than females when only “political groups,” “environmental groups,” and “sports teams” were represented in analysis.

Watters (1995) studied the influence that incentives had on an individual’s decision to volunteer. She suggested that volunteer recruitment materials which emphasized the personal costs, or costs and benefits together, produced more responses than materials which promoted the benefits of volunteering only. Her examination of college students supported this hypothesis. Students were presented with one of three different videos in which two volunteers related their volunteer experience. One mentioned eight benefits and two costs; another mentioned two benefits and eight costs; and a third mentioned five benefits and five costs. All students received printed information about eight different service organizations such as Big Brother-Big Sister or the American Red Cross. Each organization also had volunteer activity sign-up lists. In addition, each student was given a questionnaire that asked for demographic information and for which of the service activities the
student had signed up. Students had four options: do nothing, take an information sheet, sign a list, or take an information sheet and sign a list. The study found that recruitment materials that emphasized altruistic benefits did not appear to motivate people to volunteer. Students who received messages that emphasized costs or that equally balanced costs and benefits took more information sheets and signed more volunteer activity lists. Watters suggested that the findings provided support for Deci and Ryan's (1985) overjustification effect — that extrinsic rewards could decrease intrinsic motivation.

Another study conducted by Clary et al. (1998) found that messages in volunteer materials used for recruitment could be persuasive factors that influence an individual's motivation to volunteer. Volunteer recruitment brochures were created to correspond (through wording used in each piece) with each of the six factors used in their Volunteer Functions Inventory: values, career, enhancement, protective, understanding, and social. For example, a brochure that portrayed the career function of the volunteer work promoted the benefits of the volunteer experience as a method to try out career options and to impress future employers.

Individuals who had already taken the VFI were then asked to rate the brochures as to the influence each would have on their motivation to volunteer. Individual VFI scores strongly correlated with their brochure preference. Those who scored high in a specific factor responded favorably to the corresponding brochure. These findings indicate that individuals, both intrinsically and extrinsically motivated, are more likely to commit to volunteer action when approached in a manner consistent with results of their VFI score.
Social and personal motives may influence the choice of setting or agency in which to perform volunteer work as well as the length of service. Harrison (1995) found that much volunteer work was episodic in nature, and part of the decision to volunteer was influenced by "perceptions of conflicting demands and motivations to take part in activities at competing settings—toward attending those settings" (p. 383). He tested his hypotheses which embodied the theory of episodic volunteer motivation with college students who volunteered at a homeless shelter. Each completed a questionnaire which asked questions concerning alternative activities to volunteer work, consequences of the volunteer work, and referents (people who might approve or disapprove of the volunteer work). They were also asked to indicate their intention to volunteer another night, for which they were already scheduled, at the shelter. Results showed that intention to volunteer again had a positive relationship with attendance (particularly for more experienced volunteers), while competing intentions (i.e., staying at home or recreating) had a negative effect for newer volunteers. Individual attitudes were not found to impact volunteer intentions. "Instead, social pressure, perceived control, and moral obligation seemed to drive their intentions and eventual attendance" (p. 382). Harrison argued that individuals were motivated to volunteer based on their own answers to four intrapersonal questions: (1) How much would I like or get out of attending volunteer work? (2) How strongly do I think that important other people expect me to attend volunteer work? (3) How likely is it that I can attend volunteer work? and, (4) How clear is it that attending volunteer work is the right thing for me to do?
Motivation Research of Elderly Volunteers

Nathanson and Eggleton (1993) examined the connections between volunteer motives and the length of volunteer service among elders. Data was obtained using an in-house generated questionnaire created by the OmbudsService of Nassau County. This agency served as a voice for residents of long-term care facilities and their families and friends. Volunteer cohorts were categorized by age (60 and over or under age 60) and gender. Using an open-ended questionnaire, respondents were asked what motivated them to volunteer. The motivation categories were: (1) advocacy for the elderly; (2) give back to the community; (3) empathy for the elderly; (4) family in nursing home; and (5) related to job experience or educational requirement. A majority in all cohorts reported advocacy as the motive for providing this type of volunteer service; giving back to the community ranked second. The study also compared the motives to the commitment of either a verbal or written contract provided at the initiation of service. The researchers found a significant relationship between the written contracts and completion of the 12-month length of service. Of the volunteers given a verbal contract who completed at least 12 months of service, the advocacy motive was reported at a higher frequency rate than in the other groups.

Morrow-Howell and Mui (1989) investigated the reasons that elderly people begin and end volunteer service within a self-help group. The subjects in the study were volunteers who were trained to assist their neighbors by providing different types of support and assistance. This included socializing, transportation, shopping, and referrals to social service agencies when necessary. Data was collected through interviews conducted with 83 volunteers. The results of the study indicated that
volunteers provided service for altruistic and social reasons, primarily to help others, and to talk to people and feel needed, useful, and capable. In an open-ended question they were asked why they became involved in the program. Sixty-five percent said either a social worker, friend, or acquaintance had asked them to volunteer. Only female volunteers expressed altruistic and social motivations for volunteering; males only named altruistic reasons. This differed from the findings of Trudeau and Devlin (1996) who found females providing more altruistic reasons than males. Their study’s subjects were college students who were presented with hypothetical volunteer opportunities, and perhaps this could explain the different outcomes.

Cohen-Mansfield (1989) surveyed workers and volunteers over age 60 to find what factors they attributed to volunteer participation. The top motivations were ideological reasons, filling leisure time, and personal interests. Nonvolunteers with no wish to volunteer in the future cited health problems and a lack of free time as the main reasons.

Okun and Eisenberg (1992) studied the motives of community service volunteers who resided within a retirement community. The crux of their volunteer work involved helping other elderly people. The two researchers measured the volunteers’ intent to continue the work in the future. Social desirability, volunteer motives, and intent to continue were assessed through a survey of 242 resident volunteers. Volunteer motives were categorized three ways: knowledge (acquiring skills and experiences), value-expressive (personal obligation to help others), and social-adjustive (volunteering to meet expectations of others). The results indicated a significant difference when they compared the multiple motivation categories and the
intent to continue to just one volunteer motivation category and intent to continue.
Okun and Eisenberg suggested that recruiters may be able to utilize methods such as these to identify which individual is best suited for specific volunteer work.

For example, in retaining older volunteers who are high only in social-adjustive motives, it may be sufficient to have them perform an activity that has high visibility and status. However, for volunteers high in knowledge and value-expressive motives, it may be important to rotate activities (to fulfill their knowledge motive) and to document the positive impact of their work [to fulfill their value-expressive motive]. (p. 186)

Deci (1992) points out that money is a powerful extrinsic motivator for many people. Elderly people who perform “volunteer” service through certain government programs may be motivated by monetary incentives. SeniorCorp provides a small salary that the agency calls a living allowance. Any monetary reward, however small, must be considered when discussing volunteer motivation — particularly elderly volunteers who may be living off of small, fixed incomes.

Motivation to Continue or Discontinue Volunteer Service

Volunteers in the studies previously reviewed often mentioned they became involved through a connection with a friend or family member. The type of social introduction to the volunteer work and the influence it has on the individual’s motivation could be an important aspect for recruitment and retention of these workers. Smith (1997) suggested that large coalitions of public programs seeking volunteers were unlikely to recruit and retain these forces through large-scaled media events. Volunteers, he said, could easily lose interest if leaders did not help members stay focused and involved in the programs.
Gerson (1997) reported that the inability to see outcomes may turn off some volunteers. This U.S. News & World Report article cited a statistic from a poll the magazine conducted: "Twenty-percent of those who had volunteered in the past year said they had cut back because they weren’t sure if their work was helping solve a problem."

In the neighborhood self-help project mentioned earlier (Morrow-Howell et al., 1989), data was collected through interviews conducted with 83 volunteers. The results of the study indicated that volunteers provided service for altruistic and social reasons, primarily to help others, talk to people, and feel needed, useful, and capable. In addition, they found that 45% of volunteers who quit the program did so because their altruistic motivations were not being fulfilled. People they were trying to help did not respond favorably to their assistance. Another 30% quit for reasons of feeling inadequately trained/prepared for the types of problems they faced.

An individual’s history of participation has been found to be a predictor of future involvement. Competency could be a factor in the continuation of this type of service. Volunteers are often recruited by a friend or a family member. The relationship between volunteers and potential volunteers appears to influence an individual’s decision to participate as an actual volunteer.

The impact of elderly contacts on motivation to volunteer in intergenerational programs

Contact with Younger Family Members

A more mobile society that can put great distances between older and younger family members may also impact the individual’s desire to perform volunteer work in their retirement or leisure time. The data analysis of the AARP intergenerational
linkages survey (Bengtson et al., 1994) found that elderly people who volunteered for intergenerational programs had relatively frequent contact with their oldest adult child. Migration to retirement communities increased for elderly people who lived alone, and either had no living children or their closest children lived an hour or more away from them.

Sherman (1975) investigated the contacts for residents residing in age-segregated and age-integrated housing. Through interviews the study found that the residents who moved to age-restricted communities had less contact with people under age forty and interacted less with family members. Not all residents made the move, however, to leave family behind. Some did move to be close to family members without actually moving in with them; others moved to receive support that was missing from having no family members living close to them. Forty-six percent of the residents in the age-segregated areas disagreed with survey statement “I’d rather live where there are people of all different ages,” and 58% disagreed with “Having younger people around here would make it more fun.” However, high percentages of people did agree with these statements, which indicates that although they chose to live in an age-segregated community, many residents may not have an objection to having young people around them. These may be the residents who would be more inclined to volunteer to work with young people for other than social reasons.

Because individuals who reside in age-restricted communities may not have ongoing contact with their younger family members, they may be looking for substitutions for familial contact through volunteering in intergenerational programs. Survey results of the grandparents discussed earlier (Kalliopuska, 1994) showed they
wanted more visits, more time together, and more interlearning with grandchildren, but that geographic distance was a barrier and the underlying cause for insufficient relations and emotional distance.

**Sharing Skills and Interests with Younger Generations**

As individuals age, many direct their attentions to mentoring future generations and leaving something of lasting value behind (Erikson, 1963, cited in Erikson, Erikson, & Kivnick, 1986). If they are not living near family members, they may turn to volunteering with young people as a way to form this connection. Generativity (Erikson, as cited in Bergquist, Miller, Greenberg, & Klaum, 1993, p. 7) is the desire to teach and learn, to take care of what has been “generated by love, necessity, or accident.” The authors suggested that individuals in the generative stage should identify that which is of “ultimate concern” to them and identify ways to act upon it. Mentoring, being a role model, and participating in voluntary organizations with young people were given as examples.

The elderly individuals who wish to share what they have learned with young people may be looking for an avenue to teach others and pass down skills and personal history. Kouri (1990) reported an Independent Sector survey which found that 56% of the respondents age 65 and over said they became involved in volunteer work because they wanted to do something useful. Volunteer work through intergenerational programs may also fulfill some of the functions cited by Clary et al. (1998). For example, the protective function serves to reduce individual guilt by helping others less fortunate. Children of today can benefit from the internal and external influences that motivate elders to reach out and help young people. Research indicates a strong need for the presence of caring adults in the lives of children (Benson, 1997).
Changes in Work and Social Contacts

Szinovacz (1992) researched which social activities changed after retirement and which social interactions were conducive to retirement adaptation. Questionnaires were sent to thousands of retirees in Florida. A modified job deprivation scale was included and measured the respondents' boredom, loneliness, sense of uselessness, and how much they missed work responsibilities and colleagues. Social variables measured included visiting with friends, visiting with relatives, and formal activities (which included volunteering and participation in community activities). Individuals reported their involvement with activities, hobbies and social endeavors. Results showed that both married women and widows indicated high involvement in volunteer and community activities following retirement. People with high household incomes were less involved in this type of activity, whereas those with "leisure-oriented retirement motives" engaged significantly more often in formal activities and contact with relatives.

Some of Szinovacz's findings were consistent with other studies. An AARP survey found that widowed persons performed the highest number of volunteer hours on average (Harootyan & Vorek, 1994). An earlier cited statistic from the Administration on Aging said that 47% of women age 65+ are widows. Many of these widows may migrate to retirement communities and look for outlets to connect with other people. The volunteer motivation research has often found a strong social influence (Fischer & Schaffer, 1993), or that the volunteer work itself served to fulfill a social function in a person's life (Clary et al., 1998).
For elderly who volunteered in youth programs, frequent contact with their oldest child was a factor second only to educational attainment. Unfortunately, there has not been much data collected about the volunteer statistics (i.e., length of service, demographic information, or their motivation for involvement) of elderly people involved with intergenerational programs, and no information specific to volunteers in intergenerational program who live in a retirement community.

Summary

The Administration on Aging 1997 report, “The Profile of Older Americans,” indicated that 30% of elderly people live alone, and that most are women. Older adults are healthier and living longer than prior generations. These characteristics are common among those who move to retirement communities. The aging baby boomers now entering older adulthood will impact the demographics of the future elderly population. In an analysis of labor statistics, Dailey (1998) found that baby boom women are the best educated of all female cohorts in American history. Volunteers of all ages were consistently found to have attained a higher level of education than nonvolunteers. This coupled with an increasing population of older women would appear to provide many prospects for volunteer recruiters.

The actual numbers of elderly people will continue to increase, and the trend toward an age-segregated society may cause the generations to drift apart further. Many attitudes about elderly people held by children are negative, and could be due, in part, to lack of contact with older adults. Although intergenerational programs may improve relations between generations, and provide children with positive
relationships with caring adults, many programs have reported difficulty in recruitment of older volunteers. Poor retention of volunteers in general has been linked to lack of fulfillment of individual altruism. However, little research has investigated volunteer retention in intergenerational programs.

Finally, the elderly volunteers of today and tomorrow may have different motivational factors than those of elderly people measured in the past (Rosenblatt, 1966; Harootyan & Vorek, 1994). These factors could influence their decision to participate in intergenerational programs. One factor that may be a significant influence in the motivation of elderly volunteers is the increasing migration to retirement communities. Elderly people may seek out volunteer experiences that are influenced by their contact with social and family networks. Residents of retirement communities may make volunteer choices that help balance the age-segregation they experience on a daily basis.

Purpose of the study

The purpose and focus of this study is to examine the motives of elderly volunteers from both age-segregated and age-integrated housing who volunteer to participate in intergenerational programs. Age-segregated and age-integrated residents were included to further investigate any factors related to contacts that may impact motives to volunteer in intergenerational programs. Whatever the reasons for involvement, understanding the motives of individuals who already volunteer in intergenerational programs will help program managers more effectively plan their recruitment strategies.

Past volunteer studies and related motivational research indicates that there are a number of variables that can impact the decision to volunteer. To attain the goal of
understanding the motives of elderly intergenerational volunteers, the study will attempt to answer the following research questions:

1. **What are the motives for elderly people to volunteer their time to work in programs that serve youth, and what do the volunteers themselves perceive these reasons to be?**

2. **What influence do factors such as contact with family members, prior volunteer work, or place of residence have on the decision to volunteer to help youth?**

3. **How does the volunteer context impact the motivation to continue volunteer work in intergenerational programs?**
CHAPTER 2

METHODS

The lack of research into the motivation of elderly volunteers, particularly in their involvement with youth, presents a challenge to those who depend on volunteer assistance. While quantitative methods have provided great insight into volunteer motivations, qualitative methods may be better suited for identifying factors that could influence an individual’s decision to help in a specific manner. Pearce (1993, pp. 173-174) suggested more research into volunteer motives be conducted through interviews and observation in order to capture the complexity of the participant’s cognitive and affective reactions to their volunteer experience.

Ritchie and Spencer (1994) stated that the quest to understand the complexities of social behavior helped promote the growth of qualitative research methods, as it not only provides insight into, but also explains, the behavior being investigated. Descriptive research attempts to answer research questions by documenting what actually occurs. This type of qualitative research allows for the credible examination of other factors that may contribute to a specific behavior (LeCompte & Preissle, 1993).

A combination of qualitative methods was used to study the elderly volunteers who provide service to youth programs or projects. In addition to the functions served by volunteer work that may motivate an individual to volunteer (Clary et al., 1998), the literature suggests other factors that should be examined. Demographics,
migration, and prior volunteer work performed by the individual or their family may influence the decision to participate in community service (Frey, 1992; Harootyan & Bengtson, 1994; Okun, 1993).

Sample description

Demographics

General information

The 19 volunteers studied were residents of Clark County, Nevada. Clark County, Nevada is one of the fastest growing metropolitan areas in the United States and includes the cities of Las Vegas and Henderson. The age range of the subjects was 57 to 85. Eighteen subjects were retired.

Of the 19 volunteers interviewed, 15 (79%) were female and 4 (21%) were male. Twelve (63%) were married, 2 (11%) were divorced, and 5 (26%) were widowed. All of the widowed individuals were women. Three of the four males (75%) volunteered with their wives in the same program; the other male was divorced. All of the volunteers had children; all but two had grandchildren.

The volunteers had varied educational/professional backgrounds. Only one individual had never been employed and stated that her occupation was a “housewife.” Other jobs titles included waitress, military intelligence, Realtor, carpenter, financial manager, retail salesperson, social workers, teacher, and radiologist. Most of the volunteers were college educated and some had advanced degrees.

Nine subjects lived in the same age-restricted community; one lived in another age-restricted community; and ten lived scattered in age-integrated areas of the county.
Although it was not directly asked, most of the subjects indicated that they had not lived in the Las Vegas area for an extended period of time.

Volunteer Programs

The volunteers interviewed served three different programs. Each was a school-related program at the elementary level. Information regarding the operation of the program was gathered through material provided by the volunteer program coordinators, the volunteers, and observations made at the point of service.

Program #1

The nine subjects who lived in the same age-restricted retirement community were served by a private community center that provided opportunities for a variety of activities and clubs. One club, a literary group, served as the organization that provides volunteers to a local elementary school’s reading program. The school was “adopted” by the private developer of the community through a partnership program with the local school district. Located in a low-income area, this school had been identified as a school with special needs. Many of the children lived in single-parent families, and some did not speak English.

Program #2

The second program provided volunteers to a variety of schools within the county. A local hotel/casino corporate community relations department coordinated the efforts of senior volunteers that traveled to schools periodically throughout the county. Volunteers were recruited by hotel staff through senior citizen organizations and public service announcements. Individuals participated in a training program provided by the community relations department staff members.
The volunteer project was a reading program through which volunteers introduced a specific topic to students. Presentations were requested by classroom teachers. Volunteers were dispatched by the hotel's community relations department's staff members upon receiving the request from the school. Reading materials and props were used by the volunteers.

**Project #3**

The third program also traveled to a variety of after-school sites. It was operated by a public parks and recreation agency. The after-school programs were all on school sites in neighborhoods of varying socioeconomic levels. Volunteers were recruited through local senior citizen centers and through public service announcements. A parks and recreation staff member provided a brief training prior to service and followed up with on-site instruction.

The project allowed volunteers to participate in different ways during the after-school program. Volunteers worked with children in craft projects, games, and homework help. Many volunteers were provided transportation to the service sites by the staff member who also provided the training. Some volunteers worked at multiple sites.

### Procedures and Data Collection

**Contacting Potential Study Participants**

**Program #1**

The volunteers who reside in a common retirement community were approached by the researcher after a presentation at their club meeting. All participants were provided with information regarding the study. Nine individuals
who were interested in the study approached the researcher and volunteered to become involved in the project.

Program #2

The hotel staff that coordinated the in-school reading program announced the study to its volunteers at a regularly scheduled meeting. Each person was provided with information regarding the study and telephone numbers for the researcher. Six volunteers individually contacted the researcher and agreed to participate in the study.

Program #3

Volunteers in the after-school program were all approached by the researcher following observations of the volunteer service. Each was already made aware of the project prior to observations taking place, and each was given the option to be interviewed. Four individuals volunteered to take part in the study.

Interviews

Interview structure and instrument

A personal individual interview approach was chosen to collect information for the study. An unstructured/informal method was selected for the interview instrument. Strauss and Corbin (1990) suggested that this interview style had many benefits over more structured modes. Besides helping develop a rapport between interviewer and interviewee, it also encourages open and honest responses and helps the interviewee feel that their answers are important.

In this study there were questions established and written in a particular order (see Appendix II for questions), however, flexibility was used and questions were moved around upon the discretion of the interviewer. This provided the
ability to secure responses to questions about a topic that some individuals had difficulty in describing.

Questions were developed in order to investigate themes of motivation found through the literature review. In particular, the functionalist approach to motivation of volunteers (Clary, et al, 1998) was used for the foundation. However, other information that could influence decisions was also obtained. These questions inquired about demographics, migration, prior volunteer experience by either themselves or other family members, and whether they lived in an age-integrated or age-segregated residential community.

One volunteer from Program #1 was selected for a pilot interview. Following the interview, minor adjustments were made to the questions. It was determined by the researcher that interviews would be conducted until either there were clear, dominant themes among the volunteers, or until there were ten interviews conducted of both groups — age-integrated and age-segregated residents.

Location of interviews

Interviews were conducted both in person and over the telephone. The interviewer allowed the subject to decide the place and the time of the interview. Bradburn (1983, as cited in LeCompte & Preissle, 1993) said that the location of the interview could affect the interviewee's reaction. Therefore it is best to conduct the interview in a place in which the interviewees are comfortable. The nine volunteers who lived in a common retirement community (all in Program #1) were interviewed in person at their community center. The community center is owned by the residents' association and so the interviews took place on their "turf."
While the interviewer spoke informally to many of the other volunteers at their volunteer sites (Programs #2 and #3), all other interviews were conducted by telephone. All interviews, in person or via telephone, were audiotaped and later transcribed for analysis.

**Field observations**

**Program #1**

A letter was sent to staff members and teachers alerting them to the observational work being done for the study. Prior to each observation, the researcher checked in at the office, signed a visitor list, and obtained a visitor badge. If the volunteers arrived prior to the researcher, there was an indication on the check-in sheet as to the room number to which they were assigned.

The researcher always confirmed her purpose with the instructor (to observe the volunteer). The volunteers each were informed of the researcher’s arrival and then quickly turned their attention to the task given them by the teacher. Students appeared mildly curious about the researcher’s attendance in their class, however, only two actually inquired about the purpose. Teachers and volunteers also minimized their comments to the researcher.

Throughout the observations, the researcher was able to maintain a minimal participation level, and usually sat at an unoccupied table or area near to the volunteer(s). At certain times during each observation it was somewhat difficult to understand what was being said because the class noise became loud. Notes describing the interactions between volunteers and students and teachers were taken throughout the observations. These observations included the verbal and physical content of the interaction.
Program #2

The researcher was unable to observe this volunteer project due to its intermittent service and conflicts with schedules. Through the interviews, however, a rich description of the volunteer contact and type of service rendered was obtained by the interviewer. During the process of this study the program ceased to operate due to changes in hotel ownership and management decisions to consolidate community outreach and assistance among the many corporate properties.

Program #3

These observations were conducted at various after-school program service sites. A program schedule was obtained through the program coordinator and observation dates were agreed upon in advance. The coordinator also obtained permission of the volunteers in advance of the researcher’s presence.

Upon arrival at the program site, the researcher was introduced to the volunteers and the staff at the site. The researcher provided a brief explanation of the study and was again granted permission to conduct the observations and interviews. The researcher then sat at an unoccupied table near the volunteers. The researcher did not interfere but was able to hear and see the type of interaction between all parties involved.

Although the researcher was a new person to the program, she was not approached by the children or the staff. Volunteers occasionally spoke to the researcher to explain what they were doing and how they became involved in the program.
Researcher involvement

The researcher had prior experience with the senior citizen volunteers through an academic internship within the activities department at the retirement community. This allowed for ease of access to the volunteers at Program #1 by the researcher/data collector. The researcher attended two meetings held by the literary club to explain the study and to obtain permission to begin observational work. A few of the volunteers appeared to be hesitant, but they explained that they had just begun their volunteer assignment and preferred to be involved at a later date. None of the volunteers already active declined to be observed when approached in person or through a telephone call.

Prior contact with some of the Program #1 volunteers occurred in situations other than their on-site volunteer work at the elementary school. It was not felt that this contact influenced the examination of their school volunteer work. There was also minimal contact by the researcher with the coordinator at Program #2 before the study took place. This contact occurred during a different observational study, and the coordinator happened to be a staff member at the earlier study’s site. Because the two studies were different, it was not expected that prior contact with the coordinator would influence the latter research. This prior contact may have, however, allowed for easier access to the program and for greater cooperation by both the staff and the volunteers.

Limitations

Prior contact with two of the volunteer programs may have provided easier access to the sites and volunteers; however, it is possible that it could also influence the subjects’ interviews. Subjects may have known the researcher from prior
experience as a student intern within the retirement community or through research conducted for another study at a different intergenerational program site. This might have led to answers that were less descriptive, as the subject may have assumed that the researcher already understood the dynamics of the volunteer program and site. For this reason, more observations were made at the program sites with which the researcher had the most knowledge and experience in order to detect nuances that may have been overlooked during past involvement. Also, subjects who had the most prior contact with the researcher in the past may have answered in ways that they think will help the researcher in her study and education.

Lack of prior contact with Program #3 may have resulted in not obtaining enough subjects for the study's participant goal of ten residents from age-integrated communities. Older adults may have been apprehensive of an unknown person asking personal information of them, particularly in a city that may also be new to them. Additionally, the perceived reputation of the city of Las Vegas (often called "sin city"), may have fueled suspicions of some individuals being approached by the researchers.

Finally, although volunteers knew that their answers were all confidential, they may still have provided answers that they thought would please the program coordinators. Volunteers from all three programs might have been protective of their program to ensure their future involvement and status with the program by providing answers that they thought were appropriate and only positive.
CHAPTER 3

DATA ANALYSIS AND RESULTS

Data Analysis

Organization of the Data

Following observations and transcription of the interviews, domain analyses and coding were conducted. The author and another researcher independently read transcripts in order to identify dominant themes of motivation, as well as other factors that influence decisions to volunteer. Following Spradley’s (1980) techniques of organizing qualitative data, interview statements and field notes were examined for semantic relationships. The terms and relationships found in the data fit nicely within the functions served by volunteer work as identified by Clary et al. (1998).

Framework

Clary et al. (1998) suggested that individuals who volunteer are motivated by certain psychological functions that are fulfilled through the volunteer service they provide. For the purposes of this study, the data was interpreted by using the volunteer functions as a framework for the organization of findings. Clary et al.’s functionalist theory identified six functions served by volunteerism. These functions are: values (expressing concern for others), understanding (permits learning and self development), social (opportunity for relationships, or engagement in an activity viewed favorably by others), career (honoring or

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maintaining skills), protective (reduce guilt about personal good fortune), and enhancement (personal growth and boosted self-esteem).

Other factors that could influence volunteer involvement

Information gathered in the interviews that inquired about type of residence, past volunteer involvement, and location of closest family members was also examined. Table 1 (see Appendix IV) displays the findings.

Results

The observational work provided insight into the purpose of the actual work performed by the volunteers, and the quality of contact between volunteers and others involved with the various programs. Interviews provided a more in-depth examination of the motivations that contribute to the initiation and maintenance of volunteer involvement. A total of nineteen subjects volunteered to participate in the interview process — ten from age-segregated communities and nine from age-integrated residential areas.

The majority of the six functions identified by Clary et al. — protective, values, career, social, understanding and enhancement — were clearly expressed through statements and/or actions made by the older adults who volunteered with youth. This chapter will first detail the support for the six areas identified in the functionalist theory to answer research question #1. Second, question #2 will examine the findings of other factors that may also influence motivation to volunteer with children. Third, an investigation into the impact of the volunteer context within the different programs will answer research question #3. The data includes evidence found through both interviews and observations for all three programs combined.
Research Question #1: What are the motives for elderly people to volunteer their time to work in programs that serve youth?

All six functions were found to be experienced by volunteers of all three programs. Three functions — values, social, and enhancement — were very strongly and consistently stated by the volunteers. For reasons of confidentiality, pseudonyms are used in place of names for volunteers, schools, staff, and private communities when they are mentioned in the support statements.

Values

Values were defined by Clary et al. as an expression of “altruistic and humanitarian concerns for others” (p. 1517). The volunteers expressed the value function as a motivation to share or give back to society by helping youth. Not only did they state that they received satisfaction from making a contribution, some volunteers also said that they found it to be necessary. According to volunteer Mable:

My sympathy is with these little kids. My heart aches for them. They have not the home stability that they should have and you wonder how are they ever going to make out and my own two grandchildren are in that same category. The business of being tossed back and forth with the father for two or three days and with the mother for four days — oh boy, these poor kids. How are they ever going to make out?

Some volunteers stated that they felt some of the children they worked with were possibly abused or were in a situation where the parents were not properly taking care of them. Volunteers voiced that their involvement could help children who face tough circumstances. Alice, a volunteer at Program #3 said:
It's not easy being a kid and so I have a lot of sympathy for kids. It's not easy being a parent either and the poor kid has to...I think about in regard to my own children when they were little. Kids, they're just lost here in this world wondering what's going on and the parents don't know much more. So the kid has to put up with having this parent who's just struggling to get along. When I was a child, I remember my grandmother saying if there was a kid that we didn't like or something (my sister seemed always to be a problem) and my grandmother would say she's just a little girl, trying to get along. And I think of that a lot when I see problems in the newspaper or people doing dumb things. I just think they're just trying to get along, they just don't know how. They need some help.

Another volunteer, Mickey (Program #1) pointed out that the relationship between him and a child he's helping in the classroom could extend to helping him in his home life as well.

...in some cases you can see that some of the students are not being taken care of well at home. So it's a chance to perhaps get some information by speaking to the child one on one that you can relay back to the school and perhaps they can do something about what's going on.

Some volunteers explained that by creating positive memories, providing individual attention and encouragement, caring and being there for them, and serving as surrogate grandparents and parents, the volunteer experience was worthwhile and important. Alice said, "...one of the things that I think about, even with my own grandchildren, is [that] the job of senior citizens is to create memories." Another
volunteer, Irene, stated, “...especially the children that I’m working with who really do need a great deal of input...that maybe I’m providing them with something that they’re not getting at home, like the individual attention.”

Many of the elders were volunteering in reading or recreation programs and thought that they were contributing to the youths’ future academic success, life enjoyment and safety. Volunteer Alice stated, “When my children were little I worked and so I know how important it is to a parent to be sure their kids are safe and having a good time.” Other volunteers felt that the ability to read was important for young people to grasp and enjoy. Many volunteers were avid readers themselves and saw their work impact students’ abilities over time. Richard, a volunteer at Program #1, said it was gratifying to “seeing them learn and seeing them get to start to change with basically very little knowledge and at the end of the year being able to grasp a lot of things that they couldn’t at the beginning.”

Social

Clary et al. labeled the second function as social in reference to the relational motivations that led to volunteer service. Social motivation was found to be important to the initial recruitment of volunteers for all three programs. Nearly all of the participants initiated their volunteer activities when they were asked specifically to volunteer by an organization or individual that they valued. Either through direct one-on-one contact or presentations to senior citizen groups, most of the volunteers stated that being asked led to their involvement.

It was clear through many of the interviews that the volunteers voiced respect and affection for the corporate sponsors, program coordinators and classroom
teachers. Many of the elders participated in nonprofit clubs or service organizations that were approached to provide volunteers. In the case of the volunteers who live in the same retirement community, it was clear that they felt “chosen” by the developer to participate in a program that garnered a significant amount of media exposure. The literary group, a club within the community, served as the device for further volunteer recruitment and received abundant support from the development’s parent corporation.

The literary club volunteers were proud to state the accomplishments of the group at the school and in other community service projects in which they were involved either independently or as a group. Many of them mentioned a holiday project at the retirement community held in conjunction with the school. Volunteer Richard explained the holiday event:

They [the students] are coming here [to the retirement community] to perform. Two weeks from yesterday. They are going to perform a little program. They try to give back. Other than that they have a little appreciation breakfast at the end of the year for us who work out there. I don’t know if you’re aware of the little tree up there...you take a tag and then go out and buy a book. Last year we managed to buy books for every child in the school.

Volunteers who served Program #2 mentioned how impressed they were by the staff who coordinated and trained them. One volunteer, Diedra, expressed her satisfaction with the entire experience of being associated with the large hotel operation through her work as one of their volunteers, “Definitely, at all of these [volunteer] orientations...going over the book [volunteer materials]...they supply a lovely light breakfast with the china cups and the whole bit, you know? Beautifully
done.” Another volunteer, Mable, shared this statement about the staff at Program #2, “they are lovely, they are very nice, very accommodating. They just bend over backwards to fit something into the time that you’re available.”

Some of the elder volunteers stated that they actually felt closer and more connected to their own grandchildren as a result of their service work. One stated that she became more aware of what children were interested in and what trends were popular. According to volunteer Julie, the contact keeps her:

...up on what’s happening in the world... what’s important to little children at this point you know... their likes and dislikes. The other day at the Halloween party I was asking... one came up in a costume and I said “oh, is that a Power Ranger?” And uh, “that’s old stuff. [She laughs] we are ninjas now.” You know, or if they were oh ninja turtles, but no, “we are real ninjas.” And it’s from “Mortal Combat,” I guess is the big thing now. So it’s... It’s strange about what they like and dislike now.

The work also helps the elders understand what kinds of situations the children face each day. Volunteer Winnie stated that the children she worked with reminded her of her own grandson. She explained her grandson was:

...going through a very, very difficult time...and I’m really worried about him. And I see some of these children right now as young as they are and thinking...you know this is an age where you really need to see what is happening with them and how they are.

Finally, volunteering seemed to represent a symbolic caring for the volunteers’ own grandchildren by proxy. One of the volunteers, Lana, expressed this feeling clearly:
I have grandchildren...and I have one specifically that is a problem reader. And I think when I know that she has a problem...I think that I feel that even though she lives in another state and I’m not there, that this is something that I’m doing that gives me a satisfaction that I’m helping some child and maybe someone could help my [grand]child.

Enhancement

The volunteer function, enhancement, was defined by Clary et al. as the motivation to achieve positive affect or experiences. The elder volunteers clearly exhibited this function through their statements. Volunteer Jasmine explained, “I know a lot of them are just so energetic and that really enhances my life as well as helping them.” Another volunteer, Mickey, shared, “Their faces light up when they see you. Just about the whole class sent me cards when I was in the hospital.” Volunteer Mable said, “you get a little pleasure out of...well this is human nature...if someone is glad to see you, it makes you feel good.”

Other volunteers said that the work was rewarding, pleasurable, and helped to keep them feeling young. Janet, a volunteer at Program #2 explained:

By the time you’ve done 70 Christmases you become a little bah humbug. To get back around young ones that are really enthusiastic... too many people feel like I do at my age and suddenly to be back around children you know that are very enthusiastic over things...

Many elders suggested that volunteering with youth allowed them to stay active, challenged, and appreciated. Volunteer Irene said, “if I weren’t doing this, I’d be seeking some other activities. I’d say I really do like to be kept busy in
some kind of productive, constructive way." Volunteer Georgia, a former
schoolteacher, stated:

The staff, the principal is wonderful and the secretaries...any that I see as I
walked through the building door on the playground, they’re very friendly. It
is feel so good to be there. I feel that I am here and I am accepted here, I can
contribute here, and it really makes you want to go.

The volunteers of Program #1 particularly stated that through volunteering
they felt included and worthwhile. This may have been more evident with this group
of volunteers as they served only one school site and often worked with the same
group of students each week throughout the school year. An example of this feeling of
inclusion was provided in a statement by volunteer Richard:

There’s a lot of interaction with the kids. And it’s kind of nice because the kids
seem to get a lot out of it. If you miss a week and for some reason you can’t
go there [to the school], they want to know why. They really do. They don’t
believe that you have a life of your own.”

Another volunteer, Julie, stated, “They [the school] said they needed somebody. And
so I’ve got the time and I want to be included.” Winnie, another volunteer at Program
#1, provided examples of how small gestures affected her:

What I get out of it is the satisfaction of seeing them learn over the eight
months or nine months that we are with them. And, them just coming up
and saying “thank you” or “good morning” or “hi” or “goodbye” or “I love
you.” Anything like that. You feel like you are maybe...contributing
something to their lives to help them out. And that means a lot. That’s
more than if you try to give them something. I’d much prefer to see that little glow in their eyes.

Volunteer Janet also mentioned the look in the children’s eyes, “just walking in sitting, reading, with the little ones with the eyes so big, just the total way they react to you is what makes it so great.”

While the enhancement, social, and values functions were clearly found among all three volunteer programs, the other three functions — understanding, protective, and career — were expressed to a lesser degree.

**Understanding**

Understanding represents the function of volunteer work found through exposure to new learning experiences and sharing of interests (Clary et al.). Some elders reported that volunteering gave them a new insight into today’s youth. Jasmine, a volunteer at Program #3, shared her feelings:

Some of the children, I would say, maybe don’t have grandparents, don’t have a role model outside of maybe a father raising them or a mother raising them. And since I have no children at home, this was just something that I felt I really wanted to get involved with because I felt that it brings me closer to the situation of children

One volunteer, Julie, shared how the contact with the children in the program led to a better connection with her own grandchildren. “I’ve never really been around my grandchildren for a long period of time,” said Julie. “I always felt out of place...that I couldn’t communicate with them. And I feel like I can now.” A fellow volunteer, Winnie, said:
I see some of these children right now as young as they are and thinking, you know this is an age where you really need to see what is happening with them and how they are...I hope I’m more tolerant, understanding, and that perhaps...I appreciate things so much more. I have tried to understand much more.

Many of the volunteers were avid readers, and most of those involved through Program #1 belonged to a literary club within their private community. Both Programs #1 and #2 were focused on reading with the youth and allowed volunteers to share their zest for reading with the youth. One volunteer, Richard, actually sought out a way to share his interest in reading:

I read about something similar to this [reading program] many years ago in Chicago in the newspaper. I was always interested in this, so when I found out there was something in the same vein when I got out here are, I volunteered. ...I have been a voracious reader all my life. I can go through a book in a few hours. My mother started me when I was a youngster... Now that I’m retired I can really get into what I love.

Protective

The protective function of volunteering helps individuals protect the ego or escape negative affect (Clary et al.). Although this motivation was strongly expressed by some of the volunteers, it was not articulated by many in this study. Individuals stated that volunteering filled a void in their lives and reduced feelings of loneliness. Some elders stated that they missed their children and grandchildren. Diedra expressed that she volunteered with Program #2 because, “I miss my grandchildren and I miss reading to them...they don’t live here in Las Vegas. That’s why I love working with children.”
Other elders stated that volunteering kept them from getting “whiny” and focusing on their aches and pains. As volunteer Janet explained, “I think you grow old fast when you do nothing but expose yourself to other people and complaints about pains.”

The volunteer work also provided individuals with worthwhile use of their free time rather than pursuing destructive activities that are prevalent in Las Vegas. One volunteer, Dean, said that he “needed something to do. This offered an opportunity to do something other than gamble.” Another volunteer, Lana, stated that, “I feel that since I have the free time, I feel that it’s necessary for people to give something back to anyone.”

A few also expressed that volunteer work may have reduced their feelings of guilt over being well off when compared to others. Winnie stated, “I cannot not volunteer because I feel I’ve been blessed too much. I’ve been given too much.” This feeling was also reflected by Janet, “You haven’t seen some of these kids, the clothes that they get sent to school, no socks... and it just tears your heart especially when you have so much.”

The programs also provided the opportunity for the elders to give the same support to youth that they had received earlier in their lives. Of her personal experience, Julie explained:

...I can remember back where it was a big deal to have a Thanksgiving dinner. I was sent to the YMCA, and they put on a big, big dinner for us. I mean not for me, for all disadvantaged children. You know, and it really got me to thinking, you know it brings tears to my eyes... But, I thought maybe it’s time I gave back. And that’s how I started giving back. But it makes me feel really good now.
Career. The last function is career-related benefits. Although Clary et al. suggested that volunteers could be motivated by a desire to obtain job skills or advance their careers, none of the elders expressed this function directly. A few volunteers, however, were former teachers, social workers and doctors who had worked with children. They stated that they wanted to continue their involvement with children into retirement.

Some elders stated that volunteering was a confirmation to them that they still had skills to offer. According to Georgia, a volunteer at Program #1, "I feel it [the work] is something I have done all of my life...and I thought here's an opportunity for me to continue to use my skills and a love that I have for children."

Irene, another volunteer at the same site, also shared a desire to contribute expertise and skills from their pre-retirement profession.

In my real life, I was a social worker and I headed up an early intervention program at a children's rehabilitation center in Rhode Island and I worked very closely with families as well as children. And this has always been a very near and dear to my heart kind of activity. So I thought this would be great. I had never done any kind of tutoring as such, but had been close enough and felt that I might have something to contribute and I’m enjoying it tremendously.

Dean, a volunteer at Program #3, was also a social worker before retirement. He enjoyed the work because, “I like the one-to-one with kids. I kind of pick out the ones that are having trouble and try and talk to them because that’s what I have been doing most of my life.”

Although she was not a professional teacher, volunteer Barbara told how the volunteer work gave her the opportunity to continue skills she used at church:
I did this growing up. As I said in Sunday School when I was able/old enough to have a Sunday school class and then work with Bible school. When I'd come home from college, I'd help with the Bible school in the summer.

One volunteer was specifically recruited by the school through another volunteer (a spouse) for her computer skills. This elder became a volunteer and assisted students in the school's computer lab.

**Research Question #2: What influence do other factors have on the decision to volunteer to help youth?**

The literature showed that the amount of contact that many elders had with their children was found to be less than desired (Sherman, 1975; Kalliopuska, 1994), and that this type of contact impacted volunteerism with children (Bengston, et al., 1994). Changes in work and social contacts, and marital status also were found in the literature to influence volunteer motivation (Szinvacz, 1992; Harootyan & Vorek, 1994). Past behavior by the individual or their family was found to be a predictor of possible future involvement as a volunteer (Lee, et al., 1999; Clary & Miller, 1986).

Information about these issues was gathered through the volunteer interviews. A brief explanation of the findings that may influence the motivation to volunteer with children follows. The potential impact of the information for this study appears in the discussion section.

**Contact with family members**

Four of those living in age-segregated communities had a family member living in the Las Vegas area; the same applied to the other group. Six (three in age-segregated; three in age-integrated) subjects stated that their closest family member
lived in California. The remainder stated that their closest family members were in Illinois, Michigan, or Oregon. Four of the five individuals who were widowed (one in age-segregated, four in age-integrated communities) had family members living in Clark County.

Choice of residence

Although ten subjects lived in age-segregated communities, most stated their choice was not to live away from children, but to live in an area that provided security and activities. Nearly all of the subjects who resided in the retirement community moved from another state to this community and most stated that the built-in community structure was important to them. Some of the subjects did state that they did not want to live in an area with young children, but did enjoy contact with them and that the volunteer work did satisfy the level of contact they desired. Subjects who lived in age-integrated areas of the county stated various reasons for their choice of residence. Some moved from out-of-state to be closer to their children and chose a home near them. A few stated that they specifically avoided age-segregated communities as they preferred to live in an area with all age groups.

Prior volunteer work

Only three of the volunteers who resided in the age-segregated community said that they had regularly performed formal volunteer work in the past. Six of those living in age-integrated areas stated that they had worked previously as volunteers. Nearly all of the previous volunteer work had been performed for a church or hospital. None of the volunteers indicated that their prior volunteer work exclusively targeted youth, however, some had worked with children previously when they were employed.
Only three subjects from both groups who worked as volunteers in the past stated that their parents performed volunteer work when they were growing up. Of the eleven subjects who had not performed formal volunteer work in the past, nine cited work schedules/lack of free time as the constraint; one stated that she had never thought about it until approached; and one stated that he did not believe in unpaid work.

Research Question #3: How does the volunteer context impact the motivation to continue volunteer work in intergenerational programs?

Although all three intergenerational programs were conducted in a school setting (whether during or after school hours), the volunteers' involvement, duties, and interaction with significant others varied. Information gathered during the interviews portrays distinctly different program operations that may determine the motivation or willingness to continue volunteer work for that specific program.

Program #1

Volunteers in this program were generally knowledgable about the developer's initial involvement in establishing this intergenerational program, however, most did not see the corporation as the primary operator of the group. Most of the volunteers identified the literary club to which most belonged as the coordinator of the program. While they all recognized that they were all volunteers of the one program, they also pointed out how their volunteer duties and context were specific to them and the students they were helping. Volunteers worked individually, for the most part, when they arrived at the school. Each had a working relationship and understanding with the classroom instructor, and expectations were established at the beginning of the school year. Volunteers
clearly pointed out what their “job” was for their individual assignment and also understood the overall objectives of the entire program.

The motives for the volunteers in this program fell under all six of the functions identified earlier. The functions that were expressed more strongly than others, and by all of Program #1’s volunteers, included enhancement and values. Career, social, and understanding functions were also stated strongly by many of the volunteers. The protective function was mentioned by a minority.

When asked if they would seek out other intergenerational volunteer work if the program in which they were working ceased to operate, 100% of the volunteers from Program #1 stated “yes.”

Program #2

Volunteers in this program that had been established by a major Las Vegas hotel clearly stated that the property was the coordinator of operations for their program. They all named their supervisors as the staff of the property’s community relations department. These were the people who recruited, trained, and dispatched them. Volunteers knew the staff by name. However, none of them named any of the school staff by name and very few identified any of the proper names of the school sites that they visited. During their interviews the volunteers described in detail the activities in which they were trained, the theme of their presentation and the props that they used. Their descriptions of their audience (the students, teachers, and schools), however, were very general.

The motives for the volunteers in this program fell under five of the six functions. Social and enhancement functions were strongly voiced. Protective and
values functions were mentioned as well by most of the volunteers. Understanding was stated only by one volunteer, and career was not found in any of these volunteer interviews.

When asked if they would seek out other intergenerational volunteer work if the program in which they were working ceased to operate, only two (20%) of the five volunteers from Program #2 stated “yes.”

Program #3

This program’s volunteers appeared to be less clear about the operation of their program overall, but they were able to clearly state what they perceived their duties were and who the coordinator was. They all understood the focus of the sites in which they worked as an afterschool center for elementary school-aged children. Some stated that the coordinator planned specific activities for the volunteers to carry out with the children, while others said that they brought their own ideas to the program. It was not clear if the added activities brought by the volunteers were approved by the coordinator, however, the coordinator was always at the site during the volunteer service. In some cases, the coordinator was also responsible for transporting the volunteers. Four of the five volunteers expressed the functions of enhancement, values, protective, and understanding. Career and social functions were voiced by two of the five volunteers.

When asked if they would seek out other intergenerational volunteer work if the program in which they were working ceased to operate, four of the five volunteers from Program #1 stated “yes.”
Comparing Functions Between Programs

The only function stated strongly by volunteers in all three programs was enhancement. The values function was more clearly voiced by Program #1 and #3 volunteers, while the social function was strong among #1 and #2. Program #1 volunteers indicated the protective function the least of all three programs.

While enhancement appeared to be a function experienced by the volunteers through their work in all three programs, the depth of it varied. Volunteers from Program #1 expressed more clearly that they sensed their work had an impact on the lives of the children. This work helped them to feel worthwhile and was stated more often and more explicitly than many of the volunteers from other programs. While the other programs’ volunteers did express enhancement, it was often at a more superficial level — through hugs and thanks received from students that they may have worked with only one time.

Program #2’s volunteers voiced a stronger social function than the other two programs. The high profile of the hotel and the reputation of its owners may have been the draw for volunteers to become involved and to continue their work for the program. It appeared that the association with the hotel and its community relations staff was very important to the volunteers. The developer for Program #1 was also regarded highly by the volunteers. Its reputation for quality activities and programs was acknowledged by a number of Program #1’s volunteers, however, they did not state this as a motivating factor for their involvement with the intergenerational program.
CHAPTER 4

DISCUSSION

General Findings

The volunteers who participated in the study had various motivations for the initiation and maintenance of their volunteer involvement. The open format of the interviews allowed the subjects to describe their thoughts about volunteering without needing to fit their answers into a standardized questionnaire. Although the Volunteer Function Inventory (Clary, et al., 1998) was not utilized, much of the data could easily be categorized into the VFI's six motivational functions that are fulfilled by volunteer work.

Three functions were strongly voiced by the elder volunteers of the intergenerational programs in this study — values, social, and enhancement. These individuals stated that they believed they had a responsibility to share their good fortune with the community and young people. Many had genuine concerns about the lives of the children they worked with and wanted to help beyond just the scope of the original volunteer assignment. They wanted to feel connected and develop stronger ties to others, including their grandchildren, through their volunteerism. The work enhanced their lives by providing positive feedback through the experience with children. Feedback came in the form of energy, affection, challenge, joy, and recognition. Recognition was received through special events, media attention, and direct appreciation extended by program coordinators, site staff members, and the children themselves.
Some volunteers also stated that they knew they were qualified to perform the work. Their volunteer involvement allowed them to continue working with the same population (children) they worked with before retirement. Some volunteers were former social workers and teachers; all were parents and most were grandparents. They also suggested that they volunteered to decrease their loneliness, to feel productive, and to learn more about contemporary youth.

It was also clear that these volunteers responded to being asked by significant others to participate in all three of these intergenerational programs. Some even said that they had not necessarily thought about working with children until the sponsoring entity approached them with the idea. Spouses and friends also asked others to participate in the programs with them. A Cornell study on volunteering found that 44% of volunteers became involved with community service because someone asked them (Lang, 1998).

Factors that Impact Volunteers in this Study

**Age-segregated vs. age-integrated residents who volunteer**

in intergenerational programs

**Contact with younger family members**

Two groups of elder volunteers who help youth were investigated — residents of age-integrated and age-segregated communities. It was theorized that the age-segregated residents may miss the contact with younger family members and this could be a motivating factor for volunteer work with children. This was not found to be the case in this study. Many of these residents indicated that they did not move to retirement communities to avoid children, but instead to live in a secure environment.
with others who share similar socioeconomic backgrounds. Past research by Sherman (1975) also found that although many retirees chose to live in an age-segregated community, a high percentage did not have an objection to having young people around them.

There were differences found between the two groups when asked where their closest family member lived. Two-thirds of the age-integrated residents had family members in Clark County. Sixty percent of the subjects in the retirement community, however, moved away from family. Of those who lived in the general community, four stated they had recently moved to Las Vegas to be closer to their children. Some of the volunteers from both groups stated that they missed having contact with their grandchildren, however, it was not found to be a primary motivation for involvement in the intergenerational programs.

Desire to be actively involved

The volunteers desired an environment that provided adult leisure programs to engage them in meaningful activities. This is consistent with what Wheeler (1996) found — that many older adults seek out retirement communities that provided a sense of security that became a foundation for planning for the future. Wheeler also found a high level of interaction between residents and their community. Many of the age-segregated residents mentioned they chose the retirement development because they felt safe there. They also stated that they knew there were planned activities designed to involve residents with their new community and neighbors. Subjects in this study did appear to be committed to their involvement in not only their retirement community, but the general community as well. A number of subjects from age-integrated and
age-segregated areas stated that they wanted to learn more about their new place of residence and thought that volunteer work was a good way to do it. Most of the subjects from both areas were fairly new residents to the Las Vegas area.

**Prior volunteer work**

Subjects who resided in the age-segregated community reported less prior volunteer work (30%) than those who lived in age-integrated areas (66%). While past volunteer work has been found to be indicative of future volunteer work, for the age-segregated residents this was not always the case. It is possible that their involvement in the literary club — seven of the volunteers were members of the club; nine volunteered through coordination of the club — somehow influenced their motivation to volunteer with children. Nine of the volunteers lived in the same age-segregated community and perhaps certain motivational functions were more influential in the decision to finally initiate volunteer work at this point in their lives.

**Differences Among the Intergenerational Programs**

**Level of involvement**

Volunteers from the age-integrated and age-segregated communities seemed committed to their involvement with the programs for which they volunteered. There were, however, some distinct differences among the three programs. The volunteers from Program #1 often worked one-on-one with the same children for weeks at the same school. The group from Program #2 went to a classroom upon request of the instructor to provide a onetime reading presentation. They rarely repeated it to the same group. Program #3 did provide repeat service to many sites, however, at the time of this study the service and the volunteers were not consistent.
Growth and success of the programs

Since the study began, Program #1 has expanded and won community awards for outstanding service. It is now operated entirely by the retirement community’s literary group rather than the original community real estate developer. Program #2 has ceased to operate due to corporate mergers and decisions by upper management to redirect community outreach efforts. Program #3 has maintained its service, but has not experienced growth nor the recognized success of Program #1.

It was clear that the program that flourished (Program #1) was also somewhat autonomous. Although the real estate developer initiated the project between the school and the retirement community, the club that coordinated the volunteer work eventually took over the operation of the program. Since that happened, the group expanded the program beyond reading assistance and provides service to the school and the families in other ways. For instance, during the winter holidays, the volunteers coordinated an effort to provide a gift of a book to each student in the school.

The volunteers of Program #1 developed relationships with the teachers, the staff and some of the parents of the children. This indicates that a single program that is operated by a self-determined group of people may still serve to fulfill various functions for the diverse group of participants who volunteers. In other words, a program may be successful even though each of the volunteers may have a different motivation to be involved, especially if it is a self-determined group. Deci (1993) said that individuals who feel in control of their own actions, and believe the actions to be the result of their choices may be more intrinsically motivated to continue this action.
The Impact of Explosive Growth

There were no apparent differences found between the motivation of volunteers who live in age-integrated or age-segregated residential communities. This may have something to do with the unique nature of the Las Vegas area’s population explosion. It is not only the retirement communities that are the target of migration to the area, but the entire county has experienced phenomenal growth. If the volunteers who lived in the general community had lived in the area for a much greater length of time than the retirement community residents, there may have been different motivations for volunteer work with youth. However, the answers were often consistent among all the volunteers regardless of their residential status. Other communities that experience similar growth patterns and in-migration of large numbers of older adults may find the results of this study meaningful. This may be particularly true of areas where numerous retirement communities are being developed and will have the potential to change that city’s demographic profile and constituents’ priorities.

Implications for Recruitment and Retention

Marketing Practices

The results of this study have some implications for practice. It certainly suggests that a program may recruit volunteers more efficiently by marketing to specific individuals through different methods. These methods may pique the interest of individuals by focusing the recruitment language toward the six functions mentioned throughout this study. Marketing the functions that volunteers can
experience from their work with an intergenerational program through campaigns may be the best way to recruit volunteers. Potential volunteers may seek out work that they inherently identify with already, or that provides them with an opportunity for personal growth through a specific function.

**Direct Marketing Recruitment Efforts**

Marketing should be less passive and instead be more direct in asking individuals to serve. Press releases, posters, and brochures may provide vital information regarding a service program but may not be the most effective way to impact an individual’s decision to initiate service.

Most of the volunteers in this study said that they were asked to volunteer. The strong support of the social function found in many of the volunteers’ statements shows how important it is that potential volunteers are approached by someone that garners respect within the community or from the individuals themselves. Recruiters should try to utilize a respected local leader to help market a program. This person (or persons) should also have some involvement in the program as this would also draw individuals who share a common interest in the community service performed (also an aspect of the social function). It is also important to seek out the best place to do the asking/recruitment.

Most of the volunteers were asked to serve through a group function or specific senior activity site. Retirement community clubs, such as the literary group in Program #1, provide a concentrated pool of individuals interested in a specific advocation who may have extra time to fill. Public senior recreation centers may also be good places to approach individuals who are actively engaged in leisure pursuits.
and might be enticed by a particular service project. Recruiters could host a special gathering to introduce the program and to directly ask individuals to volunteer. A selected local leader could act as a spokesperson for the service program and be a guest speaker at a regularly scheduled meeting of the groups or clubs.

**Marketing Through Referrals**

Marketing might be specifically targeted to others who are close to the existing volunteers, or marketing to related individuals in order to recruit them together. For many of the volunteers in the study, another aspect of the social function was clear — that a friend or a spouse also volunteered in the same program. Programs may want to take advantage of this by providing occasions for volunteers to market the program to others they know, or to provide the names of potential volunteers to the recruiters. Program coordinators may also try designing assignments that can be carried out by couples (husbands and wives, or friends). And, if the volunteers were not recruited through a common group or club, then programs may consider hosting regular gatherings for volunteers.

These social gatherings for volunteers could foster closer relationships between them and may help create a chance for volunteers to fulfill their enhancement motivation function. This function is identified when people volunteer because they want to feel needed and feel better about themselves. Individuals who are new residents to the community may look for volunteer programs that provide opportunities to get acquainted with others. Volunteer work may also help them feel needed by their new community.
Marketing to Specific Professions and Interest Groups

Marketing and recruitment efforts could also target retirees from professions such as social work and education. The career function was exhibited by some of the volunteers who stated that they wanted to find ways to continue working in their area of expertise, and with children, but in a modified manner. The literature showed that retirees most receptive to the idea of volunteering were aged 65-69 and had been out of the workforce for less than two years (Caro & Bass, 1997). Recruiters may consider marketing their programs to professionals of related careers during preretirement seminars. Professional organizations may also be good sources of potential volunteers as the nearly or recently retired may still attend meetings. Senior citizen clubs and groups that center around a particular activity, such as the reading group, may provide good volunteers for a program that shares the participants’ passion.

Site of Marketing and Recruitment.

Certain sites may be a better choice for recruitment efforts. Some of the volunteers who worked for the after-school recreation program were recruited at a senior citizen recreation center. Familiarity and usage of a recreation program and service provider — in this case a public recreation department that operated both the senior center and the after-school program — has been found to impact an individual’s willingness to volunteer for that entity (Busser & Norwalk, 2001). Recruitment through direct contact at sites related to the volunteer program may prove to be an efficient way to market the program and the functions it can fill in the potential volunteer’s life. Intergenerational programs coordinated at school sites may consider recruitment at an event where grandparents are in attendance. Programs with a
literacy focus might consider recruitment efforts held at a library or a bookstore.

Retirement communities often have built-in facilities for specific interest groups and may be the most efficient way to target multiple interests and individuals seeking to fill functional voids through volunteer work.

**Other Factors that Impact Recruitment and Retention**

**Volunteer Training**

Preparation of volunteers to serve was another issue brought up in the interviews. Some stated that they felt adequately trained through either their previous career or by the training provided by the program staff. Although there was some amount of training involved in all three programs, according to the volunteers, the feeling of preparedness varied. For elder volunteers, training may be very important, especially when working with children who may have difficult lives. In a neighborhood community service program study, Morrow-Howell et al. (1989) found that 30% of the elderly volunteers quit for reasons of feeling inadequately trained/ prepared for the types of problems they faced. A planned volunteer training program also ties into the motivational function of understanding. Elders may use the training and volunteer experience to acquire new skills while at the same time learning how to deal with children and gain a new perspective of their community.

**Tapping Altruistic Individuals**

Recruitment efforts that tie into the more altruistic "values" function may be a little trickier, although it was obvious from the study that this function was voiced by most of the subjects. Wanting to help others less fortunate and feeling compassion for those in need may be a more universal function than, for example, wanting to expand a career. It was clear that study participants wanted to help children in need, and it was
also clear that they all had children of their own. However, there were few other links between subjects other than ten of them lived in age-segregated communities. In this case, blanket recruitment and marketing efforts could be the best way to reach individuals who may be solely motivated to volunteer based on the values function.

**Helping Volunteers Feel Better About Themselves**

Individuals whose volunteer work serves their protective function (feel less lonely, escape own troubles) may also be a hard group to identify. These individuals may be best tapped again through blanket recruitment and marketing efforts. Some subjects did state that they missed their grandchildren and that it may be part of their motivation to volunteer in a program that targets children. Areas that experience a large migration of older adults may have many potential volunteers who are lonely because they moved away from friends, family, and grandchildren. Recruiters could team up with organizations who welcome newcomers to the area and provide information about the opportunities for involvement in their new hometown.

Intergenerational program planners may also consider ways to give potential volunteers direct exposure to the program and the children that it serves. Firsthand experience with the “glowing eyes” and “hugs” may provide the hook for those looking for meaningful work that results in volunteers feeling included, worthwhile, and rewarded.

**Planning and Designing Intergenerational Programs**

The volunteers in Program #1 demonstrated the importance of volunteer involvement in the implementation and coordination of the intergenerational programs that were studied. Many of the volunteers exhibited self-determination and all of the six functions were identified through their interviews. Differences between the three programs were found in type of contact and service provided between volunteers and
children and in the coordination of the program. Volunteers in Program #1 were more directly tied into a specific set of students and teachers. Additionally, the seniors in this program also took over the operation of the program that was initially implemented by the retirement community's developer. These seniors became very invested in the program and some expressed that its success was their responsibility. Program planners in the other two programs retained primary control of the schedule and for the chosen activities. Program coordinators that allow seniors to provide input and help implement programs may have volunteers that are more vested in the project and may continue service for a greater length of time.

It is also important for program designers to incorporate a feedback loop so that volunteers can see the impact of their work. Program #1 did not have a formal way to experience feedback, however, these volunteers worked specifically with one set of children throughout the year and could see the progression firsthand. Some programs are more sporadic in their service and coordinators should find ways to show volunteers that their work made a positive impression on the youth they served.

**Future research.** Program planners may want to examine successful programs such as Program #1 when deciding how to implement, coordinate and assess future intergenerational programs. Revisiting programs for further assessment is also important to identify areas that keep a program successful and help it to retain volunteers. Researchers may look to the context of the volunteer work for identification of motives that causes seniors to continue their work with children. The volunteers studied here clearly indicated that the context of these programs may have strongly influenced the motivation to continue volunteer work that specifically targets children.
Conclusions

This study showed that volunteers who serve the same program may have different motivations. Elder volunteers who specifically assist children are a small percentage of all volunteers. Although the volunteers in this study all stated that they enjoyed children and wanted to give back to the community, it took a significant other to ask them to serve in almost every case. Volunteer program recruiters should take note of the importance of the personal contact through either presentations or one-on-one conversations with potential volunteers. It is obvious that this results in obtaining workers for intergenerational programs.

Volunteer recruiters can articulate the specific benefits of volunteering in intergenerational programs in order to recruit individuals that are motivated by the six specific functions identified by Clary et al. (1998). Use of an assessment tool may be useful in matching volunteers and assignments that will satisfy the motivational function. The actual volunteer experience, however, needs to be consistent with the expectations of the volunteer. If the intergenerational work does not fulfill the function that they sought, then the motivation to continue in the program will not be strong. Morrow-Howell et al. (1989) found that 45% of volunteers who quit the program they studied did so because their altruistic motivations were not being fulfilled. Periodic reassessments of volunteers may help with retention efforts.

Program managers that can satisfy the motivational functions sought by their volunteers will be very likely to retain them. Retention is important as intergenerational programs are in great need of elder volunteers who will spend their retirement time helping young people in their community.
APPENDIX I

REQUESTS FOR CONDUCTING STUDY
UNIVERSITY OF NEVADA, LAS VEGAS

Protocol Form for Research Involving Human Subjects

Submit to Office of Sponsored Programs: Original of this cover form and attach your protocol (including any questionnaires and informed consent) Log Number: _________________ Date Received: _________________

Investigators: (Please print). List person principally responsible for the investigation on line A. If principal investigator is a student, list faculty advisor on line B.

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<tr>
<th>Investigator</th>
<th>Department</th>
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<tr>
<td>A. Christine A. Smith</td>
<td>Tourism &amp; Convention (Leisure Studies)</td>
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<tr>
<td>B. Advisor: Dr. Cynthia Carruthers</td>
<td>Tourism &amp; Convention (Leisure Studies)</td>
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Title of Project: A qualitative study of the motivations for older adults to volunteer in intergenerational or youth programs: a comparison of older adults who reside in age-segregated communities and the general community.

Duration of Study (Protocol must be renewed annually): Start October, 1998 Conclude May, 1999

Type of Submission: X New ____ Renewal (Attach progress report) ____ Continuation ____ Modification ____ Previous Log Number (if any)

Location of Facilities where study will take place: Observations will take place at the site of the volunteer assignment, Robert Taylor Elementary School, and interviews will be conducted at Sun City MacDonald Ranch

Subjects: (Please estimate numbers.)

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<th>Patients as experimental subjects</th>
<th>Patients as controls</th>
<th>Minors (under 18)</th>
<th>UNLV students</th>
<th>Pregnant women or females</th>
<th>Mentally disabled</th>
<th>Prisoners, incarcerated subjects</th>
<th>Normal adult volunteers</th>
<th>Persons whose first language is not English</th>
<th>CCSD Students</th>
<th>Total Anticipated Subjects</th>
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Procedures: (ATTACH relevant materials, such as questionnaires, interview schedules, written test instruments, and etc.)

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<tr>
<th>Survey, questionnaire(s)</th>
<th>Interview: phone/in-person</th>
<th>Medical or other personal records</th>
<th>Filming, taping, recording (Attach relevant info)</th>
<th>Observation</th>
<th>Participant observation</th>
<th>Anthropological fieldwork (attach CURRENT approval)</th>
<th>Psychological intervention</th>
<th>Incomplete disclosure of purpose</th>
<th>Venipuncture</th>
<th>Other body fluids, excreta</th>
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Investigational drug * Approved drug, New use * Investigational Device Placebo Ionizing Radiation Surgery Payment of subjects

*Provide FDA Authorization and IND Number

Date Principal Investigator’s Signature

Date Faculty Advisor’s Signature (if applicable)

Revised 10/3/95

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Human Subjects Protocol
Christine A. Smith
Department of Tourism and Convention - Leisure Studies Program
“A Qualitative Study of the Motivations for Older Adults to Volunteer in Intergenerational Programs: a Comparison of Older Adults who Reside in Age-segregated Communities and the General Community”

DESCRIPTION OF THE STUDY:

1. Subjects. The target populations for this study are independent, noninstitutionalized elderly residents who volunteer for intergenerational programs. Two groups will be studied: those living throughout the general community, and those living within age-restricted (noninstitutional) communities in the Las Vegas metropolitan area of southern Nevada. An effort will be made to include a gender-equitable representation of the cohorts in the study. Subjects will not be paid for their participation in the study.

An attempt will be made to incorporate subjects from both groups (residents of age-restricted communities and residents of the general community) who volunteer for the same intergenerational program, or perform other volunteer work for youth at the same site. If this cannot be achieved, then subjects will be solicited from intergenerational or youth programs that have a similar focus and mission. Through the assistance of the volunteer program host, volunteers will be identified and each will be given or sent a letter to explain the research project and the types of questions which will be asked. Individuals will be asked to volunteer to participate in the interviews. Specifically, the volunteers residing in Sun City MacDonald Ranch who volunteer at Robert Taylor Elementary School will be asked to participate in this study. The volunteers and the program site are both within the Henderson, Nevada city limits.

2. Purpose, Methods, Procedures. Fairly recent evaluative studies have shown that intergenerational programs have positive outcomes for both the young and old participants. Many programs, however, are lacking a supply of elderly volunteers to participate in them. Migration streams of elderly individuals into retirement communities have caused changes in the social landscapes for some cities and states. Nevada topped the nation’s list for the largest increase in the 65+ age group between 1990 and 1996 - it increased 45% according to the U.S. Administration on Aging. Individuals who move great distances from family members into these retirement areas may have different volunteer motivations from individuals who have young family members within a close proximal distance. This study may provide a greater understanding about elderly volunteer motives and the factors which influence the individual’s decision to work within programs that benefits children.

A literature review has indicated that there has been a lack of consistency in the research conducted about volunteer motivation, and little research concerning elderly volunteer motives. Because there are possibly many factors contributing to the elderly volunteer motivations involved with youth, an interpretive study is proposed. Subtle differences may occur between individuals who reside in age-segregated communities and those who do not. These nuances may not appear in surveys or other types of quantitative research methods. Galston and Levine (1997) found that past surveys about volunteerism had many problems. Most did not ask individuals the number of groups with whom they volunteered or the groups of which they were members. They suggested that this could lead to some misleading information as some people may belong to several groups of a particular type.

Based on the literature review, certain factors may contribute to the motivation of older adults who volunteer to work with children. Individuals may volunteer for altruistic reasons, social purposes, or generative issues and the desire to share their experiences with...
younger generations. Motivations could be extrinsic or intrinsic or a combination of both. Other factors may include what past activities in their lives influence their decisions to volunteer, such as leisure activities, past volunteer or organizational participation, and social/family network activities. Demographic factors could also provide insight into the probability that others with similar backgrounds may volunteer in the future. Age, marital status, educational attainment, and type of residence or community have been shown to have some consistencies for many volunteer cohorts. Finally, attitudes toward young people and children could influence a decision of where to provide volunteer service. Understanding the relationships between an individual and other volunteers as well as the children to whom they provide service may emerge as an important aspect that might only be discovered through a combination of observation and in-depth interviews with the volunteers.

Field observations will be made prior to personal in-depth interviews. Brief notes will be taken on the activity and/or service provided by the volunteers and the type of interaction with children and young people. This may be important if two different types of intergenerational programs are involved. For example, one program may have the older volunteers working one-on-one with a child, and another may have one volunteer giving a presentation to a large group of children. An effort will be made to have all volunteers from the same or very similar program. The interviews will be semistandardized to allow for additional questions if necessary to further clarify a response. The standardized questions asked in the interview are as follows:

1. What is your involvement with Program XYZ? Explain your role.
2. What was your motivation or reason to volunteer with this program?
3. Why did you choose to be involved with this specific program?
4. How did you become involved with this program (or how did you find out about this volunteer opportunity)?
5. How long have you been a volunteer with this program?
6. Do you plan to continue with Program XYZ? Why or why not?
7. What does this volunteer work cost you (material and nonmaterial things, i.e., time, physical labor, gas money, donations)?
8. What kind of benefits do you get out of volunteering with Program XYZ?
9. Do you volunteer anywhere else? Do you get similar benefits from that volunteer work?
10. What types (if any) of volunteer work or service to clubs did you perform prior to retirement?

Prior to living in this community?
11. What are your views on young people today in general? And have these views changed since your involvement with Program XYZ?
12. In what types of leisure activities do you participate?
13. What factors were important in your decision to move to a retirement community? (For current residents of age-restricted communities only.)
14. Do you have family members living close by? How close (or how far)?
15. How often do you see or communicate with family members?
16. How often do you see friends for social reasons?
17. Where do you live - in an age-segregated or age-integrated community neighborhood?
18. How old are you?
20. What was the highest level of education attained?

Extra questions which may be asked:
1. What is your favorite (and least favorite) part of this work?
2. What prevented you from doing this type of service before this point in time? (Asked if they never volunteered before)
3. Do you have any family members involved in this program? (Particularly may be asked if volunteer lives in general community.)
Interviews will be conducted privately, one-on-one, with the researcher/graduate student. Arrangements will be made to hold interviews, if possible, immediately following the individual volunteer observation and after returning to Sun City MacDonald Ranch or to a location (to be determined) away from the volunteer program site. Interviews will be conducted in person (preferred) or by telephone. Unless there is an objection, all interviews will be tape recorded and then transcribed for analysis. All participants in the study will remain anonymous, as will the exact contents of their interview answers.

Data will be analyzed using a constant comparison method. Because it is not clear what themes will emerge from the study, this method would allow for the most open interpretation of the data provided by the researcher. Themes will be identified and coded, and then will be compared to one another. Once it appears that saturation has occurred, and that no more themes will emerge, the data gathering will be complete. Data discovery and phenomena found will be reported.

3. **Risks.** There are no known potential risks to any of the subjects.

4. **Benefits.** The research may assist community programs in recruitment efforts and in providing good matches between volunteers and programs. Intergenerational programs could benefit by understanding who is most likely to participate in them and society could benefit by utilizing a growing resource, senior citizens, to assist with children attending community programs.

5. **Risk-Benefit Ratio.** The risks are none while the potential benefits are great.

6. **Costs to Subjects.** There will be no cost incurred by subjects for participation in the study.

7. **Informed Consent.** Information about the programs will be obtained through either the program host, or the local volunteer center - the United Way. Volunteers will be identified and each will be given or sent a letter to explain the research project and the types of questions which will be asked. Individuals will be asked to volunteer to participate in the interviews. A copy of the letter which explains the study and asks for voluntary participation is attached. Individuals will be contacted by phone to determine their participation and establish a time frame for observation and interview. Signed consent forms will be collected by the researcher at the appointed time. The forms, notes, and audiotapes will be collected by the researcher/graduate student, and stored by her at her home for no less than 3 years.

8. **Informed Consent.** Children will not be asked to participate in the study and therefore no consent is being pursued.
UNLV
Leisure Studies Program

REQUEST FOR STUDY PARTICIPATION

Dear Robert Taylor Elementary Volunteer;

You have been asked to participate in a study about senior citizen volunteers who work with youth or intergenerational programs. This research, will be conducted through observational work and a one-on-one interview with a graduate student, Tina Smith, from the Leisure Studies program at the University of Nevada, Las Vegas, and lead to completion of her master’s thesis. The purpose of the study is to provide an understanding about why older adults would choose to volunteer with youth during their retirement years. This information will be useful for future volunteer recruitment efforts throughout the community and for intergenerational program development and implementation.

With your permission, you will be individually and privately asked a few questions following an observation of your work in the volunteer work setting. Interviews will be audio taped for accuracy of recording and scoring of responses. All interviews are confidential, and no personnel outside of the university will have access to these actual interviews.

The observation will occur on location at the program site, Robert Taylor Elementary School. It will take the time that you are involved in the normal activities of your volunteer assignment for one session. Interview time should not exceed one hour, and will take place following the observation at a designated location away from the volunteer site. This location will be determined and discussed with you when an appointment is made. If the researcher determines there is a need for additional follow-up questions, you will be contacted by telephone. Otherwise, the one observation and interview will be the extent of your involvement in this study. October and November are the months targeted to conduct this study, however it may continue beyond that.

If you have further questions regarding this study, please contact Tina Smith at 451-2302, or her faculty advisor, Dr. Cynny Carruthers at 895-4192. If you have questions regarding your rights as a human subject in a research
study, contact the UNLV Office of Sponsored Programs at 702-895-1357.

Your participation in this study is voluntary, and you may withdraw at any time. By participating, you will be contributing to important research that could benefit your volunteer program and the community. Because your time is valuable, your assistance in the study is greatly appreciated.

Sincerely,

Tina Smith
Christine (Tina) A. Smith
Master's Candidate, Leisure Studies Program

Please read, answer, and sign the statements below. Thank you in advance for your assistance with this project.

I do / do not (please circle one) wish to participate in this research project according to the conditions explained above.

If I grant permission to participate in this study, I understand that any information about myself obtained for this research will be kept strictly confidential. Such information will not carry any personal identifying material and my identity will not be revealed in any description or publication of this research. I understand that I am free to end my participation at any time.

Name (please print) __________ Signature __________ Date __________

Name of Volunteer Organization or Program ______________________________________________________________________
Date: September 28, 1998
To: Sally Harvey, President, Literary Guild
     Jan Neitzert, Sun City MacDonald Ranch Community Association General Manager
     Linda Busack, Sun City MacDonald Ranch Community Association Activities Manager
From: Tina Smith, UNLV Graduate Research Assistant
Re: Robert Taylor Volunteers

UNLV has just given me the green light to proceed with my thesis project about older adults who volunteer with youth. My goal is to conduct on-site observations of the volunteers while they work at Robert Taylor Elementary School and then follow-up with a private interview with each one. The time frame I am planning is during the next two months, although it may be extended if necessary. Interviews will be conducted preferably away from the school site, and with your permission, possibly somewhere within the Willows Community Center? If I need to reserve an area, let me know, and I would adjust the interviews to accommodate that schedule.

If the Literary Guild would like me to discuss the project at their October meeting, I would be more than happy to attend. I could also use that opportunity to schedule times with the volunteers. Please feel free to call me at 451-2302 (my home phone #).

Thank you in advance for your assistance with this project.
APPENDIX II

INTERVIEW QUESTIONS
VOLUNTEER QUESTIONS:

Name: ________________________________ Site: ________________________________

☐ Tell me about your involvement with the volunteer program? Explain your role at the volunteer site.

☐ How did you become involved in this specific volunteer work?

☐ Why did you decide to work with children, or what was your motivation to become involved in this specific volunteer job?

☐ How long have you been a volunteer with this program?

☐ Do you plan to continue with Program XYZ? Why or why not?

☐ If the program were to end on its own, would you seek out other volunteer work with children?

☐ What do you get out of volunteering with Program XYZ? Does this work fill any specific void in your life? If yes, how does it do that? How does this volunteer work fit within you life? Is it a major portion, important activity, etc.? 

☐ Does the work deliver any expectations that you initially may have had about the program?

☐ Do you volunteer anywhere else? Do you get similar benefits from that volunteer work?

☐ What types (if any) of volunteer work or service to clubs did you perform prior to retirement? Prior to living in this community?

☐ What other types of activities (other than volunteer work) do you participate in?

☐ Are you still working? What is/was your career or occupation?

☐ Why did you choose to live in an age-restricted community?

☐ Do you have family members living close by? How close (or how far)?

☐ How often do you see or communicate with family members?


☐ What was the highest level of education attained?

☐ How old are you?

☐ Have your attitudes towards young people changed since your participation in this volunteer project? If yes, how? If no, then what is your general attitude towards young people today?

Extra questions which may be asked:

1. What is your favorite (and least favorite) part of this work?

2. What prevented you from doing this type of service before this point in time? (Asked if they never volunteered before)

3. Do you have any family members involved in this program? (Particularly may be asked if volunteer lives in general community.)

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APPENDIX III

SAMPLE INTERVIEWS
Two transcripts are provided in this appendix to give the reader the opportunity to see the interviews in their context. Names were changed to retain confidentiality.

**Winnie's interview.**

[Note: Winnie is a resident of the retirement community and a member of the literary group that coordinates the volunteer program with the school.]

Interviewer: I'd just like you to tell me right off the bat what you do there [at the volunteer site] on a normal day, and who you interact with, and that type of thing.

Winnie: Oh, I interact with the prekindergarten teachers who I happen to have this year. Uh, two of them, go in and [do] whatever they need us to do. Generally it’s getting the room set up before the class coming back in one case. And, um, then I sort of oversee what they’re doing, helping the children in whatever they need. And, uh, sometimes that may be involving a little bit of corrections and quiet them with their talking, or just sit there and kind of listen to what the child is having problems with. Basically, following whatever the teacher wants us to do.

In another class, I automatically go in and sit down in the little reading corner and then they have like 5 minutes at a time and they come over and we will read a book of their choice; they will pick one out. Um...the other day, because we had a substitute teacher in the one room and I think they particularly didn’t want us [the volunteers] in there, I went over to the other teacher and said...
"there's two hours in a coloring," because they needed to put up this big winter scene and they weren't having the time they needed to do it. So they said "would you want to do this?" Nope, but I haven't colored in a long time. But it's very pleasant this year working with the children that age, you know, 4 or 5 years old.

Interviewer: Why didn't that one teacher want you in there?
Winnie: He was a substitute and it's the first time he was in there, and he felt that he... he was probably a little intimidated by the whole thing to begin with. And uh... he may have felt that if he's going to make mistakes, "no one's going to see it but me." I kind of got this. He also said, "you know, I'm an only child and I work alone." And he says, "does it bother you?" And I said "no, I'll just go to the other teachers, and they'll take me." He said, "I'd appreciate it. I think that I can probably handle it doing it my way." And I said, "not a problem!"

Interviewer: Now, I know you work with [another volunteer] in the one class...?
Winnie: Both classes. Yeah, because we drive over there together.

Interviewer: Okay, do you do many other things with the other volunteers?
Winnie: Besides school...

Winnie: Well, one night when we had little extra things, like Halloween party, uh... another volunteer and I went over there [to the school] and spent the evening and we had a little booth, and it was "try to toss the rings in these holes or whatever." Or at Christmastime they
needed a little help you know, at their parties and something and I’ll help out. And like with the books, uh...Christmas books that we give to the children...[I] always get involved in that as far as going out to help buy or wrap, get them all ready to get to the teachers to give to the students.

Interviewer: Because a lot of the other volunteers don’t seem to do any extra [volunteer] activities, or is it organized besides the book thing, besides the Christmas tree? You said like the Halloween thing, do they...how do you get involved in those extra...

Winnie: Well, the office members, and I think it was the principal, said “we need some help Halloween, can anyone from your group help?” And, uh, I came back and in our meeting I said they need some volunteers and two of them [club members] said they would do it.

Interviewer: So the [club] is strictly where you would pass that information on?

Winnie: Yes.

Interviewer: So if people are involved in volunteering but not necessarily in the [club] they don’t...

Winnie: They would probably not hear about it.

Interviewer: I just didn’t know if the volunteers ever as a subgroup or whatever meet together. So I guess not?

Winnie: No... The only time we do is at the first of the year, first of the school term, and uh... want to know how many would like to work and “what hours are you available, what days, and what class or
What age group are you interested in?" That’s about the only time that we ever meet.

**Interviewer:** How did you become specifically involved in this group?

**Winnie:** Well, I enjoy reading books so I got involved in the Literary club and then I found out about the school. And uh, because I have grandchildren, I wanted to be there.

**Interviewer:** How did you find out about the school?

**Winnie:** Through the [club].

**Interviewer:** Were you one of the first members?

**Winnie:** No, it was, uh... I think going on for like six months before I moved in here, and some had worked in here before. I found out what they were doing and thought it was a great idea, so...

**Interviewer:** Were you looking for volunteer work? or for work with the schools?

**Winnie:** Both, yes and no. I don’t go out anywhere and say “I’ll volunteer.” This came up...now I do volunteer work up at Opportunity Village several times a year. I don’t mind doing that.

**Interviewer:** Did you seek that out on your own as well, or...

**Winnie:** I heard about it through one of the ladies whose daughter is the director there, and um...got involved first by going out there to visit the Opportunity Village at Christmas...the Magical Forest...and thought that was just really exciting. And uh...this lady’s daughter said that she was going to have volunteers for a golf pro, and would
I be interested in helping out? And I said yes. So I did that and now we’re doing, a couple of us are getting sixty volunteers from the community, those who want to help on the Magical Forest one night.

Interviewer: What motivated you to work with kids at [the school]? What do you get of working with those kids?

Winnie: Well first I got involved because of the [club] and that was already organized and set up, and there were some things to go through. I knew it was a poor area...they need help, and it’s like working with the children there, it uh... or anywhere...because I have grandchildren. I think it’s very important. And like I said, I enjoy reading and it bothers me if I see children that cannot read, that don’t know how to read. What I get out of it is the satisfaction of seeing them learn over the eight months or nine months that we are with them. And uh, them just coming up and saying “thank you” or “good morning” or “hi” or “goodbye” or “I love you.” Anything like that. You feel like you are maybe making a... or well, maybe contributing something to their lives to help them out. And that means a lot. That’s more than if you try to give them something. I’d much prefer to see that little glow in their eyes. And it keeps me young. You learn from them; you learn a lot from them.

Interviewer: Do you plan to continue working out there?

Winnie: Oh yes.
Interviewer: If something were to happen...that they would shut down that
program at [the school], do you think you seek out other work with
kids elsewhere in the community?

Winnie: Yes. Yes. Yes.

Interviewer: Why did you move to an age-restricted community?

Winnie: Because I feel secure here. I am single. Um... I knew from [the
developer]'s reputation that they do have clubs, crafts, and so forth.
And I felt like I could be comfortable in something like that... And
I see my grandchildren at least once a month, so it's not like I'm
trying to get away from children...I'm not doing that at all. But I
wanted somewhere that I could feel comfortable and knew that
there were things going on and I could get myself involved. I
cannot not volunteer because I feel I've been blessed too
much...I've been given too much. By me doing this, and children
from one particular area I feel very comfortable with...

Interviewer: You said you see your grandchildren about once a month, and so
obviously...

Winnie: They're out of state.

Interviewer: Where are they?

Winnie: In southern California. That was a hard thing to move away from,
let me tell you.

Interviewer: How long did you live there?

Winnie: Thirty years in California.
Interviewer: And you moved straight into [the retirement community] here?

Winnie: Yes. After I retired.

Interviewer: What part of southern California?

Winnie: I lived in Santa Ana. It's by Costa Mesa, Newport Beach, Irvine...

Interviewer: Yes, I know where that's at. So does all of your family live down there, or where is your closest family member?

Winnie: My own immediate family. I have brothers and sisters that live in Oklahoma and Tennessee; Texas. But I've been away from them for a very long time. Very close, though. You know, they're either here or I'm there.

Interviewer: Do your grandkids come up and visit you?

Winnie: Oh yes. Oh yes. They want to spend their birthday at Grandma's house in Las Vegas! [laughs] Like my granddaughters were here three weeks in summertime, and my grandson, the oldest one, works so he's only been able to come on a weekend. The others came and stayed like a week, and uh.... So it's... I go down there and spend a week. Each time I go back at one of the houses.

Interviewer: Do you work at all right now?

Winnie: No.

Interviewer: Did you work formally...retire? What did you do?

Winnie: Yes, I was at McDonnell Douglas, Long Beach, which is now Boeing Company. And I was financial manager on a government program, and uh... started out many, many years ago as a secretary.
Eventually kept working and when I got my degree in finance/accounting I got into that area and got about 25 years in financial.

Interviewer: How long ago did you retire?

Winnie: In uh... I officially retired in October 96, didn’t quit until March 97 because they were trying to find a replacement and I... then I’d had it. I moved here July 97.

Interviewer: So right after retirement?

Winnie: mm-hmmm.

Interviewer: Did you do any volunteer work before you retired?

Winnie: A little bit, not a lot because my hours... I had leave for work at 6, I didn’t get home until 5, and by the time you feed your dog, do your things, whatever you had to do, I didn’t do that much. I did a little bit of volunteering with the church occasionally, like instructing. But no, no formal... And I would help out at work, with, like women’s shelters, and so forth, by volunteering getting things set up as far as baskets to send over. Did not get involved by being at the shelters because we were very limited in the number of people that could do that because of location, and they didn’t want that published, and I understand that.

Interviewer: So is it something that you wanted to do more of?

Winnie: Volunteer?

Interviewer: Yeah, and did you just wait until you retired?

Winnie: Oh yeah, yeah. I mean I was always in some clubs or groups or
something that did a little money making or something like that, 
donate to different charities. At least once a year I was involved in 
the, uh... oh you'd go out and solicit funds for like Red Cross, or 
like they had an employee group where you would donate time or 
money... walking, cleaning up beaches, or things like that.

Interviewer: So you've been active then...

Winnie: Yeah, it's not real involved like I have here, but it's something... And 
then when my kids were in school it was always... you had to be a 
member of one of the group or club that they were involved in. For 
my own peace of mind I had to know what they were doing, where 
they were going. So I was involved.

Interviewer: You have a lifetime of involvement, did that come from...somehow 
from your parents, or from another person...

Winnie: You know I never thought about it. I don't know. They [parents] 
were always involved in church, and I think it's just... I like to be 
around people, and maybe that's it...

Interviewer: Do other people in your family volunteer...brothers or sisters?

Winnie: Uh....yeah... um.... I don't know to what extent.

Interviewer: What other volunteer work do you do here now? Not necessarily 
[the retirement community], but anywhere. I know you said Opport-
tunity Village, and...

Winnie: I belong... no that's not right... I'm on call... I enjoy golf. I'm not 
good at it but I enjoy it. So whenever there are pro golf games out
here...tournaments and so forth, I’m on call for those, and I just
finished a few weeks ago at the women’s pro golf at the Desert Inn.
It was fun. I enjoyed it because like you could see the pros...young
ones and the older ones. Um...

Interviewer: Are you on any of the boards or...

Winnie: Buddy Network.

Interviewer: That’s a service organization?

Winnie: Yeah, it is. And I’ve been on that like vice president, and I get all
the packets together for the newcomers that come out. I get the list
from Barbara in the office for all the new ones that have moved in,
so we can compare the packets and get ready for them. I’m secre­
tary in the [club]. I’m secretary in the Travel Club. I’m not on the
board of the C.O.P.S., but I’m the Sunshine committee which sends
out cards to new ones that we had... I mean ones that are sick or
have died in C.O.P.S. I’m trying to figure out a certificate of appreci­
cation to send to those that have work in the C.O.P.S. and no longer
work with it, for reasons, whatever. But just appreciation, you
know. I’m trying to get that started going.

Interviewer: Do you look forward to any kind of similar things from your volun­
teer work?

Winnie: Oh I would like to have some visits if it ever happened to me, you
know, um sick, or um a member of family is very sick I would like
to have someone show their appreciation.
Interviewer: Sure. What other kind of activities other than your volunteer work...I know you mentioned some other clubs...that you’re involved in.

Winnie: Computers...um I’ve been to several of their computer classes. Ohhhhh...I helped out with the camp [kids’ camp] as you know...ah...I’m in the sewing group. I’ve been involved in the stained glass. I play golf every week, in the golf club.

Interviewer: Does the volunteer work fill any kind of area of your life that these other activities don’t?

Winnie: Oh definitely! I think it’s being out because you’re with a different group from your neighbors in the community. Um...like the golfing, I enjoy that ‘cause I have met more people through that in the Las Vegas area that I never would have met before. Because I worked for so long I need to keep myself busy and occupied. I get...if I sit home I’d start being bad, and I’d be out whining. And I’m not into housework that much, I don’t like it.

Interviewer: I don’t know many people who do like that...there are some...

Winnie: [laughs] I have some neighbors who just love staying home and enjoy that...don’t want to be committed...that’s fine, I can appreciate that. It’s hard for me to hear that, when they say, “so bored,” and I go, well Jesus...things they could be doing.

Interviewer: Does the volunteer work at [the school] provide you with something that your other volunteer work doesn’t?
Winnie: I think working with the youth, it does. Not necessarily the children coming up and telling you they appreciate you... the teachers do, the principal does... but you just see that you are contributing something, that is very very important ‘cause it’s their future/our future. And to me, that covers a lot more than some of the others that I do.

Interviewer: Are you sharing with them anything that you’ve learned through either your career or your interests specifically?

Winnie: My interests I have at time; career wise... no, cause I haven’t been involved with that age group. You know, last year it’s first and second and, um, they were not necessarily capable of going beyond what they’re working on here. But if I were in the higher [grades], 5-6, I’m sure I would because I feel like they would really appreciate knowing some of the things that I have done. Um... boys and girls... because the financial world is open to both, where secretar­ies are more limited to the girls’ side, um, and that’s too bad because you know, there could be a lot of men in there, too that would probably offer a lot administrative assistance... I shouldn’t say secretary... administrative assistant. Ahhhh... office manager... I just don’t feel this age group I have right now has, or would appreciate... they would look at me like, “what are you saying?”

Interviewer: Did I already ask why you chose to live in an age-restricted area?

Winnie: Mm-hmmm.
Interviewer: It’s all starting to be a blur now. Your closest family member is in California?

Winnie: Right.

Interviewer: And you communicate with them at least once a month,

Winnie: Oh well, yeah, they phone once a week at least.

Interviewer: And you’re single? widowed? divorced?

Winnie: Divorced.

Interviewer: And what was the highest level of education you’ve attained?

Winnie: My bachelor’s degree.

Interviewer: And how old are you, if I might ask?

Winnie: Sixty.

Interviewer: Have your attitudes toward young people changed at all since your participation in this project?

Winnie: At the school?

Interviewer: Mm-hmmm.

Winnie: Probably a little bit, and I say that... I hope I’m more understanding. Just by watching the different personalities...I do have a grandson right now who’s eleven, who’s going through a very very difficult time as far as he’s very hyperactive. And his span of attention is so limited I just... and I’m really worried about him. And I see some of these children right now as young as they as and thinking, you know this is an age where you really need to see what is happening with them and how they are, and I can kind of tell by how he was at
that age, and see traits in them that something’s similar. I hope I’m more tolerant, understanding, and that perhaps ... I appreciate things so much more. I have tried to understand much more.

Interviewer: What’s your favorite part of the work at [the school]?

Winnie: Oh, having them come up to me and giving me little hugs. Or just looking at me and smiling and saying “hi,” you know that’s nice.

Interviewer: That’s all my questions. If there’s anything you’d like to add at this time.

Winnie: I enjoy being there...I really do. And the volunteering is a special part of that. It’s something that like I said, I feel comfortable and enjoy doing. Some of the other things, like working at a hospital, I can’t do that...that’s not me and I’m...the fear of the unknown would bother me tremendously and I don’t think I could help. But working with the children...I feel very comfortable working with them and doing ... I enjoy it.

Interviewer: Alright. How many children do you have?

Winnie: Two.

Interviewer: And how many grandchildren?

Winnie: Five.

Interviewer: Are all five in California?

Winnie: Mm-hmmm.

Interviewer: Thank you for your time.
Lana’s interview.

Interviewer: Please tell me about your involvement with [the hotel’s] reading program, what you do when you go out to the school, and which school you go to and that type of thing. So if you can just kind of give me a description.

Lana: I go to one of the newer schools here in Las Vegas... When I go, I take visual aids and I set up my visual aids that apply to the ocean and to mammals, basically whales. And I set up a tape recorder because I have the whale song - I have the sounds that the whales make that I let the children listen to. I let them come up and look at and touch and we talk about the things that I brought in that came from the ocean, like sponges and seashells, oysters. I have a little oyster with a pearl in it.

Interviewer: Now are these items provided to you from [the hotel]?

Lana: From [the hotel], they provide everything. They provide the training and the book, all materials. They have a very extensive training program. They actually give us more knowledge than we actually need and I think it’s gives us a matter of feeling secure. Because most of the people that do this are senior citizens and a lot of people have no teaching background, so I think that with the training that they give us, we feel that we have the background to answer any of the questions that kindergartners through third graders may ask. But you never know what they will come up with.

Interviewer: If you were to tell somebody what the title of your job description is, like a one word title, what do you think it would be?

Lana: I would have to say a reader.

Interviewer: And how did you become involved in this specific volunteer...?
Lana: I knew someone else that was involved with that specific one.

Interviewer: A close friend or an acquaintance?

Lana: Yes.

Interviewer: Did you contact [the hotel]?

Lana: No, that person contacted [the hotel], told them that they had a person that might be interested, then [the hotel] contacted me and gave me a number to call and they said that they would be doing another training program. So I went down and went for the training.

Interviewer: And how long have you been a volunteer with the program?

Lana: I have been a volunteer for approximately 6 months.

Interviewer: Now why did you decide to work with children or what was your motivation to become involved with the specific volunteer job?

Lana: Well, I am retired and I do enjoy working with children. I feel that since I have the free time I feel that it's necessary for people to give something back to anyone that can help someone and that was one way that I could do it at this particular time and I would like to do some other things, too, and that was a start.

Interviewer: Do you plan to continue with the program?

Lana: Oh yes, I do.

Interviewer: And what makes it a program that you want to continue with?

Lana: The children really enjoy it. It doesn’t require a lot from me and I see the need that there is for children to be read to.

Interviewer: If this program were to end on its own for any reason do you think you’d seek out other volunteer work with children?

Lana: Yes, I would.

Interviewer: What do you get out of volunteering with this program; what do
you personally get out of it? Does it fill any kind of specific void in your life, if yes, how does it do that? Or how does it fit within your life?

Lana: I have grandchildren for one thing and I have one specifically that is a problem reader. And I think when I know that she has a problem...I think that I feel that even though she lives in another state and I'm not there, that this is something that I'm doing that gives me a satisfaction that I'm helping some child and maybe someone could help my child.

Interviewer: What kind of benefits or rewards to you gets from the program other than that? Anything?

Lana: No, nothing monetary and I did get a letter of appreciation that the children wrote that I thought that was a dear thing for them to do.

Interviewer: Does the work deliver any expectations that you initially may have had about the program?

Lana: Not really, I mean...does the work?

Interviewer: Does the job live up to the expectations you may have had about the program?

Lana: Oh, yes. Yes it does, definitely. Because when we went through the training we had volunteers that came in and talked to us about some of their experiences. And the people that did the training at [the hotel], they were so enthusiastic and everything they said I can see that is certainly true.

Interviewer: How often do you go out to the schools?

Lana: Whenever I'm needed and I have no schedule and when I get a call, if I'm available fine and if I'm not, there's no problem.

Interviewer: Is it at least once or twice a month, maybe?
Lana: No, no, definitely not once a month. Whenever they call. If they call someone and they can't get a response, then they will go down the list. I have a certain school that is my school and we only read to kindergartners through third graders. Well if I should not be able to meet that particular date, then they would call someone else. So, my name could come up to go to another school, so I never know when they are going to call.

Interviewer: Who calls you, [the hotel] or the school itself?

Lana: [The hotel] calls me.

Interviewer: Do you volunteer anywhere else?

Lana: Not yet.

Interviewer: When you say not yet, is that because, I know you said you’re retired are you recently retired?

Lana: I’ve been here for 2 and half years.

Interviewer: You mean in the Las Vegas area?

Lana: In the Las Vegas area, I’ve been retired for that length of time. I’ve been taking some computer courses and if something comes up that sounds interesting to me, if I can do it, I would do it. I haven’t actually been seeking because I’ve been rather busy with the computer program that I’ve been involved in.

Interviewer: So you retired and moved out here at the same time, is that it?

Lana: That’s right.

Interviewer: Where did you move from?

Lana: Ohio.

Interviewer: And what brought you to this area?

Lana: Basically the weather and the newness of the area, the growth of the area.
Interviewer: You didn’t have any family members here?
Lana: No, I knew no one.
Interviewer: Really?
Lana: No.
Interviewer: Now, you do no live in a retirement community?
Lana: No, I don’t.
Interviewer: Was that something you looked at when you moved out here though or did you specifically not want to be in one of those communities?
Lana: No, I don’t think we wanted to be in one of those communities.
Interviewer: I’m just curious… why not?
Lana: I like the diversity of different age groups and it just keeps a live feeling of being when there are all ages around.
Interviewer: Now, did you work?
Lana: Yes, I was an accounting manager before I retired, General Motors Acceptance Corporation.
Interviewer: Did you do any kind of volunteer work while you were working or even participate in clubs?
Lana: At church, with children. And I was the director of our children’s church program.
Interviewer: Did you do that for a long time?
Lana: Yes. When you say a long time, not ten years, but for several years.
Interviewer: What other kinds of activities do you participate in other than volunteer work? I know you said your taking computer classes.
Lana: Right now, that’s it.
Interviewer: Are you still working in any capacity?
Lana: No, not at all. No… no, that’s not true. I work for the state of Nevada, the voter registration. So whenever it’s an election year, I
work the booth, but I do get paid for that.

Interviewer: Do you have any family members living close by at all?
Lana: No. Close by, in the state of Nevada? No. My husband and I live here; the closest relatives are in California.

Interviewer: What part of California?
Lana: The Los Angeles area.

Interviewer: How often do you see or communicate with your family members?
Lana: A few times a week, several times a week.

Interviewer: Oh really? Do they come up here and visit often?
Lana: Oh yes, from Ohio, from everywhere.

Interviewer: Once you’re in Las Vegas you get a lot of visitors, don’t you?
Lana: Oh yes, a lot of visitors.

Interviewer: And you enjoy living here?
Lana: I love it.

Interviewer: Good. Are you married?
Lana: Yes.

Interviewer: And you said you had children, how many children do you have?
Lana: Two.

Interviewer: Two? And how many grandchildren?
Lana: Four.

Interviewer: What’s the highest level of education you’ve ever attained?
Lana: Completion 12th grade, and college in complete.

Interviewer: How many years?
Lana: Two years.

Interviewer: If you don’t mind my asking, how old are you?
Lana: Let’s see now, I have to figure it out, 57.

Interviewer: Have your attitudes towards young people changed since your
participation in the volunteer project?

Lana: Oh no, not at all.

Interviewer: If no, what was your general attitude towards young people today?

Lana: The group that I’m working with, they are so energetic and they are just willing to learn, and they are just grasping for knowledge.

Interviewer: Did your family, in any way, prior to when you were growing up participate in volunteer work?

Lana: No.

Interviewer: So it’s not something you saw your parents do or anything like that?

Lana: No.

Interviewer: So really you just took it upon yourself when you got involved with your church and it’s nothing you had a pattern of before?

Lana: No.

Interviewer: Well, unless there is something you would like to add, those are all the questions I have right now.

Lana: No, whatever you need.
APPENDIX IV

SAMPLE CHARACTERISTICS
Table 1: Marital status, place of residence, closest family member, and prior volunteer work of subjects.

Of the ten volunteers who resided in age-segregated communities, 70% did not volunteer prior to the intergenerational program; 30% did prior volunteer work. Current volunteers who resided in the general, age-integrated areas of the community volunteered more before the intergenerational program — 78% did prior volunteer work; 22% did not. Sixty-three percent of the volunteers overall were married; 44% of age-integrated residents were married; and 80% of age-segregated were married. Forty-four percent of age-integrated residents were widowed; ten percent of age-segregated residents were divorced. Only one individual in either group was divorced. Sixty-six percent of the age-integrated residents had family members living in Clark County; forty percent of the age-segregated residents had local family members.
Table 2: The six functions of volunteer work voiced by volunteers.

Three different programs exhibited the functions differently. The X’s each identify a strong statement of function during the volunteer’s interview. One volunteer may have, for example, stated a function of enhancement in three different ways, such as feeling needed and worthwhile through volunteer work, boosted self-esteem, and enjoying the hugs and glowing eyes of the young people they assist. Some functions were identified multiple times or were expressed during different times of the interviews. The numbers 1-19 on the far left column correspond to each individual volunteer that was interviewed.
Domain analyses were created to organize data for comparing and contrasting to the research found in the literature. It also helped to identify the themes of the motivational functions that were expressed by the volunteers through observation and/or interviews.

**Domain Analysis #1**

1. Semantic relationship: STRICT INCLUSION
2. Form: X (is a kind of) Y
3. Example: Elementary is a kind of school

**Included Terms**
- Tutors
- Material distributors
- Teachers
- Mentors
- Investigators
- Activity directors
- Demonstrators
- Storytellers

**Semantic Relationship**
- are kinds of

**Cover Term**
- Volunteers helpers

**Structural Question(s):**
- What kind of job titles do volunteers give themselves?
- What are the kind of roles that volunteers fulfill in their service with children?

**Domain Analysis #2**

1. Semantic relationship: STRICT INCLUSION
2. Form: X (is a kind of) Y
3. Example: Elementary is a kind of school

**Included Terms**
- Meeting w/teachers
- Working w/teachers
- Check-in w/school staff
- Work w/other volunteers
- Work w/volunteer Coordinators
- Get-togethers w/other volunteers
- Volunteering with friends & spouses

**Semantic Relationship**
- are kinds of

**Cover Term**
- Volunteer relationships

**Structural Question(s):**
- What are the kinds of social and/or work relationships that volunteers have with coordinators, staff, or other volunteers?
Domain Analysis #3

1. Semantic relationship:
2. Form:
3. Example:

**INCLUDED TERMS**
- Answered notices
- Attended meetings
- Asked by a local leader
- Asked by a friend
- Asked by a spouse
- Asked by a recruiter
- Asked by a teacher
- Sought out to help

**SEMANTIC RELATIONSHIP**
- are ways the subjects became

**COVER TERM**
- Volunteers

**STRUCTURAL QUESTION(S):**
What ways did the subjects learn about the volunteer work and how were they recruited to become involved?
What other people (if any) were partly responsible for the subject's recruitment as a volunteer?

Domain Analysis #4

1. Semantic relationship:
2. Form:
3. Example:

**INCLUDED TERMS**
- Feeling good
- Self-satisfaction
- Being welcomed
- Feeling worthwhile
- Getting pleasure
- Enjoyment
- Enrichment

**SEMANTIC RELATIONSHIP**
- are used to

**COVER TERM**
- Enhance volunteer lives

**STRUCTURAL QUESTION(S):**
What do the subjects experience in the volunteer work that enhances their life?
How does the work effect their decision to volunteer?
**Domain Analysis #5**

1. Semantic relationship: RATIONALE
2. Form: X (is a characteristic or an attribute of) Y
3. Example: Having more life experience is a characteristic of the elderly.

**INCLUDED TERMS**

Help others
Surrogate grandparent
Child caregiver
Wanting to share
Wanting to give
Creating positive memories
Providing attention that is needed

**SEMANTIC RELATIONSHIP**

\{ are attributes of \}

**VALUES FUNCTION**

of motivation

**Structural Question(s):**

How do the reasons for volunteering provided by the subjects fulfill the values function for motivation?

**Domain Analysis #6**

1. Semantic relationship: STRICT INCLUSION
2. Form: X (is a kind of) Y
3. Example: Elementary is a kind of school

**INCLUDED TERMS**

Teachers
Social workers
Doctor
Waitress
Managers in business
Real estate agents
Housewife
Salespersons
Military intelligence

**SEMANTIC RELATIONSHIP**

\{ are kinds of \}

**FORMER CAREERS**

of volunteers

**Structural Question(s):**

What kinds of work experience did the volunteers have prior to their retirements?
Domain Analysis #7

1. Semantic relationship: CAUSE - EFFECT
2. Form: X (is a reason for doing) Y
3. Example: Wanting to graduate is a reason for finishing the thesis.

INCLUDED TERMS

Feel less lonely
Fill void in life
Avoid gambling
Focus less on aches/pains
Deal with losses in life

SEMANTIC RELATIONSHIP

are protective reasons to volunteer

Cover Term

Structural Question(s):

Does the volunteer work serve to fill a void in the individual’s life?

———

Domain Analysis #8

1. Semantic relationship: STRICT INCLUSION
2. Form: X (is a kind of) Y
3. Example: Elementary is a kind of school.

INCLUDED TERMS

Hugs
Cards, drawings
"Thank You"s
Recognition by others
Tangible items
Media attention

SEMANTIC RELATIONSHIP

are kinds of rewards & benefits

Cover Term

Structural Question(s):

In what ways are the volunteers rewarded for their work?
What kinds of benefits do the volunteers enjoy?
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