ATTITUDINAL CHANGES IN ADOLESCENT VOLUNTEERS

A Thesis Proposal
Presented in Fulfillment of the Requirements for
The Degree of Master of Education in the
Graduate School Program of Marietta College

By
Christine Mary Lindner Cavalier, B.S.
William M. Bauer, Ph.D

Marietta College
2006

Approved by

Adviser
Department of Education
ABSTRACT

This research is a study of the attitudes and motivations of 7th and 8th grade adolescents who were required to volunteer as part of a course requirement. Southeast Ohio Appalachian students were surveyed before their volunteering began and again after five months. This researcher wondered whether starting volunteering at a younger age than high school leads to increased interest in volunteering later. Educational institutions, from high school to college, and even businesses, have begun to encourage or even require their students and employees to volunteer for credit or community service hours. Charities and organizations that utilize volunteers have long been interested in recruiting and retaining volunteers. Studying the motives of volunteers has helped organizations plan their programs around meeting the needs of the volunteers. The young adolescent volunteer has not been studied as extensively. This research found the adolescent volunteers were motivated by positive feelings and feedback. A majority of the students indicated they would continue to volunteer in the future.
Dedicated to my husband, Dennis
ACKNOWLEDGMENTS

I wish to thank my husband, Dennis, and my son, Evan, for their patience and support in making this Master’s Degree possible.

I am so grateful to Dr. Bill Bauer for his unflagging encouragement, enthusiasm, and understanding. Without his support I would not have started, stayed in, or finished such an enlightening experience. I have learned a great deal about myself as a learner, which can only assist me in becoming a better teacher.

I am blessed to know Roger, Betsy and Robert Kalter. Their outstanding community service has inspired and touched not only me, but thousands of adults and children in Marietta, Ohio, and beyond. They, and their parents before them, are proof that volunteering can start at a young age and continue through retirement. They are lifelong volunteers!

I also wish to thank my wonderful students. During our years together they have volunteered in so many different ways and touched countless lives with their caring. I can only hope they continue their enthusiasm for volunteering.

I especially want to thank my parents, Robert and Ellen Lindner. Their encouragement and high expectations for their nine children have carried us far. With their support and interest in education I became a teacher, “and that has made all the difference.” (Frost, 1959)
VITA

December 8, 1957                  Born – Waukesha, Wisconsin
1980                               B.S. Elementary Education,
                                     University of Wisconsin Eau Claire
1981 – Present                     Educator, Marietta City Schools

FIELDS OF STUDY

Major Field: Elementary Education

Minor Field: Psychology
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Review of the Literature</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Methods</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>Results</td>
<td>17</td>
</tr>
<tr>
<td>5.</td>
<td>Conclusions</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Appendix</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>38</td>
</tr>
</tbody>
</table>
APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Letter for/of consent from the Administration</td>
</tr>
<tr>
<td>B</td>
<td>Application for Human Subject Review Board</td>
</tr>
<tr>
<td>C</td>
<td>Approval from Human Subject Review Board</td>
</tr>
<tr>
<td>D</td>
<td>Letter for parental consent</td>
</tr>
<tr>
<td>E</td>
<td>Course Requirement Informational Letter</td>
</tr>
<tr>
<td>F</td>
<td>Volunteering Forms</td>
</tr>
<tr>
<td>G</td>
<td>Pre-volunteering Survey</td>
</tr>
<tr>
<td>H</td>
<td>Post-volunteering Survey</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

Since John F. Kennedy uttered his famous challenge to Americans, “Ask not what your country can do for you, ask what you can do for your country,” (as cited in Medal of Freedom, 2005) Americans have answered his call and volunteered wherever they were needed, from education to farming or construction. As federal public support funding decreases, financially strapped programs look for volunteers to fill the gap. Many companies and schools have even begun to require their employees or students to volunteer time in their communities.

Program directors want to know what they can do to attract more volunteers and retain them. By researching volunteers’ attitudes and interests, organizations are better able to recruit volunteers and recognize who would be willing to stay with them for as long as needed. Understanding a volunteer’s motivation for volunteering can enable programs to provide the volunteer with needed recognition for their service (Fisher, 1998).

Service learning has become a recent and important part of middle and high school curricula. Service learning programs differ from community service programs by virtue of the emphasis on academic development (McPherson, 1997). The focus of service learning is on the academic disciplines and social causes.
Long term benefits of volunteering have been found in older students and adult volunteers. These benefits range from improvements in self esteem and socialization skills, to a greater understanding of the community around them. Some studies have found improvements in academic grades and decreases in behavior problems (Eccles, 1999). There are a limited number of studies that explore the attitudes of younger adolescents about volunteering. Motivation for a 7th or 8th grader to volunteer is very different from that of an older or high school student. The young adolescent might not volunteer because the possibility or opportunity to volunteer has not occurred to him/her.

**Purpose**

Little information is known about young adolescents’ attitudes and thoughts about volunteering. The purpose of this study was to explore the thinking of adolescent volunteers and understand their attitudes, motivation and perceptions about volunteering.

**Research Problem**

The middle school student is often left out of research studies and surveys. They are thought to be too young to volunteer since they are unable to drive or they haven’t developed specific skills. Little is known about their attitudes toward volunteering or their interest in community service.

**Qualitative Central Phenomenon**

What does volunteering mean to a young adolescent?
**Additional Research Questions**

Are attitudes toward volunteering affected by mandatory volunteer service?

What motivates young adolescents to volunteer?

What types of volunteering activities do they do?

Does exposure to volunteering at a young age influence future volunteering possibilities?

**Delimitations and/or limitations**

The first limitation in this study is that adolescents’ views and opinions cannot be generalized to other adolescents. The study was conducted on a purposeful sampling of 7th and 8th graders at one point in their middle school years. Attitudes toward volunteering can be influenced by many uncontrollable factors such as their peers’ acceptance or validation of the program, family support, or the amount of free time a teenager has.

Another limitation to this study was the geographical location. Some of the subjects had more volunteering options to choose from as well as easier access to those choices. Other students were limited by location and lack of public transportation to volunteering only in their homes.
LITERATURE REVIEW

Many colleges and businesses request or require their students or employees to participate in community service. Public and private sectors alike are interested in increasing and maintaining their volunteer lists. The Bureau of Labor Statistics (2005) reported that between September 2004 and September 2005, approximately 65.4 million Americans volunteered. At about 28.8 percent of the population, these numbers have stayed almost the same for the last two years. Adolescents had a high rate of volunteerism, 30.4 percent, most likely influenced by the increased emphasis on service learning and volunteerism in the schools. Studies about volunteers ranging from college age to senior citizens have been done to find ways to motivate them to volunteer, or to give of their time and talents (Finkelstein, Penner, and Brannick, 2005).

Clary and Snyder (1999) developed a Volunteer Functions Inventory, or VFI to evaluate six functions that may be served by volunteering: values, understanding, enhancement, career, social and protective. Each function represents a goal or desire of the individual. Some volunteers, depending on their age or state of life, have several functions they want volunteering to fulfill. The volunteers who had their needs met were more satisfied with the volunteering experience, and therefore, more likely to continue volunteering. The research found that requiring college students to volunteer worked, but leaving the choices of what, where and how to volunteer up to the student, or giving them
internal control over their decisions, encouraged their volunteering in the future. Clary, et al, (1999) emphasizes that further research needs to be done.

In looking at the volunteer’s motivation, Clary, Snyder, Ridge, Copeland, Stukas, Haugen and Miene (1998) found that an adult’s choice to volunteer comes from their own personal motivation. Sometimes persuasive messages or the coordinating of the volunteer to the service situation will motivate volunteering. Volunteers need to have satisfaction and enjoyment in their tasks in order to continue their service. Serow (1990) cautions that tying rewards to volunteering can affect the positive benefits of the volunteering.

A longitudinal study of nine years (Oesterle, Johnson, and Mortimer, 2004) found a correlation to continuing volunteering service. Beginning with 8th graders filling out questionnaires, statistics were gathered providing monthly information about the participants and their volunteering until they were 26-27 years old. The research found that participants who had volunteered the previous year would be more inclined to volunteer the following year. Oesterle (2004) points out that beginning volunteering at an early age can continue through the several life changes into adulthood. Introducing young people to the benefits of volunteering provides a source of volunteers for the future.

Studies have also been conducted to examine the long-term benefits of volunteering. Nokes, Nickitas, Keida and Neville (2005) found the benefits of volunteering can range from increasing critical thinking skills to an improvement in civic relationships. Boys who volunteered were found to have a boost in their self esteem,
greater school involvement and fewer school behavior problems in a study by Switzer, Simmons, Dew, Regalski and Wang (1995).

A longitudinal study by Eccles and Barber (1999) found that high school students who participated in church and/or volunteer or community service activities were less apt to have behavior problems. This study also suggests that these activities or “pro-social involvement” lead to better academic scores and enrollment in higher education.

More research is needed on early adolescents in the 7th and 8th grade who volunteer. Hamilton and Fenzel (1988) researched the impact of volunteering on the social development of adolescents. The participants in the study stated they had improved their knowledge of not only themselves but others as well. Positive social responsibility changes were seen in the adolescents, especially girls, but the changes were small and continued research was encouraged.

A study of volunteering in British schools by Roker (1994) points out that the British government has encouraged increased community service by students as an attempt to create more responsible and active citizens. A variety of volunteering venues are offered to the student population, with the students responding in positive ways about the experiences. It is pointed out that the evaluations are anecdotal and more research needs to be done on the success of the programs.

The studies researching volunteers have three common themes throughout: What motivates people to volunteer in the first place? What benefits are there for the volunteers? What keeps them volunteering? The research focuses mainly on the majority
of volunteers who are college age to senior citizen but has little information about younger volunteers. The research supports the premise that if volunteers are satisfied in their service they will continue to volunteer throughout their lives. Positive benefits of volunteering are widespread from improved educational scores and positive self esteem, to an increased understanding of their community and civic responsibility. Little research has been conducted with the younger volunteer, 7th and 8th grade adolescents, possibly because of limited access or numbers of volunteers. The interest in encouraging this age group to volunteer is increasing as one can see by the use of service learning programs in middle and high schools.
CHAPTER 3

METHODOLOGY

Research Design

This study was a qualitative research design collecting information about the volunteering experiences, motivations and attitudes of seventh and eighth grade students. The students attended an Appalachian middle school in southeast Ohio. The study consisted of surveying approximately 100 seventh and eighth grade students enrolled in Health or Life Skills classes. There was a baseline survey taken of the students before they began mandatory monthly volunteering for their class. Another survey was taken after five months to examine what changes, if any, occurred in their attitudes and motivations toward volunteering.

Participants

The participants in this study were students at an Appalachian southeast Ohio middle school with approximately 800 students in grades six through eight. The students were enrolled in Health or Life Skills classes that required them to volunteer as a part of their coursework. The students had no requirements for the amount of time or effort expended in their volunteering, only that they complete some sort of volunteering activity each month. Students filled out a sheet describing their volunteering service, had it signed by an adult, and turned in the completed forms for class credit.
Procedures

Permission was first obtained from the school principal and the district superintendent (Appendix A) to survey the students for this research project. Permission was also applied for (Appendix B) and received from Marietta College’s Human Subject Review Board (Appendix C). A letter explaining the research project was sent home to the students’ parents and parental permission was obtained for the students to be surveyed about their volunteering attitudes and experiences (Appendix D). At the beginning of the volunteering unit the teacher conducted brainstorming discussions into possible volunteering experiences with the students. Information was also sent home for the parents describing the requirements (Appendix E) and volunteering forms for the class (Appendix F).

Questions on the beginning survey (Appendix G) asked students about any motivations they might have about volunteering. After five months of required volunteering, the students again filled out survey forms (Appendix H) asking about their volunteering experiences and attitudes toward volunteering. They were also asked to comment on their motivations or tendency to volunteer in the future.

Limitations of the Study

The limitations of the study were mainly time constraints. Obtaining all of the required permission forms before completing the surveys pushed the beginning survey into the required volunteering timeframe. Students filled out the second survey form after five months of active volunteering but before the end of the school year.
CHAPTER 4

RESULTS

Summary

The purpose of this study was to explore the attitudes, motivations and perceptions young adolescents have toward volunteering. Students were asked for their definitions of volunteering in pre- and post surveys. Students’ definitions of volunteering were expressed in two main categories in the pre-volunteering surveys.

Students emphasized working without pay as their definition.

Sixty-one percent, 58 out of 94 students wrote volunteering meant helping out without being paid or getting something in return.

*Volunteering to me is where you help someone out and you don’t get money for it because it was your idea to do it.*

*Volunteering means to help someone without being paid. With the kindness of your heart.*
Volunteering is helping without being asked or told to help.

Over a third of the students, 34 out of 94, defined volunteering as doing something for people without being asked or told to help.

What volunteering means to me is a person giving up his or her time to do something that is a worthy cause.

Before the class began, 74 out of the 94, 79% had volunteered before. Half of those volunteering activities were helping family members, neighbors or friends. Mowing lawns, babysitting, shoveling snow and watching animals were frequently named as activities they had done. Several mentioned helping flood victims as their previous volunteering. This was relevant since this area had undergone a devastating flood almost exactly a year before. Two schools were flooded and school was cancelled for two weeks. Adults and students volunteered to repair and help the flood victims, some of whom were in my classes.
About one-fourth of the students had helped previously by volunteering for organizations such as the Scouts, Head Start, the YMCA, churches and the local seniors’ organization. A small group of students volunteered by cleaning up or helping to maintain the Incredible Community Playground, a large wooden and interactive playground built entirely by volunteers about the time these students were babies.

Twenty students had never volunteered before. Their reasons ranged from never thinking of it to not having any spare time or couldn’t think of anything to do. Only two students said they had never volunteered because they didn’t want to.

I have never volunteered before because I never thought of doing it in my position so far away from the city and I don’t have a family with a history of volunteering, so I was never taken to volunteer.

After completing five months of volunteering, the students were more specific in their definitions of volunteering in the post survey. This time, only 40%, 38 out of the 94, focused on the lack of money or pay for volunteering.
Volunteering means helping someone who needs help.

A new idea of volunteering as helping someone who needs help emerged in the post evaluation. For the first time, 29 students, 31% emphasized helping others as the main focus of volunteering. Students recognized that volunteering can help others who need assistance and that volunteering for someone in need can be reward enough. A smaller number, 27, wrote volunteering was doing something without being asked. This total is a shift from over half the students focusing on the lack of monetary reward in volunteering to over half acknowledging that volunteering is more compassionate.

*To me volunteering means giving a little of yourself to help out others in a way that is beneficial not only to the person but leaves you with a feeling of satisfaction.*

*The word volunteering to me means to help someone else that may not have enough time, money, or ability to do the works that you can do for them.*

*The word volunteering means to help someone do something that they can’t do or just need someone else to do it.*
**Students who volunteered felt happy or glad they did afterwards.**

When asked if they would volunteer again and how they felt about the previous volunteering, 65 students responded they felt good, great, happy, glad, or had fun. Four felt they really helped others or that they had done something worthwhile, four others felt nothing, and one felt tired.

*I felt tired because little kids can wear you out quicker than you can imagine.*

*After I did it, it made me feel like I was important and very helpful.*

*I would again because it’s not a lot of effort to help someone and it’s good to make them happy.*

*Because it makes me feel like a better person.*

In the post survey, students were asked if they had completed and handed in the five months of volunteering notes. 52 of the 94 said yes, 23 said they completed the volunteering but forgot to turn the form in. Nineteen students said they forgot to volunteer, were too busy to, or couldn’t think of anything to do.

*I did finish my volunteering, it’s just hard to remember to get a note. I volunteer all the time.*

*I did do the volunteering, I just forgot to bring that slip thing in.*
Students were asked what types of volunteering they had done in the previous five month. The answers were in more detail in the post-survey.

*I have helped paint my grandparents house, donated canned foods to the needy, put up my grandma’s Christmas tree, and plenty of household chores.*

*The thing I mainly do is helping out in children’s church, watching the kids passing out snacks and other things like that.*

*I helped at the Humane Society of the Ohio Valley.*

**An increased number of students said they had good feelings after five months of volunteering.**

When asked to describe their feelings about the work they did volunteering, 74 out of the 94, 79% said they felt good or great. The rest of the students said it didn’t mean anything or it didn’t bother them.

*To be honest it was tiring but I felt like I made a little difference. I felt good about it.*

*I felt really proud of myself because I realized how much it mattered to the people I offered to volunteer. I also received a great confidence boost because now I can motivate myself to do more.*
Eighty-four percent indicated an interest in continued volunteering after the required volunteering was finished.

When asked if they thought they’d continue to volunteer even when it wasn’t part of the class requirement, 79 students said yes. Their reasons for continuing to volunteer included liking the volunteering they did and helping others and getting to know more people in the community.

Yes, because I know in the future it’ll make me a better person in life with the experience.

Yes I will continue to volunteer because I like knowing I have done something that isn’t for myself.

I will continue to volunteer because I like volunteering and I’m getting used to volunteering.

Time constraints or jobs reduce future commitment to volunteering.

Fifteen of the 94 students, 16%, said they wouldn’t continue to volunteer after the class was done. Thirteen of those students said they had a paying job, didn’t like volunteering, or had too many other things to do. Two students answered no, but had interesting reasons why.

I will continue to do things but I won’t consider it volunteering, I consider it respect.

Volunteering to help people as a large project isn’t something I will continue, but doing things when others are in need is something I will continue.
CHAPTER 5

DISCUSSION

Summary

The shift in the students’ definitions after five months of volunteering is interesting. Sixty-one percent of the students focused on the lack of monetary pay or other reward in their first definition of volunteering. Almost 40% identified volunteering as helping others in need. After discussions about their volunteering and actually volunteering for five months, the emphasis of the students’ definitions almost exactly reversed. In the post survey, 61% said volunteering is helping someone who needs help, or helping without being asked, and almost 40% said volunteering is doing something without being paid.

Students of this age group generally are very interested in money but have earned little of their own. If they have jobs for pay, it’s manual labor such as mowing, maintenance or babysitting. Relatives, neighbors and friends often pay them for their help. Asking the students to offer their assistance without the expectation of pay is a large sacrifice to some of them.

Several enterprising students managed to fulfill their volunteering requirements without affecting their paying jobs thus maintaining their income. Some students realized their volunteering could lead to possible employment in that field later on. Other students
found that their areas of interest, child care for example, aren’t as easy as they thought and more training would be helpful. A few students successfully attempted tasks under supervision they hadn’t done before and wanted to continue doing that task. Several parents wrote notes expressing surprise their child had done such a good job at a particular job and they were pleased with the results.

The recognition that volunteering can have a higher level of societal consciousness is not something most adults associate with adolescents. Through volunteering, most of these students have expanded their attention to the needs of others. They are more aware of others who need help but won’t ask for it. They are beginning to understand that helping someone shouldn’t always have a monetary reward; sometimes the satisfaction is reward enough.

In the post surveys, the students’ reasons for volunteering fit into each of the six categories on the Volunteer Functions Inventory (VFI) developed by Clary and Snyder (1999). The values, understanding and enhancement categories were filled by the majority of the responses. Several students volunteered in the community with their parents, which fit into the social function category. Few students had reasons that would fall into the career or protective categories. This supports the Clary and Snyder (1999) study about the reasons people volunteer.

Many of the today’s older volunteers started their years of service after heeding John F. Kennedy’s call. They have continued to serve their country and communities for more than forty years. This could be another generation that continues that tradition.
Future Study

This researcher conducted a short, five month study. Without following this particular group of students and their volunteering in the following years, it’s difficult to predict if the students who said they will continue to volunteer will actually follow through on that plan. As most of them enter high school and a myriad of commitments, their spare time will be limited. These students have already attempted a variety of successful volunteering attempts. Hopefully these volunteering experiences were such a positive self-esteem reinforcement that the students will make the time to continue to serve. The thought is that the students who have been volunteers will continue to volunteer.

The best way to test this theory is to follow these students into adulthood. An annual survey about their volunteering activities would be sufficient. It would be helpful to survey them periodically on their definitions and ideas about volunteering. It’s to be expected that the tasks they choose or the reasons for their volunteering will change as they mature, but that could remain consistent also.
APPENDIX
Appendix A

September 6, 2005

Mr. Mark Dachrich,

I am working on my research paper for my Master's in Education. As the topic for my research, I would like to survey my 7th and 8th grade Health and Life Skills students who will participate in the community volunteering program. I require my students to volunteer in the community in some way every month that we are in school. The students write up a brief description of their volunteering, and have the supervising adult or a parent sign that form. The forms are to be turned in each month for a grade. I have had many letters from parents and community members praising the students in the past for their help.

I will need Dr. Baker's and your permission to survey the students twice this school year. I will also send home a form for the parents to sign informing them of my planned project. The baseline survey is enclosed, along with the informational form for the parents to sign. All of the students' surveys will be anonymous and kept in my possession. I also have to fill out a permission form for Marietta College, since I am surveying students under 18. I hope to find out if the students' attitudes about community service or volunteering have changed during the school year, and if so, in what way.

Volunteering is an important part of my life. I have become an active member of my community through my volunteering, and have gained much knowledge and many friends. I firmly believe that volunteering brings out the best citizenship possible. I hope my research supports what I have seen.

Thank you for your continuing educational support,

Christine Cavalier

One Parent Letter

Survey

Your survey is
the worst
Dr. Baker
notice that I
had talked to Mark
on the 13th the way
to let you know.
**Appendix B**

Marietta College  
Human Subjects Review

**Long Review Form**

1. Name of researcher(s): Christine Cavalier  
   E-mail: cavalierc@marietta.edu

2. Principle investigator’s phone number: 740-678-6264

3. Course name and number (if applicable): Research Methods in Education, EDUC 640

4. Instructor’s name (if applicable): Dr. William Bauer CRC

5. Title of Project: Adolescent Attitudes About Volunteering

6. Semester: Fall 2005  
   Proposed start date: Fall 2005  
   Projected end date: Spring 2006

7. Type of research?  
   - Faculty
   - Student honor's project
   - Graduate student project
   - Undergraduate student project
   - Class project
   - Other

8. Have previous research or pilot studies indicated any significant dangers or risks in the procedure being used?  
   - Yes  
   - No

9. Does this research involve active deception (i.e., misleading or false information) of subjects?  
   - Yes  
   - No

   If you answered 'YES' to the above question, answer the (3) statements below.

   9A - Explain the rationale for the deception.

   9B - Explain how and when the subjects will be informed of the deception.

   9C - Describe the expected reaction or consequences (immediate or long-term) that the deception may have on subjects. Include potential negative reactions.
10. Will any data from this investigation be confidential?  
\[\boxed{\text{Yes}} \quad \boxed{\text{No}}\]  
If you answered 'YES' to the above question, answer the (3) questions below.  

10A - Who will have access to confidential information?  
Dr. Bauer and myself will have access to the information.  

10B - How will confidential information be stored and protected?  
I will keep the forms at my home in a locked safe.  

10C - What will happen to confidential information after the study?  
The forms will be shredded and burned by me.  

11. Briefly describe the general purpose of the research.  
I hope to conduct a pre-volunteering survey of 7th and 8th grade students' knowledge and attitudes toward volunteering.  

12. Describe the types of procedures and tests to be used in the investigation.  
The students will complete a one-page survey in the fall of 2006 asking them questions about their knowledge and attitudes toward volunteering. They will complete another one-page survey after volunteering for about three months, asking them about their knowledge and attitudes post-volunteering.  

13. Describe the method of data collection.  
A one-page survey prior to volunteering, and a one-page survey post-volunteering.  

14. Explain the time frame of the study.  
Students will be surveyed in the fall of 2006, and re-surveyed in the spring of 2006.  

15. Describe how informed consent will be obtained or justify why it will not be.  
I have received consent from my principal, Mark Daubis, and Marietta City Schools superintendant Dr. Doug Baker. Then I will send home permission slips to all parents of students involved.  

16. Describe how subjects will be recruited, any special requirements of the subjects, and criteria used for inclusion or exclusion of subjects.  
The students are from one 7th grade Health class, and six 8th grade Life Skills classes. I require the student to volunteer each month of the school year for a grade. The students fill out a short form explaining what they did to volunteer, and the supervising adult or parent signs it. This is a part of their community involvement in the course.
17. Identify and describe the potential hazards (physical, psychological, ethical, social, economic, legal, etc.) of this type of study you have found in previous research. Site sources in APA style. I have found no potential hazards of this type of study.

18. Assess and describe the potential hazards (physical, psychological, ethical, social, economic, legal, etc.) involved with your study and estimate their likelihood and seriousness. I do not anticipate any potential hazards with this study.

19. Describe any procedures that will be employed to minimize potential hazards and give an assessment of their potential effectiveness. Students will fill out the surveys during class time. They surveys will not be circulated to anyone, and they will not be used for grading.

20. Identify the audience(s) to be reached in the report of the study. I anticipate Community Service organizations, and Leader and Slave organizations will be interested to find out students' attitudes toward volunteering.

21. Identify the presentation method(s) to be used. I will include the data and information in my Masters' paper.

22. Indicate how and when subjects will be informed of the purpose of the research and how feedback will be provided. Students and their parents will receive letters including the permission form. I will personally explain the survey to the students themselves, and make myself available to parental questions. When my paper is finished, I will share the results with the students involved.

23. Describe what you know about the ethical guidelines for treating human subjects within this field or discipline. Site sources in APA style.


25. Attach the following: (if applicable)
   A. Informed consent form (in duplicate).
   B. Letters of permissions.
   C. Test/survey/ questionnaires.
   D. Additional items relevant to the study.
Appendix C

From: Liane Gray-Starner
To: cd@envy@earthlink.net, Bill Bauer
Date: 2/14/2006 11:03:22 PM
Subject: Re: Human research form

Christine,
I apologize for the delay. Your long form has been approved and you may begin immediately. I will forward a copy of your approval to Dr. Bauer who is listed as the advisor to your research project.

Dr. Gray-Starner
Appendix D

Marietta Middle School
242 Seventh Street,
Marietta, OH 45750

Dear Parents and Students,

For the last two years I have been taking graduate classes at Marietta College toward a Masters’ Degree in Education. The end is in sight and I am beginning to plan my research paper. I would like to write my paper about students and their attitudes toward volunteering. I already require each student in my Health and Life Skills classes to volunteer every month of school. The students write a brief description of what they’ve done to volunteer that month, and the supervisor or parent signs the form.

I would like to survey the students about their attitudes toward volunteering at this time, and again after they have volunteered for about six months. I am interested in finding out if there is any change in their attitude about volunteering after doing the required assignment for several months.

I need your permission to survey your child twice this school year, this month, and again in January or February. The results will be used in my Masters’ thesis paper. All responses will be kept anonymous and confidential, and in my possession. I will spend the spring compiling the results, and doing research for my final paper. The paper will be published online and will be available to the public after it is evaluated.

Volunteering in our community can enrich our lives in so many ways. It can lead to jobs, hobbies, and friendships, as well as increase our self-esteem. It will be interesting to find out what the students have to say about their experiences in volunteering. Please sign the form below and have your child return it to me at school. If you have any questions, you can contact me at the Middle School, at 374-6530.

Thank you for your support of education,

Mrs. Christine Cavalier

*********************************************************
I ______ permission for my child’s survey results to be included in Mrs Cavalier’s research paper for her Masters’ Degree.

Parent Signature/Date: ____________________________

Student: ____________________________ Class: __________
Appendix E

August 31, 2005
Marietta Middle School

Dear Parents,

I am planning several projects for students in my Life Skills and Health classes this year. Volunteering and community involvement are an important part of both course curriculums. I am requiring my students to share their time and talent with the community throughout the school year.

The students may volunteer for any group or individual, with your permission. Sometimes the students help elderly neighbors or family members with groceries or outside or inside work. Other students volunteer for the Humane Society, Red Cross, or even at The Incredible Community Playground on clean up days. Some students help their own family members or neighbors.

Being an active member of the community can lead to future jobs, and open their eyes to needs in the community. I’m asking for your assistance in preparing your child for a life of being an active community member. I am not requiring a specific amount of time, or labor. That is up to each student. I do ask that the volunteering not be part of their required chores, and that they not be paid for their assistance.

Either the person or group they help, or you need to sign and date the volunteering form for each month. This completed and signed form will be part of a required assignment for each month. The student or adult should fill in the form with a short description of the task they completed, and return it to me on the 1st of the month. For example, September’s volunteering will be due October 1st, and so on. Students who have turned their volunteering forms in on time every month for the school year will have a special treat at the end of the year.

Thank you for your support in this important educational activity.

Mrs. C. Cavalier

Mrs. C. Cavalier
Appendix F

Student's Name ____________________________ Group/Class ________

Brief description of the volunteering activity _______________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Signature of adult ____________________________ Date ____________

* * * * * * * Cut along here * * * * * * *

________________________________________

Student's Name ____________________________ Group/Class ________

Brief description of the volunteering activity _______________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Signature of adult ____________________________ Date ____________

* * * * * * * Cut along here * * * * * * *

________________________________________

Student's Name ____________________________ Group/Class ________

Brief description of the volunteering activity _______________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Signature of adult ____________________________ Date ____________

* * * * * * * Cut along here * * * * * * *

________________________________________

Student's Name ____________________________ Group/Class ________

Brief description of the volunteering activity _______________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Signature of adult ____________________________ Date ____________

* * * * * * * Cut along here * * * * * * *

________________________________________

Student's Name ____________________________ Group/Class ________

Brief description of the volunteering activity _______________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Signature of adult ____________________________ Date ____________
Appendix G

Name ___________________________  Group/Class _______________

Volunteering Survey: Fall 2005

Please answer the questions using complete sentences.

1. What does the word volunteering mean to you? ____________________________

2. Did you volunteer before this school year began? Circle the answer: Yes or No

3a. If your answer was Yes for #2, what volunteering did you do? ________________

3b. If your answer was No for #2, why did you not volunteer? Your answer could include any of the following, or a different answer.

I never thought of it. I don’t have any spare time. I can’t think of anything I could do.

4a. If you answered yes to #2, how do you feel about the volunteering you have done?

4b. Would you volunteer again? Circle one: Yes or No

4c. Why or why not? ____________________________

______________________________
Appendix H

Volunteering Survey: Spring 2006

Please answer the questions using complete sentences.

1. What does the word volunteering mean to you? 

2. Did you complete your volunteering requirements for Mrs. Cavaller's class this school year? 
   - yes 
   - no

3a. If your answer for #2 was yes, what types of volunteering did you do? 

3b. If your answer for #2 was no, why didn't you finish your volunteering? 

4. If you volunteered, how did you feel about the work that you did? 

5. Do you think you will continue to volunteer when it's not required for a class? 
   - yes 
   - no

6. Why or why not? 

7. What would you change about the volunteering requirement? 

Name ____________________________ Group ______________

Adolescent Volunteers 37
REFERENCES


Medal of Freedom.


Schools in the Middle, 6, 3, 9-15.


