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The relationship between motivation and volunteer satisfaction in conservation programs 2015.

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THE RELATIONSHIP BETWEEN MOTIVATION AND VOLUNTEER SATISFACTION IN CONSERVATION PROGRAMS

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ABSTRACT

The Relationship between Motivation and Volunteer Satisfaction in Conservation Programs

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Conservation leisure service organizations are relying more heavily on volunteers to sustain their services and protect natural resources (Strigas, 2006). However, research focusing on volunteer vacationers, those who spend money to volunteer, is still in its infancy. Drawing on functional theorizing (Bruyer & Rappe, 2007; Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998; Houle, Sagarin, & Kaplan, 2005; Katz, 1960; Smith, Bruner, & White, 1956), this study explored volunteer vacationers' motivations and the relationships between motivations to volunteer, satisfaction with the volunteer vacation experience, and inclinations to volunteer in the future (in both local and non-local settings). The study participants were 130 episodic volunteer vacationers from the American Hiking Society over the summer and fall of 2012. The results of the study revealed that all motivations items in the "user," "reflection/enhancement," "helping the environment," and "learning" categories (factors) were significantly related to inclination to volunteer in the future while "chance to be outdoors" in the "user" category was the highest rated point of satisfaction among volunteers. Additionally, volunteers' satisfaction with "feeling useful," a factor in the "reflection/enhancement" category, was the strongest predictor of intention to volunteer over the long-term in both local and non-local settings. Although only nine of 24 motivations had significant (though only fair or weak) relationships with overall satisfaction, when those same 24 motivations were correlated with participants' desire to volunteer in their hometown, 19 relationships were significant. The results of the study suggest that conservation programs that consider motivations of their constituents, as well as their level of satisfaction with their experience, can enhance volunteer recruitment strategies and effectively retain volunteer commitments.

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CHAPTER 1

INTRODUCTION

The United States has seen growing interest related to volunteerism in leisure activities (Bruyere & Rappe, 2007; Bushway, Dickinson, Stedman, Wagenet, & Weinstein, 2011; Measham & Barnett, 2008). According to Strigas (2006), conservation leisure service organizations are relying more heavily on volunteers to sustain their services and protect natural resources. Even our National Parks are facing "permanent reductions of personnel and budget" (Bremer & Graeff, 2007, p. 492). However, the number of volunteers willing to perform such tasks as rehabilitating natural habitats, building trails, and restoring ecosystems (e.g., removing invasive flora) is growing (Ryan, Kaplan, & Grese, 2001). According to Clary (2004), given the enormous contribution of volunteers, a greater understanding of volunteer motivations is imperative in order for conservation organizations to develop effective volunteer recruitment and retention strategies. Moreover, research on conservation volunteer motivations can create a better measure of motivations affecting individuals' satisfaction with the volunteer experience and intention to volunteer in future conservation activities (Yeung, 2004). Clary, Ridge, Stukas, Snyder, Copeland, Haugen, and Miene (1998) believe that it may be productive to inquire about the motivations that prompt individuals to seek out volunteer opportunities, to commit themselves to helping, and to sustain their involvement in volunteerism over an extended period.

This study sought to identify the primary motivations that drive conservation volunteer vacationers to undertake such endeavors during their leisure time. Other factors of this study include: (a) environmental behaviors, (b) level of satisfaction with the volunteer vacation program (c) respondents' desire to volunteer again with the organization in this study, and (d) how both motivational factors and overall satisfaction relate to volunteers' intention to continue doing conservation volunteer work in their local communities.

This line of inquiry draws on Clary and Snyder's (1999) research that explored the role of motivation in the processes of volunteerism, especially decisions about initially becoming a volunteer and decisions about volunteer retention. Building on Clary and Snyder's work, Ryan et al. (2001) studied the relationship between environmental volunteer motivations and the effect that volunteering has on environmental attitudes and behaviors. These researchers found that volunteer motivations centered on particular themes of helping the environment, learning, project organization, social, and reflection. Further analysis revealed that tangible factors, such as helping the environment and learning, were ranked the highest and "unique to environmental stewardship" programs (Ryan et al., p. 637). Building on the research of Ryan et al. (2001), Bruyere and Rappe (2007) explored motivations for environmental volunteering. Their study identified and assessed motivations of volunteers within the conservation and natural resources arena. The results suggested that there are many volunteer motivations, although "helping the environment" clearly emerged as most important.

Overall, studies with a focus on motivations for volunteering as a form of leisure are limited. Furthermore, there has been little known research that has focused on

volunteer vacations, what motivates people to get involved with an organization, and what factors boost retention rates (Bruyere & Rappe, 2007; Holmes, Smith, & Baum, 2010; Lockstone-Binney et al., 2010).

Since studies with a focus on volunteers' motivations are limited, a comprehensive understanding of what factors attract and retain volunteers is lacking. Given the immense contribution of volunteers in the field of conservation, a greater understanding of volunteer motivations is imperative in order for conservation-based agencies and organizations to develop effective volunteer recruitment and retention strategies. Furthermore, outdoor recreation and conservation groups such as the American Hiking Society provide volunteer vacations in which people pay hundreds of dollars to spend a week volunteering on America's public lands, often far away from their homes. "The investment of time and money for such volunteers is substantial," (Bruyere & Rappe, 2007, p. 505) yet there is minimal research exploring those volunteers' motivations. Organizations need to consider volunteer motivations when developing programs in order to provide these unpaid workers with an experience that meets their needs. By developing programs with volunteers' motivations in mind, organizations will better be able to recruit and retain volunteers within their organizations (Bruyere & Rappe, 2007).

Statement of the Problem

The primary purpose of this study was to describe the motivations and environmental behaviors of volunteer vacationers and to determine the relationships between their motivations for volunteering and their satisfaction with the volunteer vacation experience. The secondary purpose of this study was to understand volunteer vacationers' willingness to volunteer again with the sponsoring organization and for environmental projects in their local communities.

Objectives

The objectives of this study were to discover the following:

1. To describe factors that motivate people to become volunteer vacationers.
2. To describe participants' pro-environmental behaviors.
3. To describe the relationships between motivations to volunteer and satisfactions with the volunteer experience.
4. To describe the relationships between motivations to volunteer, satisfaction with the volunteer vacation experience and, inclinations to volunteer in the future (in both local and non-local contexts).

Hypotheses

H1. There is a correlation between motivation factors and satisfaction items for the volunteer vacation experience.

H2. There is a relationship between motivation factors and overall satisfaction with the volunteer vacation experience.

H3. There is a relationship between motivation factors and individuals' inclination to volunteer again in their hometown.

H4. **There is a relationship between measures of general satisfaction with the volunteer vacation experience and participants' desire to volunteer locally.**

Significance of the Problem

This research will help conservation groups better meet their organizational goals through better management and retention of their volunteers. The knowledge obtained can also further inform marketing and recruitment strategies. Moreover, this research is important for two reasons: First, an individual's volunteer motivation reflects the personal and social gains served by volunteering. Second, the research area of volunteer motivation reflects and explores the sociological notion of future commitment and participation. Therefore, according to Yeung (2004), identifying specific volunteer motivations for volunteer vacations may provide not only theoretical, but also practical contributions for volunteerism in leisure.

Limitations of the Study

This study was limited in the following ways:

1. The scope of this study was delimited to a single organization.
2. The study was limited by participants' willingness to respond to questions.
3. The instrument included closed-ended (i.e., not open-ended) questions. Such questions could have been interpreted differently than intended.
4. Time constraints of participants to complete the questionnaire were limited given the short, weeklong duration of the volunteer vacations. Having additional time to consider all possible answers for the questions on the questionnaire could have affected their responses.
5. Overall, since volunteer vacations are episodic, participants who occasionally volunteer (several times a year) may not represent the full spectrum of conservation volunteer commitment and satisfaction (generalizability).

Assumptions of the Research

The investigation is based on the assumptions that:

1. Respondents will respond honestly to the instrument used in this study.
2. Respondents are capable of recalling what motivated them to attend a volunteer vacation.

Definition of Key Terms

Commitment: Is characterized by a tendency toward deep involvement in, rather than detachment from, leisure behaviors (Babka, 2003; Weissinger & Bandalos, 1995).

Motivations: Internal factors that stem from a desire to achieve particular outcomes or benefits (Iso-Ahola, 1999; Lee, Scott, & Moore, 2002; Manfredo, Driver, & Tarrant 1996). In this study, motivation measurements were derived from a tool measuring six categories of motivations (Ryan, Kaplan, & Grese, 2001) utilized in many other volunteer studies.

Volunteering: Pro-social behavior, done by one's free will, without substantial tangible rewards (e.g., salary) (Measham & Barnett, 2008); "Volunteering is about choice, so the most basic tenet of any volunteering definition is that it is done of one's own free will" (Bushway et al., 2011, p. 190).

Volunteer Vacations: Nonpaid working holiday for the purpose of volunteering to worthy causes (Tomazos & Butler, 2009).

Leisure Satisfaction: Leisure satisfaction is defined as the positive perceptions or feelings, which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations. This positive feeling of contentment results from the satisfaction of felt or unfelt needs of the individual. (Beard & Ragheb, 1980, p. 22). In this study, a satisfaction-assessment instrument used by Clary and Snyder (1999) was integrated with additional items that addressed environmental motivations used in studies by Ryan, Kaplan, and Grese (2001) and Bruyere & Rappe

(2007).

Environmental Concern: "Awareness of environmental problems…commitment to the protection of valued recreation sites, and an esthetic taste for nature which fosters generalized opposition to environmental degradation" (Dunlap & Heffernan, 1975, p. 18). In this study, the General Responsible Environmental Behavior scale (Maloney, Ward, & Braucht, 1975) measured environmental concern.

Functional Approach: Successful volunteer recruitment, satisfaction, and retention are tied to the ability of the volunteer experience to fulfill the volunteer's motives (Clary et al., 1999).

CHAPTER 2

REVIEW OF LITERATURE

The literature review of this study was intended to provide some contextual background for the research. Since relatively little study on conservation volunteer motivations has been conducted to date, a review of research in other disciplines is used to inform the discussion on which factors are of greatest importance for attracting and retaining volunteers. Given the enormous contribution of volunteers in the area of conservation, it is imperative to understand volunteer trends and motivations and to provide a theoretical understanding for exploring motivations that affect an individual's volunteer experience and intention to volunteer in the future. This literature review highlighted the spectrum of volunteer motivations and compared theoretical frameworks and past research that underlie volunteerism. Gaps in the research, within the conservation sphere, were identified.

Volunteerism

In uncertain economic times and with strained budgets, conservation agencies and organizations rely more heavily on volunteers to sustain their services and protect natural resources (Strigas, 2006). According to Ryan et al. (2001), conservation groups depend on volunteers to perform such tasks as rehabilitating natural habitats, building trails, and restoring ecosystems by removing invasive flora. For example, in fiscal year 2002, the

Forest Service relied on over 115,000 volunteers to provide the full-time equivalent of almost 8,500 persons to sustain the quantity and quality of their services (Jenson & Guthrie, 2006). Ross (1997) "estimated that over 5,600 volunteers dedicated almost 57,000 hours to cleaning or maintaining more than 67,000 acres of natural area" for the Nature Conservancy's Volunteer Stewardship Network in Illinois in 1996 (as cited in Ryan et al., 2001, p. 629). However, since volunteering does not result in a salary or other "direct personal tangible gains," organizations must find ways to attract and maintain volunteers (Millette & Gagne, 2008, p. 11). Therefore, research concerning the recruitment and retention of volunteers, especially for conservation and outdoor-based organizations, is necessary (Bruyere & Rappe, 2007; Millette & Gagne, 2008).

Volunteer Vacations

Historically, volunteering was understood as a sustained commitment to the same organization—similar to a long-term working relationship between employer and employee (Lockstone-Binney et al., 2010). However, current demographic and social changes have increased competition for volunteers' time and commitment and, thus, contributed to the rise of episodic and flexible opportunities (Lockstone-Binney et al.; Brudney, 2005). "Episodic volunteering, for example, offers temporal, demand-driven opportunities where the commitment required of volunteers is on a one-off basis or for a specific period of time" (Lockstone-Binney et al., p. 436). A form of episodic volunteering is the volunteer vacation. Volunteer vacations are demand driven and for specific durations of time although, like more traditional forms of volunteering, volunteers may choose to volunteer again for the same organization (Brodeur & Cnaan,

2006; Bryen & Madden, 2006; Lockstone-Binney et al; Macduff, 2005).

Various organizations offer a wide spectrum of volunteer vacation opportunities. Volunteer vacations vary from tour operators to non-profit organizations and destinations that can range from a local to a global reach. According to Brown (2005), volunteer vacation opportunities can cost from $100 and under to $3000 and above, with project lengths from under one week to six months or more. While summer appears to be the most predominant travel season, there are packages and programs provided throughout the year. The nature of volunteer vacation offerings appears to be closely aligned with the organizations' respective missions. Therefore, types of projects offered for volunteers include agriculture, archaeology, community development, conservation, construction, education and teaching, environmental protection and research, technical assistance, and historic preservation.

The growth of volunteer vacations since 1999 has reflected overall national volunteer trends. According to the Bureau of Labor Statistics report on volunteering in the United States (2012), about 64.5 million people volunteered through or for an organization at least once between September 2011 and September 2012. Most of that growth has been in short-term and episodic giving opportunities, including volunteer vacations. Yet, despite the growing popularity of volunteer vacations, there is limited research on what motivates those who travel to volunteer (Bruyere & Rappe, 2007, p. 505). Additionally, according to Marks and Jones (2004), factors that differentially influence this type of participation have not been well-researched. However, according to Coghlan and Gooch (2011), there has been an emerging focus on the critical analysis of volunteer vacationers and motivations.

Past Research

Although some research on conservation volunteer motivations exists, it is not comprehensive, especially in comparison to research conducted in other social science and human engagement fields (Deery, Jago, & Shawal, 1997; Esmond & Dunlop, 2004; Lapham, 1990; Lockstone-Binney et al., 2010; Pearce, 1993). In fact, "the study of volunteers in leisure has, to date, been somewhat fragmented, focused around the various subfields in which leisure can take place: tourism, sports and events" (Lockstone-Binney et al., p. 436). The benefit of these studies is that each contributes a different methodology and insight into volunteering.

Historically, research on volunteer motivations from the 1960s to 1980s had "been predominantly descriptive and was neither consistent nor systematic in nature" (Esmond & Dunlop, 2004, p. 13). As research became more methodical in the mid-1980s, it began to focus on factors that motivate volunteers. However, according to Esmond and Dunlop, studies had not considered the interrelationships between various motivations.

In the early 1990s, Cnaan and Goldberg-Glen (1991), using a Motivation to Volunteer scale (MVS) to study volunteers in human services, concluded that volunteers have both altruistic and egoistic motivations for volunteering. Their research concluded that a combination of motives is part of the complete volunteer experience. As part of their study, the researchers reviewed 27 studies on volunteer motivation and collected additional quantitative data from a sample of 248 volunteers and 104 non-volunteers. Although the authors had anticipated two or more category models of motivations to volunteer, the data analysis supported a 22-item unidimensional scale. The items comprising the MVS reflect both altruistic and egoistic motivations, suggesting that

volunteers not only desire to help the organization for which they volunteer, but also expect some type of personal reward from their activity. Another, more recent study has reported a link between motivation, satisfaction, and the volunteers' experience.

Farrell, Johnston, and Twynam (1998) investigated attributes of satisfaction and motivation for volunteers at an elite sporting competition. A survey of 300 episodic volunteers was undertaken immediately following the Scott Tournament of Hearts, the Canadian Women's Curling Championship, held in Thunder Bay in March 1996. The 28-item Special Event Volunteer Motivation Scale was used to measure the level of satisfaction with the general volunteer experience and with specific aspects of the administrative and managerial conditions. This study found that if volunteers' motivational needs were being satisfied (i.e., through event organization), then the volunteers would likely offer their time again. Subsequent research has confirmed this model. According to Khalil (2004), an altruistic act is done for one's future benefit. What motivates a person to volunteer are the tangible and perceived benefits he or she may gain. Therefore, a person volunteers only when motivated by the perceived satisfaction and benefits.

The importance of fulfilling volunteer motivations can further be explained by the Self-Determination Theory (SDT) (Deci & Ryan, 1985b; Ryan & Deci, 2000). This theory, which originated over 30 years ago, has been primarily applied to sport and exercise studies (Van Lange, Kruglanski, & Higgins, 2011). According Leal, Miranda, and Carmo (2012), the Self Determination Theory indicates types of motivation, which vary "according to the internalization of external rules of behavior" (p. 162). Based on this theory, volunteers' satisfaction with their experience may lead to a long-term

commitment at that organization. Haivas, Hofmans, and Pepermans (2013), looked into volunteer motivations and turnover intention while drawing on the Self-Determination Theory. The results of their study of 349 Romanian volunteers indicated a positive link between volunteers' motivation and work engagement.

As hypothesized, turnover intention was directly influenced by the degree of satisfaction with the volunteers' experience. Although viable theoretical approaches to volunteerism such as Motivation to Volunteer scale and the Self-Determination Theory exist, the functional approach has been proved the most reliable in studying environmental volunteer motivations.

Functional Approach

The functional approach has been used in both psychological and ecological disciplines. According to Houle, Sagarin and Kaplan (2005), the functional approach was derived from the theories on attitudes by social researchers Katz (1960) and Smith, Bruner and White (1956). Although it has most recently been used to understand volunteer motivations, its fundamental intent was "concerned with the reasons and purposes that underlie and generate psychological phenomena—the personal and social needs, plans, goals, and functions being served by people's beliefs and their actions" (p. 123). The functional approach proposes that, "while people may perform the same actions (e.g. volunteering for an agency), they may be motivated by different psychological functions" (Bruyer & Rappe, 2007, p. 506). Essentially, the impetus for volunteering varies from person to person. Several studies have tried to understand these personal drives while utilizing the functional approach.

Clary, Snyder, Ridge, Copeland, Stukas, Haugen, and Miene (1998) emphasized a functional analysis of volunteerism to understand the underlying motivational processes. Their research suggests that participation in an activity (as well as the continuation of that participation) depends on whether an activity fits with the volunteers' personal needs and objectives of a program (Clary & Snyder, 1999). "For example, someone who volunteers for social motivations would want to have an opportunity for interaction and camaraderie with others during the volunteer experience" (Bruyer & Rappe, 2007, p. 506).

After analyzing the findings from diverse empirical research on volunteer motivations, Clary and Snyder (1999) identified a set of six personal and social functions or motivations served through volunteering these functions were:

> (i) Values (The individual volunteers in order to express or act on important values like humanitarianism);
>
> (ii) Understanding (The volunteer is seeking to learn more about the world or exercise skills that are often unused);
>
> (iii) Enhancement (One can grow and develop psychologically through volunteer activities);
>
> (iv) Career (The volunteer has the goal of gaining career-related experience through volunteering);
>
> (v) Social (Volunteering allows an individual to strengthen his or her social relationships); and,
>
> (vi) Protective (The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems) (Clary & Snyder, p. 156).

These six functions resulted in the development of the Volunteer Functions Inventory (VFI). "Although solely based on self-reporting by volunteers themselves, the VFI is one of the few measures of volunteer motivation to undergo extensive testing" (Esmond & Dunlop, 2004, p. 15). Clary and Snyder (1999) point out that even with a diversity of samples, the VFI has a high degree of internal consistency. Additionally, the development of the VFI has been used to assess motivational functions, the role of motivation in the processes of volunteerism, decisions about becoming a volunteer in the first place and decisions about volunteer retention.

Utilizing the functional approach, which looks at satisfying various psychological needs, Clary, Snyder and their colleagues have provided an array of studies based on the VFI as it relates to motivations for volunteering for over a decade. Much of the subsequent research into environmental volunteer motivations has either integrated or used the VFI scale to study and assess the motivations of environmental volunteers.

Environmental Research

Based on the analysis of Clary and Snyder (1999) using functional theorizing, Ryan, Kaplan and Grese (2001) studied the relationship between environmental volunteer motivations and the effects that volunteering has on environmental attitudes and behaviors. The researchers collected data from 148 long-term volunteers, from three Michigan-based environmental stewardship programs, using a four-page mixed survey comprised of closed and open-ended questions. "The first few questions, in an open-ended format, concerned the respondent's volunteer activities: when they began to volunteer; frequency of participation; involvement in other groups; and reason for

dropping out of any volunteer programmes" (Ryan et al., p. 634). The remaining questions centered on "motivations for continued participation," "change in environmental outlook," "attachment to natural areas," "expertise," "level of activity," and "commitment" (Ryan et al., pp. 634-635). Demographic variables such as age, gender, and distance to the volunteer site from their homes were also collected. Ryan et al., (2001) found that volunteer motivations centered on particular themes such as "helping the environment," "learning," "project organization," "social," and "reflection." Further analysis revealed that tangible factors such as "helping the environment" and "learning" were ranked the highest and were "unique to environmental stewardship" (Ryan et al., p. 637). The researchers also discovered that "volunteers are transformed in their outlook toward the environment, becoming more likely to landscape with native plants, more apt to want to protect natural areas and more attached to local natural areas" after participating in environmental volunteering (Ryan et al., p. 644).

A study that built on Ryan et al.'s (2001) work was Bruyere and Rappe's (2007) research identifying volunteer motivations. The researchers surveyed volunteers from six conservation and natural resource organizations to determine which factors motivate volunteers in environmental organizations. They concluded that there are several motivating factors for environmental volunteering. However, "helping the environment" arose as the most important theme (Bruyere & Rappe, p. 503). The other motivating factors matched past research findings. "Motivations such as 'social,' 'values and esteem,' and 'career' were previously identified by Clary et al., (1996); and 'learning,' 'help the environment,' 'project organization,' and 'social' were also each identified in Ryan et al.'s, (2001) work" (Bruyere & Rappe, 2007, p. 512). This finding was validated

by Campbell and Smith (2006), who looked into the underlying values of volunteers working in sea turtle conservation. The researchers found that "conservation" was the main motivating factor. Although a "user" motivation (the "user" motivation captures the idea that people volunteer to work in an area that the volunteer wants to enjoy) revealed in Bruyere and Rappe's (2007) study was not previously addressed in related research.

Building on the earlier research, Measham, and Barnett (2008) conducted a pilot study, based on a set of six broad motivations underpinning environmental volunteers, in which they interviewed volunteers and their coordinators from environmental groups in Sydney and the Bass Coast of Australia. Their data supported the social aspect of volunteering, in particular meeting new people and giving a volunteer a sense of engaging in the environment in a meaningful way. Drawing on the literature from other sectors and environmental volunteering where available, Measham and Barnett presented a set of six broad categories underpinning environmental volunteer motivations The six motivations are: "contributing to community," "social interaction," "personal development," "learning about the environment," " a general ethic of care for the environment," and "an attachment to a particular place" (Measham & Barnett, p. 540). Overall, their research has shown that programs that allow their volunteers to pursue their motivations, increase social contact, and feel like they are contributing to the environment in some way retain volunteers over the long-term.

Houle, Sagarin, and Kaplan (2005) reported that when volunteers perceive that their motivations for volunteering are matched with the benefits they gain, the outcome for volunteering is satisfying. The opportunity to match volunteer motivations with

certain tasks contributes to positive outcomes. This information is critical because volunteers have become valuable assets to many areas of society. In particular, the environmental field relies heavily on volunteers because a large number of individuals are often necessary for maintaining and providing services, which often lack the funding or personnel to be sustainable. For example, many public land agencies capitalize on the services of volunteers to maintain trails and aid in spreading environmental stewardship messages to the public.

Environmental Volunteer Demographics

Overall, there is a lack of information in relation to which particular segment of the population is most likely to volunteer for an environmental cause. For example, according to Chen, Peterson, Hull, Lu, Graise, Hong, and Liu (2011), previous environmental studies suggest that being highly educated younger female increases the odds of participating in volunteer efforts. However, according to Smith (1994), research indicates that older females, versus younger females, with higher levels of education, higher incomes, and who are married, are more likely to participate in non-environmental volunteer efforts. While few differences are found between environmental volunteers and non-environmental volunteers in terms of demographic characteristics, significant attitudinal and behavioral differences are identified. Overall, "theories have focused on determinants of voluntary activity in itself, rather than on factors that differentially influence occasional and consistent participation" (Marks & Jones, 2004, p. 309). Ryan et al.'s (2001) findings point to the importance motivations have in an individual's desire to

engage in environmental volunteering especially since volunteers are not driven by financial gains.

Volunteerism and Pro-environmental Behaviors

According to Teisl and O'Brien (2003), research on the subject of outdoor participation and environmentalism has been conducted since the mid-1970s. The studies have mostly used two hypotheses from Dunlap and Heffernan (1975). The first hypothesis is that there is a positive relationship between environmentalism and participating in outdoor activities. The second is that pro-environmental attitudes and behaviors are dependent on participation in a particular type of outdoor activity (Teisl & O'Brien).

Current research has offered mixed conclusions about the influence of participating in outdoor activities such as conservation volunteerism on pro-environmental behavior (Bright & Porter, 2001; Thapa & Graefe, 2003). In fact, many aspects specific to outdoor participation and pro-environmental attitudes and behaviors are not definitive (Oh & Ditton, 2008). However, according to Burgin and Maheshwari (2010), participants in natural spaces tend to display more pro-environmental attributes. According to Chawla (1999), research has shown that environmentalism can be attributed to time spent outdoors in natural areas. On the other hand, Bright and Porter suggest that previous research supports the hypothesis that there is a weak link between outdoor participation and environmentalism.

A number of measuring scales have been developed to measure environmental knowledge, attitudes, and behavior. Maloney, Ward, and Braucht's (1975) General Responsible Environmental Behavior (GREB) scale defines environmentalism in terms of attitudes and commitment to ecological issues. In particular, the scale is as a tool that measures environmental concern and professed commitment, as it relates to pro-environmental behavior. Wiegel and Wiegel (1978) have tested and endorsed the reliability and validity of the GREB scale, a 16-item Likert-scale assessing respondents' concerns about conservation and pollution issues. Another scale developed by Dunlap and Van Liere (1978) measures environmental concern. This instrument, the New Environmental Paradigm (NEP) Scale, has been used on a wide variety of settings and has seen "varying success" (Lalonde & Jackson, 2002, p. 28). However, unlike the GREB scale, it does not identify an individual's past view of the environment.

In addition to the General Responsible Environmental Behavior and the New Environmental Paradigm scales, Thapa (2010) used the Environmental Concern, Roper Scale, Awareness of Consequences, and a modified version of the Forest Values scale to explore the influence of outdoor recreation participation on environmental attitudes and behaviors. This combination of scales is good for indicating which outdoor recreation activities influence environmental beliefs (e.g., bird watching versus snowmobiling). According to Clark and Leung (2007), results from these studies showed that participants whose beliefs leaned more towards a pro-environmental stance tended to have middle to higher incomes and were more likely to be under the age of 44 and Caucasian, Asian/Pacific Islander or American Indian.

Summary

Conservation-based volunteer vacations differ from activities offered by many other volunteer vacations in that they give volunteers the opportunity to see improvements to the environment that are the direct result of their work. Based on prior conservation volunteering research, volunteers may also be drawn to the social benefits provided by participation in stewardship activities.

Considering different environmental motivations form various theoretical perspectives and disciplines, it seems likely that people's environmental views are dependent on personal and social characteristics. However, additional research needs to explore the relationships between conservation volunteering, motivations and environmental behaviors.

Despite all of these limitations, the Functional Theory and Volunteer Functions Inventory methodological approach for studying volunteerism has been repeatedly tested and exhibits the most reliability for measuring environmental motivations. However, a major drawback of the original VFI is a lack of motivations for benefiting the environment. To address this issue, environmental factors have been researched in more recent studies by Bruyere and Rapp (2008) and Measham and Barnett (2010). Drawing on functional theorizing and past environmental motivation research, this study explored volunteer vacationers' motivations as well as the effect that volunteer satisfaction has on participants' desire to continue to volunteer on a conservation program.

CHAPTER 3

RESEARCH METHODOLOGY

With conservation leisure service organizations relying more heavily on volunteers, further research exploring volunteer vacationers' motivations, as well as the effect that volunteer satisfaction has on participants' desire to continue to volunteer, was needed. This study utilized 130 volunteer vacationers from the American Hiking Society over the summer and fall of 2012. Drawing on functional theorizing, the aim of this research was to understand which factors motivate people to become volunteer vacationers, to measure the strength of participants' environmental commitments (i.e. behaviors), to garner insight into the relationships between motivations to volunteer and satisfactions with the volunteer experience, and to describe the relationships between motivations to volunteer and inclinations to volunteer in the future (in both local and non-local contexts). This chapter describes the study design, the subjects, the instrumentation, the collection of data, and the treatment of the data.

The Study Design

This study sought to describe volunteer vacationers' motivations and pro-environmental behaviors, to correlate their motivations with their satisfactions with their experience, and to correlate their motivations and/or satisfactions with their inclination toward future volunteering efforts. Participants (N = 130) in 22 different weeklong

American Hiking Society Volunteer Vacations during the summer of 2012 had the option to complete two questionnaires. The pretest (first-day survey) asked them to reflect back on their motivations for signing up for their volunteer vacation and also measured their engagement in pro-environmental behaviors. The posttest (last-day survey) measured respondents' satisfaction with their weeklong volunteer experience, generally and in relation to motivations, and their intentions to volunteer in the future.

The questionnaires had no place for participants' names, which along with other procedures assured the confidentiality of participants' responses. This study, including the instruments and data collection procedures, was reviewed and approved by the SUNY Cortland Institutional Review Board before questionnaires were distributed to respondents.

Selection of Subjects

The theoretical population for this study would be all environmental volunteer vacationers. However, this study used an accessible population of volunteers with the American Hiking Society to gather information. The participant sample came from 22 out of 22 groups participating in the American Hiking Society Volunteer Vacation groups during the summer and fall of 2012. The total sample size of AHS Volunteer Vacationers during that timeframe was 146 adults and youths. However, in this study, younger participants (those under age 18), were excluded from analysis due to the lack of parental consent and the understanding that they may not have freely chosen to participate. Therefore, the accepted sample was 130 participants.

Instrumentation

Data were collected using surveys at the beginning and end of the volunteer vacation. The first-day survey (Appendix A) was designed to measure and describe (1) participants' motivations for volunteering, (2) engagement in responsible environmental behaviors, (3) volunteer efforts for environmental and non-environmental organizations over the past three years, (4) American Hiking Society volunteer participation history, and (5) basic demographic characteristics. The last-day survey (Appendix B) assessed their satisfaction with the volunteer-vacation experience—in particular, if the participants' motivations were satisfied, if they would participate in a future American Hiking Society Volunteer Vacation, if they would volunteer with a local organization in their hometown and, if they would recommend the AHS program to a friend who is interested in volunteer work. Both survey instruments were derived from models deemed most suitable for the purposes of this study as will be explained in the paragraphs that follow.

First-day Survey Instrument

The first section of the first-day instrument included 24 items assessing volunteer motivation that was adapted from the work of Bruyere and Rappe (2007). As detailed in Chapter 2, this instrument built on and adapted the pioneering work of Clary and Snyder (1999) in an attempt to better address the topic of volunteers in environmental-related settings. The Bruyere and Rappe (2007) instrument rated the importance of 37 statements that represented a volunteer's motivation to certain questions such as desire to

"meet new people" and "learn about specific plants" on a seven-point Likert scale. The questions were organized into seven categories ("helping the environment," "career," "user," "learn," "social," "project organization," and "values and esteem"). Several other studies (Miles, Sullivan, & Kuo, 1998; Schroeder, 2000) support the use of these categories by identifying specific motivations that attract volunteers to environmental-related volunteer work. Schroeder (2000), for example, revealed that enhancing, helping, and learning about the environment are motivators for ecological volunteers. Therefore, for this study, seven categories were also chosen. The first was project organization – an opportunity to be part of a program that is well organized and makes good use of the volunteers' time. This includes working with a good leader and knowing what is expected from the volunteer during their service. Also, projects need to be well organized and volunteers need to have a voice in project making decisions. The second was learning – opportunity to enhance volunteers' knowledge. This includes learning new things, including about plants and animals, and nature observation. The third was social – opportunities for volunteers to create new friendships and/or sustain existing relationships. This includes meeting new people, having fun, and/or spending times with friends or family. The fourth was career – opportunities for volunteers to enhance career prospects. This includes helping them to succeed in their chosen profession, improving their resume and making new business contacts. The fifth was helping the environment – providing a volunteer the opportunity to improve natural areas. This can mean participating in activities that volunteers perceive as protecting natural areas from disappearing, seeing improvements in the environment, and having the feeling that they are making a difference. The sixth was reflection/enhancement – opportunities for

personal growth and development. This provides a volunteer with the feeling of being needed and doing something useful. It also includes an opportunity for personal reflection and provides peace of mind. The seventh and final motivation category was user (i.e., opportunities for people to volunteer to work in an area that they want to enjoy). For non-local conservation volunteer opportunities, this includes a chance to be outdoors, seeing new parts of the country, doing something physical, and occupying volunteers' free time. The response format for the scale was a 5-point Likert scale ranging from (1) not at all important to (5) extremely important. Items were presented randomly (i.e., not grouped by factor).

The second section of the first-day survey included items that identified the volunteers' general environmental behaviors. For this, Maloney, Ward and Braucht's (1975) General Responsible Environmental Behavior (GREB) scale was used. The scale consisted of 16 items and measured what commitments respondents were willing to make and what commitments they currently make. According to Kaiser, Doka, Hofstetter, and Ranney (2003), the scale is an accurate measure of overall ecological behavior. Items for the scale were presented in a true/false format. "False" responses to negatively worded items were recoded as "True" (or a "pro-environmental response). Overall, the General Responsible Environmental Behaviors scale "focuses more on the question of when attitudes predict behavior rather than if attitudes predict behavior" (Todd, ND).

The third section of the first-day survey asked the volunteers to state the frequency of their past environmental and/or non-environmental volunteer efforts. Respondents were presented with the two questions and asked to rank them on a scale that ranged from 1 (have not volunteered), 2 (volunteer sporadically, depending on

activity), 3 (volunteer sporadically, depending on time), to 4 (volunteer on a regular basis).

The fourth section of the questionnaire was used to get a snapshot of volunteers' efforts at the American Hiking Society (AHS). Respondents were asked if they had participated in an AHS Volunteer Vacation previously, and if so, how many times.

Finally, the survey included five questions assessing basic demographic data (sex, age, ethnicity, level of education, employment status, and income). These questions were included in order to develop descriptive profile of respondents.

Last-day Survey Instrument

The last-day survey of volunteer vacationers consisted of three sections (see Appendix B). The first section included items assessing 24 outcomes or points of satisfaction with the volunteer vacation experience. These 24 satisfaction outcomes corresponded with the motivation factors and associated items addressed on the first-day survey, and simply asked that the volunteers indicate their level of satisfaction with each outcome. The response format was a 5-point Likert scale ranging from not at all satisfied (1) to very satisfied (5). Respondents were also provided with a 'not applicable' option for items that they deemed as not important reasons for volunteering.

The second section included four items that elicited respondents' satisfaction with their volunteer experience: (1) whether overall, they were satisfied with their volunteer vacation experience, (2) whether they plan to volunteer again with the American Hiking Society, (3) whether they would recommend the AHS volunteer vacation program to a friend, and (4) whether they plan to volunteer with an environmental group in their

hometown. The response format for the scale was a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Finally, the questionnaire included two questions assessing basic demographic questions (sex and age). These questions were included in order to help with matching the first-day and last-day questionnaires.

Overall, the purpose of using this instrumentation was to describe the motivations and environmental behaviors of volunteer vacationers, and to determine the relationships between their motivations for volunteering and their satisfaction with the volunteer vacation experience. Additionally, the purpose of using such instrumentation was to understand volunteer vacationers' desires to volunteer again in both local and non-local contexts.

Data Collection Procedures

This study involved 22 different volunteer vacation groups serving throughout the United States and the U.S. Virgin Islands during the summer of 2012, but the same general protocol (see Appendix C) was used for all. Each volunteer group consisted of 6-15 volunteers accompanied by a crew leader. Each participant spent one week working on a trail-building project. Participants in volunteer vacations were invited to participate in a survey on the first and last days of their weeklong experience. To maximize participation and avoid recall problems associated with mail-back surveys, the questionnaires were brief and done on location. On the first day of the volunteer experience, participants were asked to complete the questionnaire administered by their crew leader. Prior to being given the survey, the purpose of the study was presented, and

the participants were asked to complete the survey as honestly as possible. The crew leader communicated that participation was optional and that those who preferred not to participate could simply return the survey to the large envelope prepared for collection at any point after the survey had begun. All results were anonymous. Those who opted to participate were asked to place their completed questionnaire in the same envelope. The same process was repeated on the last day of the volunteer vacation when the volunteer satisfaction questionnaire was administered.

Treatment of the Data

All data were analyzed using SPSS 18.0 and 20.0. Various descriptive statistics (i.e., frequency distributions, means, standard deviations, and others) were run as appropriate. Principal component factor analysis was done on the 24 motivation items. Principal component analysis identifies orthogonal components to represent total variance in data. It transforms a set of correlated variables into a set of uncorrelated hypothetical composite variables. This divides variables into subgroups that contrast with each other to reveal associations that might go undetected otherwise (Holcomb, 2006, p.107). Internal consistency of scales (Cronbach's alpha) was determined for reliability of results. Pearson product-moment correlations were used to measure the relationships associated with the four hypotheses. Significance was assessed using two-tailed tests at the .05 level.

CHAPTER 4

RESULTS

The purpose of this study was to describe the motivations and environmental behaviors of volunteer vacationers and to determine the relationships between their motivations and (a) their satisfaction with the volunteer vacation experience and (b) their willingness to volunteer again with the sponsoring organization and in environmental projects in their local communities. This chapter contains the results of the analysis of data collected from participants in the study. These results are presented in the following sections: (1) profile of subjects, (2) motivation, (3) environmental behavior, (4) satisfaction, (5) local volunteering, (6) factor analysis of motivation factors, and (7) hypothesis testing of a) the correlation between motivation and satisfaction factors for the volunteer vacation experience, b) the relationship between specific motivation factors and overall satisfaction with the volunteer vacation experience c) the relationship between specific motivation factors and individuals' inclination to volunteer in their hometown and, d) the relationship between overall satisfaction with the volunteer vacation experience and inclination to volunteer in their hometown.

Respondent Profile

This section of the study discusses the sample population used for data collection, and focuses on providing response rates, non-response issues, and sample population profile analysis. The information gathered was from an accessible sample of volunteer vacationers with the American Hiking Society over the summer and fall of 2012. Although there was a sample of 146 AHS volunteer vacationers, from 22 overall volunteer vacations, the usable sample for this study was 130. This count was determined by the number of participants who completed both the first- and last-day surveys and by those who were above 18 years of age during their volunteer vacation experience. That made for a response rate of 89%. Eleven percent of surveys were unusable because several participants did not fully fill out their surveys or did not comply with survey instructions. Out of the usable responses, 47% were from females and 53% from males.

Participants tended to be older, well educated, and moderately wealthy. As seen Table 4.1, over 53% were over 56 years old; 21.7% were 40 or under. As seen in Table 4.2, nearly one-half (45%) of respondents had received post graduate or professional degrees and 35% earned college degrees. Less than three percent of respondents had no post-secondary education. Almost half of respondents had an income above $75,000 (Table 4.3). Only 11.7% had incomes of $30,000 or less and 38.7% earned between $30,000 and $75,000. This sample was older and wealthier than most

volunteer groupings, and their higher levels of education were consistent with the tendencies of volunteers to have higher levels of education (Bureau of Labor Statistics, 2011; 2012).

Table 4.1

Frequency Distribution of Age Ranges

Age Range	Frequency	Percent
18-25	8	6.2
26-40	20	15.5
41-55	32	24.8
56-59	17	13.2
60-64	14	10.9
65-74	36	27.9
75 or older	2	1.6
Total	**129**	**100**

Missing Cases: 1

Table 4.2

Frequency Distribution of Levels of Education

Level of Education	Frequency	Percent
Less than high school	1	.8
High school graduate or equivalent	4	3.1
Some college or technical training beyond high school	21	16.3
College graduate	45	34.9
Post graduate or professional degree	58	45.0
Total	**129**	**100**

Missing cases: 1

Table 4.3

Frequency Distribution of Volunteers' Pre-Tax Income

Income Range	Frequency	Percent
Below $15,000	6	5.4
$15,000-$30,000	7	6.3
$30,001-$50,000	23	20.7
$50,001-$75,000	20	18.0
$75,001-$100,000	23	20.7
$100,001-$125,000	16	14.4
$125,001 or above	16	14.4
Total	**111**	**100.0**

Missing cases: 19

Like education levels, race and employment status were similar to national volunteer socio-demographics. This study's respondents were overwhelming white (91%), which among major race and ethnicity groups, continues to volunteer at the highest rate (BLS, 2012). In this study, 44% of respondents were employed/self-employed (full-time) and 37% were retired or not working. This was similar in proportion to all volunteers (nationally) participating in all types of volunteer activities (BLS, 2012).

Volunteer Efforts

To compare respondents' efforts focused on environmental programs, which are primarily concerned with conservation and environmental work such as ecological restoration, with their non-environmental volunteer efforts (e.g. youth mentoring, literacy advocacy, and medical fundraising), respondents were asked about their past volunteer work. As seen in Table 4.4, over 80% of respondents volunteered regularly (37%) or sporadically (44.9%) for non-environmental organizations. With environmental groups, they were more involved; over 90% volunteered regularly (33.1%) or sporadically (57.5%), as seen in Table 4.5. Of those volunteering sporadically, in both cases, the issue was more about "the time" than "the activity."

To get a snapshot of volunteers' efforts with the American Hiking Society (AHS), respondents were asked if they had participated in an AHS Volunteer Vacation previously. An overwhelming 81% had previously participated. Those who had participated in AHS Volunteer Vacations attended an average of five others (excluding

the one they were currently attending). For their current AHS Volunteer Vacation, volunteers traveled an average of 1,548 miles from their area of residence.

Table 4.4
Frequency of Non-Environmental Volunteer Efforts

Level of Volunteering	Frequency	Percent
Have not volunteered	12	9.4
Volunteer sporadically, depending on activity	33	26.0
Volunteer sporadically, depending on the time	40	31.5
Volunteer on a regular basis	42	33.1
Total	**127**	**100.0**

Missing cases: 3

Table 4.5
Frequency of Environmental Efforts

Level of Volunteering	Frequency	Percent
Have not volunteered	23	18.1
Volunteer sporadically, depending on activity	31	24.4
Volunteer sporadically, depending on the time	26	20.5
Volunteer on a regular basis	47	37.0
Total	**127**	**100.0**

Missing cases: 3

Motivation

The first-day survey (Appendix A) presented 24 possible motivations for volunteering which were rated on a scale from 1 (not at all important) to 5 (extremely important). Their responses are listed from highest to lowest in Table 4.6. Six variables received an average mean rating above 4.0 (Important). "Chance to be outdoors" was strongest with a mean of 4.45. This was followed by "seeing new parts of the country" with a mean of 4.41. These two motivations are classified under the "user" grouping, which captures the idea that people volunteer to work in an area that the volunteer wants to enjoy. The rest of the six highest rated motivations were "protecting natural areas from disappearing" (*M*=4.25), "doing something useful" (*M*=4.17), "having fun" (*M*=4.06), and an "opportunity to make a difference"(*M*=4.02). Six items were rated below 2.6 suggesting that they are limited motivational factors and did not solely drive people to volunteer for volunteer vacations. The three lowest rated items all came from the "career" category. Those limited motivational factors, and the middle 12 items, also appear in Table 4.6.

Table 4.6
Mean Scores of Motivation Items

	Descriptive Statistics			
Motivation Items	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Chance to be outdoors	130	4.45	.78	.06
Seeing new parts of the country	130	4.41	.81	.07
Protecting natural areas from disappearing	129	4.25	.85	.08
Feeling of doing something useful	130	4.17	.77	.07
Having fun	130	4.06	.87	.08
Opportunity to make a difference	130	4.02	.88	.08
Nature Observation	129	3.97	.94	.08
Seeing improvements to the environment	129	3.97	.92	.08
Meeting new people	129	3.81	.98	.09
Doing something physical	128	3.8	1.03	.09
Projects are well organized	129	3.78	.96	.09
Learning new things	129	3.74	1.01	.09
Feeling peace of mind	130	3.65	1.09	.10
Working with a good leader	128	3.6	1.09	.10
Knowing what is expected of me	130	3.23	1.18	.10
Learning about specific plants or animals	130	3.15	1.12	.10
Having a chance to reflect	130	3.06	1.15	.10
Feeling needed	128	3.05	1.22	.11
Being with family or friends	127	2.57	1.40	.12
Making decisions about projects	130	2.51	1.09	.10
Wanting to occupy my free time	129	2.36	1.29	.11
Making new business contacts	128	1.71	1.14	.10
Wanted to improve my resume	128	1.63	1.13	.10
Helping me succeed in my chosen profession	128	1.44	.99	.09

Factor Analysis of Motivation Factors

The findings from the factor analysis provided insight into why volunteer vacation participants initially engaged in conservation volunteer activities and sustained their efforts over time. AHS Volunteer Vacation respondents were asked to rate motivations using a 5-point Likert scale ranging from not at all important (1) to extremely important (5).

Beginning with a principal-components analysis (PCA), factors with Eigenvalues greater than 1.0 are highlighted below (Eigenvalues show the strength of correspondence between the various factors). As seen in Table 4.7, with little exception, "project," "career," "environment," and "user" factors loaded in their intended categories [as conceived by Clary et al., (1998); Ryan et al., (2001); and Bruyere & Rappe (2007], as grouped on p. 25 in Chapter 3. However, factors within the "social" and "learning" categories merged and "reflection" items were evenly distributed among the other categories. For example, "feeling needed" is an item in the "reflection" category. However, after factor analysis was run, it was loaded within the "project" category. Feeling needed is important component of why a person would want to join a project. Interestingly, a new category emerged. This new category labeled, "outdoors," mostly consists of items that were classified under the "environment" category in Bruyere and Rappe's (2007) study. This is a unique distinction since the "environment" category is almost exclusively protection based rather than simply having a volunteer want to spend time outside. As seen in Table 4.8a through 4.8f, the reliability of the emergent categories was tested. Reliability statistics show the Cronbach's alpha for each variable in the new

categories (note: Cronbach's alpha ranges from 0-1.00. The closer Cronbach's alpha is to 1.00, the more reliable the scale). Additionally, the Cronbach's alpha was computed to show the reliability of a category grouping if one of the variables was deleted. For example, if the item "having a chance to reflect," which was originally in the "reflection/enhancement" seven-factor VFI, was deleted from the "career" category from the six-factor VFI, Cronbach's alpha would go up (see Table 4.8c). Overall, Cronbach's alphas ranged from .67 to .83, showing acceptable reliability. Reliability analysis for past studies using the seven factors listed in Bruyere and Rappe (2007) ranged between 0.68 and 0.95.

Overall, even though this is not a substantial change, it still reflects the reliability of the original seven-factor VFI. This factor analysis resulted in evidence that volunteer vacationers were somewhat distinct from other conservation studies that utilized the VFI scale. In particular, volunteer vacationers separated learning about nature from the desire to volunteer outside. Although analysis from this study showed that there was a six-function VFI, rather than the seven-function supported by Bruyere and Rappe (2007), Clary et al. (1998) point out that more or fewer categories are likely to be found when the VFI is used on unique populations like conservation-based volunteer vacationers. However, since this tool had not been used on volunteer vacationers in the past, the seven-item VFI, which has been tested for reliability and validity in past studies, will be used for further analysis of factors in Chapter 4 (Bruyere &Rappe, 2007; Clary et al., 1998).

Table 4.7
Results of Factor Analysis of Motivation Items
(Principal Components Extraction, Varimax Rotation)

Factor Name and Item Content/Loading	Factor 1 Project	Factor 2 Social/ Learning	Factor 3 Career	Factor 4 Outdoors	Factor 5 Environ-ment	Factor 6 User
Projects are well organized	.77					
Feeling of doing something useful	.61					
Knowing what is expected of me	.60					
Working with a good leader	.54					
Opportunity to make a difference	.52				.46	
Feeling needed	.47					
Learning new things		.76				
Making decisions about projects		.70				
Wanting to occupy my free time		.54				.45
Learning about specific plants and/or animals		.53				
Meeting new people		.53				
Wanted to improve my resume			.85			
Helping me succeed in my chosen profession			.83			
Making new business or career contacts			.78			
Having a chance to reflect			.45			
Seeing new parts of the country				.83		
Nature observation				.71		
Chance to be outdoors				.61		
Protecting natural areas from disappearing					.80	
Seeing improvements to the environment					.73	
Feeling peace of mind					.45	
Doing something physical						.71
Having fun						.52
Being with family or friends		.48				.52
Eigenvalue	8.30	2.29	1.59	1.35	1.14	1.03
Proportion of variance explained	34.6%	9.5%	6.6%	5.6%	4.7%	4.3%
Cumulative variance explained	34.6%	44.1%	50.7%	56.3%	61.1%	65.4%
Mean scale importance score	3.64	3.02	1.98	4.28	3.96	3.49
Cronbach's alpha	.83	.81	.80	.76	.78	.67

Table 4.8a

Summary Statistics for Items Included in the Project Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Projects are well organized	3.78	.96	.66	.77
Feeling of doing something useful	4.57	.69	.53	.80
Knowing what is expected of me	4.06	.76	.59	.79
Working with a good leader	4.56	.80	.57	.79
Opportunity to make a difference	4.30	.82	.62	.78
Feeling needed	4.08	.95	.59	.79

Table 4.8b

Summary Statistics for Items Included in the Social/Learning Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learning new things	3.74	1.01	.67	.71
Making decisions about projects	2.51	1.09	.62	.72
Meeting new people	3.81	.98	.52	.75
Wanting to occupy my free time	2.36	1.29	.53	.76
Learning about specific plants and/or animals	3.15	1.12	.48	.77

Table 4.8c

Summary Statistics for Items Included in the Career Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Wanting to improve my resume	1.63	1.13	.72	.68
Helping me succeed in my chosen profession	1.44	.99	.71	.69
Making new business or career contacts	1.71	1.14	.55	.77
Having a chance to reflect	3.06	1.53	.46	.81

Table 4.8d

Summary Statistics for Items Included in the Outdoors Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Seeing new parts of the country	4.41	.81	.57	.69
Nature observation	3.97	.94	.63	.61
Chance to be outdoors	4.45	.73	.56	.70

Table 4.8e

Summary Statistics for Items Included in the Environment Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Protecting natural areas from disappearing	4.25	.85	.61	.71
Seeing improvements to the environment	3.97	.92	.59	.72
Opportunity to make a difference	4.02	.88	.56	.73
Feeling peace of mind	3.65	1.09	.57	.73

Table 4.8f

Summary Statistics for Items Included in the User Category

Variable	Mean	Standard Deviation	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Doing something physical	3.80	1.03	.39	.64
Having fun	4.06	.87	.41	.64
Being with family or friends	2.57	1.40	.48	.59
Wanting to occupy my free time	2.36	1.29	.56	.52

General Responsible Environmental Behavior

This study examined indicators of self-reported general responsible environmental behavior (GREB) among volunteer vacationers. The 16-item GREB scale was used to measure attitudes toward and commitments to environmental and ecological issues. The questions were broken into two sections: 1) environmental behavior (11 statements), and 2) willingness to perform a pro-environmental behavior (five statements). The respondents had the option to answer "yes" or "no" based on a given statement.

As seen in Table 4.9, of the 11 environmental behavior statements, "I have joined a cleanup drive" and "I have actually bought a product because it had a lower polluting effect" had the highest positive environmental behavior responses with 84% of respondents saying that they do, or have participated, in these pro-environmental behaviors. The weakest environmental behavior was "I have contacted a community agency to find out what I can do about pollution" with only 29% of respondents performing this action. Of the "willingness to perform actions" statements, an overwhelming number of respondents (95%) were willing to go out of their way for ecological purposes. However, only 28% were willing to go house to house to distribute literature on the environment.

Table 4.9

Percentage Values of General Responsible Environmental Behavior

Environmental Behavior	N	Pro-environmental Behavior	Non-environmental Behavior
I have never actually bought a product because it had a lower polluting effect*	127	84%	16%
I have never joined a clean-up drive*	127	84%	16%
I have attended a meeting of an organization specifically concerned with bettering the environment	126	79%	21%
I have switched products for ecological reasons	126	76%	24%
I do not make a special effort to buy products in recyclable containers*	127	73%	27%
I have never attended a meeting related to ecology*	126	70%	30%
I have donated a day's pay or more to an environmental issue	127	52%	48%
I subscribe to ecological publications	127	52%	48%
I have never written a congressman concerning pollution problems*	127	38%	62%
I keep track of my congressmen's and senators' voting records on environmental issues	127	32%	68%
I have contacted a community agency to find out what I can do about pollution	127	29%	71%
Willingness of Respondent to Take Action			
I'm not really willing to go out of my way to do much about ecology since that the government's job*	126	95%	5%
I would be willing to stop buying products from companies guilty of polluting the environment, even though it might be inconvenient	126	87%	13%
I would probably be willing to join a group or club that is concerned with ecological issues	126	81%	19%
I probably wouldn't be willing to go house to house to distribute literature on the environment*	127	67%	33%
I'd be willing to write my congressperson concerning ecological problems	124	28%	72%

* Item reverse coded prior to analysis.

The GREB inventory presents an opportunity to tally the number of pro-environmental responses made by each individual as a "General Responsible Environmental Behavior Score" ranging from zero to 16. A score of zero represents no pro-environmental behavior and a score of 16 represents the strongest possible activity. Table 4.10 is a frequency distribution of participants' GREB Scores grouped into categories of Low (0-4), Moderate (5-8), High (9-12), and Very High (13-16). Almost half of AHS Volunteer Vacationers had a moderate responsible environmental behavior (48.8%) and over 39% exhibited high environmental responsibility. Only 6.2% of participants exhibited low environmental behavior and less than 1% were classified as having very high environmental responsibility.

Table 4.10

Frequency Distribution of General Responsible Environmental Behavior

GREB Score	Frequency	Percentage	Cumulative Percentage
Low Range			
0-1	0	0.0	0.0
2	1	.8	.8
3	3	2.3	3.3
4	4	3.1	6.5
Total Low Range	**8**	**6.2**	
Moderate Range			
5	5	3.8	10.6
6	19	14.6	26.0
7	19	14.6	41.5
8	20	15.4	57.7
Total Moderate Range	**63**	**48.4**	
High Range			
9	26	20.0	78.9
10	19	14.6	94.3
11	5	3.8	98.4
12	1	.8	99.2
Total High Range	**51**	**39.2**	
Very High Range			
13	1	.8	100.0
TOTAL	**123**		

Mean: 7.8 SD: 2.02

Satisfaction

The last-day survey (Appendix A) presented 24 possible points of satisfaction with volunteering. These were identical to the 24 motivations just discussed on p. 36. Participants rated the satisfaction items on a scale from 1 (not at all satisfied) to 5 (very satisfied). Their responses are listed from highest to lowest in Table 4.11. Fifteen items had a mean rating of 4.0 (satisfied) or higher. "Chance to be outdoors," which had been the highest rated motivation, was also the highest rated point of satisfaction (M=4.76). All of the highest-rated motivations (Table 4.6 above) were among those with an average rating above 4.0. However, "meeting new people" and "doing something physical," were the second and third most important points of satisfaction for respondents. Overall, the "user" category[1] is where respondents felt the most satisfied, followed by the social aspects of their volunteer vacation experience. Respondents were least satisfied with "helping me succeed in my chosen profession," (M = 2.75) and the two other items from the "career" category, the same category that mattered least as a motivation in Table 4.6 above. As seen in Table 4.11, all other items had an average rating of 3.0 or higher.

[1] The "user" category describes a volunteer's desire to work in an area that he/she wants to enjoy. As discussed in Chapter 3 (p. 27), this includes a "chance to be outdoors," "seeing new parts of the country," "doing something physical," and "occupying a volunteer's free time."

Table 4.11
Descriptive Analysis of Satisfaction Variables

Satisfaction Variable	N	Mean	*SD*	*SE*
Chance to be outdoors	130	4.76	.48	.04
Meeting new people	127	4.60	.65	.06
Doing something physical	127	4.59	.62	.06
Feeling of doing something useful	128	4.55	.69	.06
Seeing new parts of the country	126	4.53	.79	.07
Working with a good leader	125	4.50	.76	.07
Having fun	127	4.44	.82	.07
Opportunity to make a difference	129	4.29	.81	.07
Feeling peace of mind	127	4.22	.84	.08
Nature observation	128	4.21	.76	.07
Projects are well organized	130	4.19	.82	.07
Seeing improvements to the environment	128	4.16	.80	.07
Learning new things	129	4.13	.78	.07
Protecting natural areas from disappearing	120	4.08	.87	.08
Knowing what is expected of me	129	4.05	.76	.07
Feeling needed	125	4.00	.88	.08
Being with family or friends	76	3.99	1.15	.13
Having a chance to reflect	117	3.92	.95	.09
Wanting to occupy my free time	95	3.89	1.14	.12
Learning about specific plants or animals	122	3.64	.96	.09
Making decisions about projects	111	3.60	.90	.09
Making new business or career contacts	55	3.22	1.37	.19
Wanting to improve my resume	49	3.08	1.47	.21
Helping me succeed in my chosen profession	44	2.75	1.50	.23

Overall Satisfaction

Several items on the last-day survey presented ways of expressing general satisfaction with the experience: 1) overall satisfaction with the AHS Volunteer Vacation experience, 2) desire to participate in future AHS Volunteer Vacations, and 3) willingness to recommend this AHS program to a friend. The respondants rated their satisfaction using a 5-point scale (1= strongly disagree to 5=strongly agree). As seen in Table 4.12, each item had an average rating above 4.5, which affirms their overall satisfation with the experience. In fact, 96.1% of respondents agreed or strongly agreed that they were satisfied with their experience. The same overwhelmingly positive percentage would also be willing to recommend an AHS volunteer vacation to a friend (with most responents, 70%, willing to strongly recommend an AHS volunteer vacation). More impressive, is that 89.8% want to participate in another AHS volunteer vacation and only 7.8% are unsure (but not necessarily dissatisfied with their volunteer vacation experience).

Table 4.12
Expressions of Satisfaction with Volunteer Vacation Experience

	Frequency (and Percent) of Responses							
Expression of Satisfaction	**SD**	**D**	**U**	**A**	**SA**	**N**	**Mean**	**S.D.**
Overall satisfied with Volunteer Vacation experience	0 (0.0)	2 (1.6)	3 (2.3)	40 (31.3)	83 (64.8)	128	4.59	.62
Want to participate in future AHS Volunteer Vacation	1 (0.8)	2 (1.6)	10 (7.8)	30 (23.4)	85 (66.4)	128	4.53	0.77
Would recommend this program to a friend	1 (0.8)	1 (0.8)	3 (2.3)	34 (26.6)	89 (69.5)	128	4.63	0.65

SD – Strongly Disagree; D – Disagree; U – Uncertain; A – Agree; SA – Strongly Agree

Local Volunteering

As part of this study, the American Hiking Society wanted to know if participants' volunteer vacation experiences would encourage them to volunteer locally in their hometowns. Therefore, on the last day questionairre, volunteers were asked to rate, on a scale of 1 (strongly disagree) to 5 (strongly agree), the statement "This experience makes me want to volunteer with a local environmental group in my hometown." As seen in Table 4.13, volunteers agreed (33.3%) or strongly agreed (31.7%) that, based on their AHS Volunter Vacation experience, they wanted to volunteer with a local environmental group in their hometown.

Table 4.13
Frequency Distribution of Desire to Volunteer Locally

Response	Frequency	Percent
Strongly disagree	3	2.4
Disagree	6	4.9
Unsure	34	27.6
Agree	41	33.3
Strongly Agree	39	31.7
Total	**123**	**100**

Missing Cases: 7

Hypotheses Tests

Hypothesis 1. There is a correlation between motivation factors and satisfaction items for the volunteer vacation experience.

To assess the relationship between the seven motivation factors and 24 points of satisfaction with the volunteer vacation, a Pearson correlation matrix was generated.[2] To facilitate comparisons with existing research, factors were organized within the seven categories (factors) of the Volunteer Functions Inventory, not the six-categories derived from factor analysis of VFI motivations in Table 4.7 The values for each participant's "motivation factor" were calculated by taking the average value of the motivational items in that motivation factor or category. These factor values were then correlated with each of the responses to each of the 24 points of satisfaction.

In Table 4.14, the 24 points of satisfaction are grouped under their corresponding motivation-factor headings. There are three or four satisfaction items under each heading. Findings can be examined and the hypothesis tested in two ways. First, do motivation factors correlate with their corresponding points of satisfaction (e.g., "social" motivation with social-based points of satisfaction)? Hypothesis 1-A would state that they do. Second, do motivation factors correlate with other types of satisfaction (e.g., "social" motivation with "career-" or "learning-"based points of satisfaction)? Hypothesis 1-B would state that they do. For hypothesis testing purposes, the hypothesis would be strongly supported when a motivation factor is significantly related to all

[2] Correlations ranging from 0 to .25 show that there is little to no relationship between the two variables; from .25 to.50 a fair degree of relationship; from .50 to 0.75 a moderate to good relationship; and greater than .75 a strong relationship (Pallant, 2010).

satisfaction items (i.e., 4 of 4 or 3 of 3 items), partially supported when related to all but one (i.e., 3 of 4 or 2 of 3 items), and not supported when related to half or fewer items of the items.

Considering Hypothesis 1-A, that motivation factors correlate with their corresponding points of satisfaction (e.g., "social" motivation with social-based points of satisfaction), one sees in Table 4.14 that the motivation of "helping the environment/values" is significantly related to all corresponding points of satisfaction (i.e., those listed under the heading of "helping the environment values"). The same is true for those in the category of "reflection/enhancement." With both factors, *r* values ranged from .27 to .36. Hypothesis 1-A is fully supported for these two factors.
For each of the remaining motivation factors ("project organization," "learning," "social," "career," and "user") Hypothesis 1-A is partially supported. These motivations are significantly related to all but one of their corresponding points of satisfactions. In each case, the relationships are fair, with the highest being .49 in the career category.

Considering Hypothesis 1-B, that motivation factors correlate with other types of satisfaction (e.g., "social" motivation with "career-" or "learning-"based points of satisfaction), one sees in Table 4.14 that three motivation categories, "helping the environment/values," "reflection/enhancement," and "user" are significantly related to all or all but one points of satisfaction under each of the other six headings. In many instances, the relationships are stronger than those associated with Hypothesis 1-A. Therefore, Hypothesis 1-B is fully or partially supported for these three factors. Of the remaining motivation factors, "learning" is least related to points of satisfaction in other categories, specifically to two items in the career area. Hypothesis 1-B is minimally

supported for learning. The other motivation factors ("project organization," social," and "career") are significantly related to all or most items in two to four other categories. Social motivation is related all items in "learning," and most items in "project organization," "helping the environment," and "reflection." "Project organization" is related to all items in "helping the environment" and "reflection." Career motivation is related to most items in "project organization," and "reflection." In all cases, the relationships are only "fair." In these noted instances, support for Hypothesis 1-B is substantial.

Table 4.14

Relationship between Satisfaction Items and Motivation Factors

Satisfaction Items	***Motivation Factors***						
	Project Organiza-tion	*Learning*	*Social*	*Career*	*Helping the Environ-ment/Values*	*Reflection/ Enhance-ment*	*User*
Project Organization							
Knowing what is expected of me	.31**	.24**	.18*	.18*	.36**	.41**	.27**
Making decisions about projects	.32**	.32**	.13	.21*	.37**	.39**	.35**
Projects are well organized	.20*	.17	.27**	.22*	.24**	.36**	.21*
Working with a good leader	.15	-.06	.27**	.00	.15	.23**	.18
Learning							
Learning about specific plants / animals	.10	.16	.27**	.17	.27**	.26**	.22*
Learning new things	.29**	.31**	.26**	.27*	.29**	.46**	.41**
Nature observation	.22*	.31**	.25**	.14	.26**	.31**	.24**
Social							
Being with family or friends	.26*	.28*	.34**	.22	.49**	.46**	.34**
Having fun	.16	.10	.17	.11	.31**	.36**	.23*
Meeting new people	.27**	.12	.32**	.06	.26**	.34**	.27**
Career							
Helping me succeed in chosen profession	.12	.33*	.21	.47**	.29	.38*	.32*
Making new business contacts	.19	.04	.17	.19	.35**	.24	.24
Wanted to improve my resume	.34*	.45**	.23	.49**	.44**	.51**	.50**
Helping the Environment/Values							
Opportunity to make a difference	.20*	.14	.14	.09	.36**	.28**	.31**
Protecting natural areas from disappearing	.26**	.18	.27**	.10	.35**	.35**	.33**
Seeing improvements to the environment	.18*	.23**	.28**	.12	.27**	.27**	.27**
Reflection/Enhancement							
Feeling needed	.32**	.18*	.26**	.19*	.39**	.46**	.37**
Feeling of doing something useful	.18*	.15	.22*	.11	.31**	.32**	.26**
Feeling peace of mind	.27**	.18	.17	.19*	.40**	.42**	.38**
Having a chance to reflect	.25**	.25**	.19*	.30**	.39**	.52**	.36**
User							
Chance to be outdoors	.13	.17	.05	.12	.21*	.20*	.23**
Doing something physical	.13	.10	.02	.06	.30**	.24**	.33**
Seeing new parts of the country	-.06	.20*	-.03	.15	.11	.15	.18
Wanting to occupy my free time	.18	.18	.07	.26*	.35**	.41**	.39**

Hypothesis 2. There is a relationship between motivation factors and overall satisfaction with the volunteer vacation experience.

To determine if there was a relationship between motivation and overall satisfaction with the volunteer experience, the 24 motivation items were correlated with overall satisfaction using Pearson product-moment correlations. Table 4.15 presents these 24 correlations, nine of which were significant, grouped into their seven motivation categories (factors) (i.e., social, learning, user, etc.). In two categories, "project organization" and "career," there were no significant correlations. In three ("learning," "social," and "user") there was one significant correlation, ("nature observation" (r = .279), "having fun" (r = .193), and "chance to be outdoors" (r = .223) respectively). But in each of the categories of "helping the environment" and "reflection/enhancement," there were three significant correlations. Most of these correlations were only weak or fair. Based on these findings, the hypothesis of a relationship between motivational items and overall satisfaction was not supported for factors in the "project organization" and "career" categories. The hypothesis was partially supported in the categories of "learning," "social," and "user." The hypothesis was supported for items in the categories of "helping the environment" and "reflection/enhancement."

Table 4.15

Relationship between Motivation and Overall Satisfaction

Motivational Factor	N	Overall Satisfaction Pearson *r*	Two-tailed *p.*
Project Organization			
Knowing what is expected of me	128	-.01	.88
Making decisions about projects	128	.05	.59
Projects are well organized	127	.13	.16
Working with a good leader	126	.07	.41
Learning			
Learning about specific plants or animals	128	-.03	.75
Learning new things	127	.03	.70
Nature Observation	127	**.28**	**.00**
Social			
Being with family or friends	125	.07	.46
Having fun	128	**.19**	**.03**
Meeting new people	127	.11	.24
Career			
Help me in my chosen profession	127	.18	.85
Making new business contacts	126	-.06	.48
Wanted to improve my resume	126	.13	.14
Helping the Environment/Values			
Opportunity to make a difference	128	**.21**	**.02**
Protecting natural areas from disappearing	127	**.29**	**.00**
Seeing improvements to the environment	127	**.22**	**.02**
Reflection/Enhancement			
Feeling needed	126	**.15**	**.10**
Feeling of doing something useful	128	**.23**	**.01**
Feeling peace of mind	128	**.24**	**.01**
Having a chance to reflect	128	**.18**	**.04**
User			
Chance to be outdoors	128	**.22**	**.01**
Seeing new parts of the country	128	.05	.59
Doing something physical	126	.10	.28
Wanting to occupy my free time	127	.16	.08

Hypothesis 3. There is a relationship between motivation factors and individuals' inclination to volunteer again in their hometown.

To address hypothesis 3, the 24 motivations were correlated with the measure of respondents' inclination to volunteer for environmental projects in their hometown, again using Pearson product-moment correlations. Table 4.16 presents these 24 correlations, 19 of which were significant, grouped into their seven motivation categories (i.e., social, learning, user, etc.). Significant relationships were found in all categories. In three categories ("project organization," "social," and "career") just some of the motivation items were significantly related to inclination to volunteer locally, but in the other four categories, there were significant relationship for every item. Table 4.16 shows the individual items and correlation coefficients, many of which were fair. Based on these findings, the hypothesis was fully supported for the categories of "learning," "helping the environment/values," "reflection," and "user." The hypothesis was partially supported for the categories of "project organization," "social," and "career."

Table 4.16
Relationship of Motivational Factors and Desire to Volunteer Locally

Motivational Factor	N	Desire to volunteer locally (*r*)	Two-tailed *p*.
Project Organization			
Knowing what is expected of me	123	**.23**	**.01**
Making decisions about projects	123	.13	.17
Projects are well organized	122	**.18**	**.04**
Working with a good leader	122	.14	.12
Learning			
Learning about specific plants or animals	123	**.23**	**.01**
Learning new things	122	**.24**	**.01**
Nature Observation	122	**.23**	**.01**
Social			
Being with family or friends	121	**.19**	**.03**
Having fun	123	.10	.29
Meeting new people	122	.11	.23
Career			
Helping me succeed in my chosen profession	121	**.20**	**.03**
Making new business contacts	121	.17	.06
Wanted to improve my resume	121	**.25**	**.01**
Helping the Environment/Values			
Opportunity to make a difference	123	**.38**	**.00**
Protecting natural areas from disappearing	122	**.39**	**.00**
Seeing improvements to the environment	122	**.32**	**.00**
Reflection/Enhancement			
Feeling needed	122	**.31**	**.00**
Feeling of doing something useful	123	**.41**	**.00**
Feeling peace of mind	123	**.31**	**.00**
Having a chance to reflect	123	**.21**	**.02**
User			
Chance to be outdoors	123	**.24**	**.01**
Seeing new parts of the country	123	**.24**	**.01**
Doing something physical	121	**.38**	**.00**
Wanting to occupy my free time	122	**.20**	**.03**

To permit further understanding of how the findings from Hypothesis 2 are both similar to and different from the finding in Hypothesis 3, Table 4.17 shows the correlation of motivational factors (grouped by category) with overall satisfaction and with desire to volunteer locally. The categories of "project organization" and "career" had no significant relationships with overall satisfaction, but had two each with inclination to volunteer locally. The "social" category had only one item significantly

related to either overall satisfaction or inclination to volunteer locally. The categories of "learning" and "user" had only one item significantly related to overall satisfaction, but had all items significantly related to desire to volunteer locally. The categories of "helping the environment/value" and "reflection" have all items or all but one item significantly related to both overall satisfaction and desire to volunteer locally, but the relationships were considerably stronger with desire to volunteer locally.

Table 4.17
Relationship of Motivational Factors with Desire to Volunteer Locally and Overall Satisfaction

Motivational Factor	N	Overall Satisfaction (*r*)	Desire to volunteer locally (*r*)
Project Organization			
Knowing what is expected of me	123	-.01	.23**
Making decisions about projects	123	.05	.13
Projects are well organized	122	.13	.18*
Working with a good leader	122	.07	.14
Learning			
Learning about specific plants or animals	123	-.03	.23**
Learning new things	122	.03	.24**
Nature Observation	122	.28**	.23**
Social			
Being with family or friends	121	.07	.19*
Having fun	123	.19*	.10
Meeting new people	122	.11	.11
Career			
Helping me succeed in my chosen profession	121	1.00	.20*
Making new business contacts	121	-.06	.17
Wanted to improve my resume	121	.13	.25**
Helping the Environment/Values			
Opportunity to make a difference	123	.21*	.38**
Protecting natural areas from disappearing	122	.29**	.39**
Seeing improvements to the environment	122	.22*	.32**
Reflection/Enhancement			
Feeling needed	122	.15	.31**
Feeling of doing something useful	123	.23**	.41**
Feeling peace of mind	123	.24**	.31**
Having a chance to reflect	123	.18*	.21*
User			
Chance to be outdoors	123	.22*	.24**
Seeing new parts of the country	123	.08	.24**
Doing something physical	121	.10	.38**
Wanting to occupy my free time	122	.16	.20*

** $p. \leq .01$ * $p. \leq .05$

Hypothesis 4. There is a relationship between measures of general satisfaction with the volunteer vacation experience and participants' desire to volunteer locally.

Above, in Table 4.12, participants' overall satisfaction with the volunteer vacation experience was shown to be high according to three different measures. Hypothesis 4 tested whether these measures of general satisfaction were correlated with participants' inclination to volunteer locally. As seen in 4.18, each of these satisfaction measures was moderately related to desire to volunteer locally. Overall satisfaction had a Pearson *r* of .48. Desire to participate in a future AHS volunteer vacation and willingness to recommend an AHS volunteer vacation were slightly stronger (*r* = .50 and *r* = .52 respectively). All of these relationships were significant at the .01 level.

Table 4.18

Relationship of General Satisfaction and Desire to Volunteer Locally

Measure of General Satisfaction	N	Desire to Volunteer Locally *r*	*p*
Overall Satisfaction	128	.48	.00
Want to participate in future AHS Volunteer Vacation	128	.50	.00
Would recommend this program to a friend	128	.52	.00

Summary

Respondent Profile

Almost 30% of respondents were between 65 – 74 years old, which is well above the national average of national volunteers from all spheres of volunteering (i.e. not just episodic conservation-based volunteering). Forty-five percent of respondents had an income above $75,000 which is also well above the national average. However, race (white), education levels, and employment status (employed or self-employed) were similar to national volunteer socio-demographics.

Volunteer Efforts

Overall, 80% of respondents volunteered regularly or sporadically (82%) for non-environmental organizations. However, with environmental groups, they were more involved; over 90% volunteered. More noteworthy is the fact that 81% of respondents had participated in a previous AHS volunteer vacation and traveled an average of 1,548 miles from their area of residence. This makes sense since 96.1 percent of respondents were satisfied by their latest AHS Volunteer Vacation and 89.8% want to participate in another AHS volunteer vacation. And, based on their experience with AHS, 65% of respondents said that they would agree to volunteer locally in their hometown, too. Overall, there was a moderate relationship between overall satisfaction and wanting to volunteer locally.

Motivation, Satisfaction, and Future Volunteering

Overall, AHS volunteer vacationers were very satisfied with their experience (*M*=4.59). Looking at motivations to volunteer, the strongest was the "chance to be outdoors" (*M*=4.45) followed by "seeing new parts of the country" (*M*=4.41). These variables fall into the "user" category, which captures the idea that people volunteer to work in an area they think they would enjoy. Additionally, "chance to be outdoors" was also the highest-rated point of satisfaction (*M*=4.76). However, only 9 of 24 motivations had significant (though only fair or weak) relationships with overall satisfaction. Yet when the same 24 motivations are correlated with participants' desire to volunteer in their hometown, 19 relationships were significant. All motivations items in the "user," "reflection/enhancement," "helping the environment," and "learning" categories (factors) were significantly related to desire to volunteer locally.

Environmental Behavior

Finally, using the "GREB" scale, 48.4% scored in the moderate range and 39.2% scored in the high range of exhibiting general responsible environmental behaviors (*M*=7.83). Only 6.2% of participants exhibited low environmental behavior and less than 1% were classified as having very high environmental responsibility.

CHAPTER 5

INTRODUCTION

The purpose of this study was to describe the motivations and environmental behaviors of volunteer vacationers and to determine the relationships between their motivations for volunteering and their satisfaction with the volunteer vacation experience. The secondary purpose of this study was to understand volunteer vacationers' willingness to volunteer again with the sponsoring organization and for environmental projects in their local communities. This chapter will summarize the thesis in five sections and suggest further research and volunteer management practices. The first section of the chapter will discuss the summary of procedures, objectives of the research, and the methodology used to accomplish the analysis. The second section of the chapter will discuss the summary of the findings based on Chapter 4. The third section will discuss of the conclusions based on the introduction in Chapter 1 and the review of literature in Chapter 2. The fourth section will discuss the results and provide recommendations for conservation organizations that employ volunteers. The fifth section discusses implications for further research findings and conclusions from a study conducted on a volunteer vacationer sample population.

Summary of Procedures

This study used an accessible population of 22 volunteer groups, each consisting of 6-15 participants over the summer and fall of 2012, with the American Hiking Society. The total sample size of AHS Volunteer Vacationers during that timeframe was 146 adults and youths. However, in this study, participants under the age of 18 were excluded from analysis due to the lack of parental consent. Additionally, those who chose not to participate in the study reduced the actual sample to 130 volunteers.

Participants in the volunteer vacations were invited to participate in a survey on the first and last days of their weeklong experience. To maximize participation and avoid recall problems associated with mail-back surveys, the questionnaires were brief, done on location, and administered by the crew leader. Prior to being given the survey on the first-day to assess motivation, the crew leader communicated that participation was optional and that participants were to remain anonymous. The same process was repeated on the last-day of the volunteer vacation when the satisfaction questionnaire was administered. The first-day survey was designed to measure and describe participants' motivations for volunteering, engagement in responsible environmental behaviors, volunteer efforts for environmental and non-environmental organizations over the past three years, American Hiking Society volunteer participation history, and basic demographic characteristics. The last-day survey assessed their satisfaction with the volunteer vacation experience—in particular, if participants' motivations were satisfied by their experience, if they would participate in a future American Hiking Society Volunteer Vacation, if they would

volunteer with a local organization in their hometown, and if they would recommend the AHS program to a friend who is interested in volunteer work.

The first section of the first-day instrument included 24 items assessing volunteer motivation that were adapted from the work of Bruyere and Rappe (2007). As detailed in Chapter 2, this instrument built on and adapted the pioneering work of Clary and Snyder (1999) in an attempt to better address the topic of volunteers in environmental-related settings. The response format was a 5-point Likert scale ranging from (1) not at all important to (5) extremely important. Items were presented randomly (i.e., not grouped by factor). The first-day survey also included items that identified volunteers' general environmental behaviors. For this, Maloney, Ward, and Braucht's (1975) General Responsible Environmental Behavior (GREB) scale was used. The scale consisted of 16 items and measured what commitments respondents were willing to make and what commitments they currently make. Items for the scale were presented in a true/false format. "False" responses to negatively worded items were recoded as "true". The third section of the first-day survey asked the volunteers to state the frequency of their past environmental and/or non-environmental volunteer efforts. Respondents were presented with the two questions and asked to rank them on a scale that ranged from 1 (have not volunteered), 2 (volunteer sporadically, depending on activity), 3 (volunteer sporadically, depending on time), to 4 (volunteer on a regular basis). The fourth section of the questionnaire was used to get a snapshot of volunteers' efforts at the American Hiking Society (AHS). Respondents were asked if they had participated in an AHS Volunteer Vacation previously, and if so, how many times. Finally, the survey included five questions assessing basic demographic data (sex, age, ethnicity, level of education,

employment status, and income). These questions were included in order to develop a descriptive profile of respondents.

The first section of the last-day questionnaire included items assessing 24 points of satisfaction with the volunteer vacation experience. These 24 satisfaction outcomes corresponded with the motivation factors addressed on the first-day survey, and simply asked that the volunteers indicate their level of satisfaction with each outcome. Similar to the first-day survey, the response format was a 5-point Likert scale ranging from not at all satisfied (1) to very satisfied (5). Respondents were also provided with a 'not applicable' option for items they deemed as not important reasons for volunteering. The second section included four items that elicited respondents' satisfaction with their volunteer experience: (1) whether overall, they were satisfied with their volunteer vacation experience, (2) whether they plan to volunteer again with the American Hiking Society, (3) whether they would recommend the AHS volunteer vacation program to a friend, and (4) whether they plan to volunteer with an environmental group in their hometown. The response format for the scale was a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Finally, the last-day survey included two questions assessing basic demographic questions (sex and age). These questions were included in order to help with matching the first-day and last-day questionnaires.

All data were analyzed using SPSS 18.0 and 20.0. Various descriptive statistics (i.e., frequency distributions, means, standard deviations, and others) were run as appropriate. Principal component factor analysis was done on the 24 motivation items and the 24 satisfaction items. Internal consistency of scales (Cronbach's alpha) was determined for reliability of results. Pearson correlations were used to measure the

relationships associated with the four hypotheses. Significance was assessed using two-tailed tests at the .05 level.

Summary of the Findings

Descriptive findings were often, but not always similar to earlier volunteer research. Of the 24 motivation items, the two strongest were "chance to be outdoors" and "seeing new parts of the country." Also, "protecting natural areas from disappearing" was another strong factor. The strength of that motivation is consistent with AHS Volunteer Vacationers' moderate to high levels of "general environmental responsible behavior" (Maloney et al., 1975). These findings also correspond with Bruyere and Rappe's (2007) study that assessed motivations of volunteers within the conservation and natural resources arena. However, the "career" category, which was considered important in past studies (except with respondents 18 years and younger) (Bruyere et al., 2007; Clary et al., 1996; Ryan et al., 2001), was the least motivating category for participants to join a volunteer vacation. Perhaps this difference is due to the slightly differing age demographics (Bruyere et al., 2007). For example, the median age group in Ryan et al.'s (2001) study was in their forties while, for this study, it was between 56-59, nearer to the retirement age. Overall, while this study found that "chance to be outdoors" was the most important motivation, nearly every other motivation was also considered at least somewhat important with the exception of those in the "career" category.

The factor analysis suggested that the 24 motivational items can be grouped into six rather than the usual seven factors. These were provisionally labeled "project,"

"social/learning," "career," "outdoors," "environment," and "user." Nevertheless the traditional seven factors were retained for hypothesis testing to permit findings to be viewed in the light of earlier research. Those seven factors are: "project organization," "learning," "social," "career," "helping the environment/values," "reflection/enhancement," and "user." Cronbach's alphas ranged from .67 to .83.

Hypothesis 1 stated that there is relationship between motivation factors and points of satisfaction. Because satisfaction items were based on motivational items, they were grouped according to the labels for motivation factors. Findings were examined two ways—first, showing how motivation factors correlate with their corresponding points of satisfaction (e.g., "social" motivation with socially-based points of satisfaction) and second, showing how motivation factors correlate with other types of satisfaction (e.g., "social" motivation with "career" or "learning" based points of satisfaction). "Project organization," "learning," "social," "career," and "user" factors correlated with most of their corresponding points of satisfaction, partially supporting the hypothesis. "Helping the environment/values" and "reflection/enhancement" were significantly related to all of their corresponding satisfaction items, fully supporting Hypothesis 1. Additionally, the three motivation categories, "helping the environment/values," "reflection/enhancement," and "user" were significantly related to all or all but one points of satisfaction under each of the other six headings. Therefore, the hypothesized relationships were fully supported for those three factors. Relationships between other motivational factors and non-corresponding points of satisfaction were fewer, which partially supported the hypothesis.

In Hypothesis 2, to determine if there was a relationship between motivation and

overall satisfaction with the volunteer experience, the 24 motivations were correlated with overall satisfaction using Pearson product-moment correlations. Nine of the 24 motivational items correlated significantly with overall satisfaction; however, none had a strong relationship. Overall, the "career" and "project organization" categories for Hypothesis 2 were not at all supported. "Learning," "social," and the "user" categories were only partially supported with only one item significantly corresponding to overall satisfaction in each category. The hypothesis was substantially supported in the "reflection/enhancement" category with three out of the four items being significantly related to overall satisfaction. Lastly, "helping the environment/values" was fully supported with all of the items in the category being significant.

In Hypothesis 3, motivation items were correlated with **t**he question, "This experience makes me want to volunteer with a local environmental group in my hometown," asked on the last day. Nineteen of the 24 motivations were significantly related to inclination to volunteer locally. Most correlations were between .23 and .40. Having found almost 80% of motivational items significantly related to desire to volunteer locally, the hypothesis was substantially supported. Viewing the motivation items in their factor groupings, the hypothesis was fully supported for the categories of "learning," "helping the environment/values," "reflection," and "user." The hypothesis was partially supported for the categories of "project organization," "social," and "career."

Hypothesis 4 tested whether three measures of general satisfaction (overall satisfaction, desire to participate in future AHS vacations, and willingness to recommend AHS volunteer vacation to a friend) were related to desire to volunteer locally. Each measure of general satisfaction was moderately related to a desire to volunteer locally. Hence the hypothesis was supported.

Overall, 80% of respondents volunteered regularly or sporadically (82%) for non-environmental organizations. However, with environmental groups, they were more involved; over 90% volunteered. More remarkable is the fact that 81% of respondents had participated in a previous AHS volunteer vacation and traveled an average of 1,548 miles from their area of residence. This makes sense since 96.1% of respondents were satisfied by their latest AHS Volunteer Vacation and 89.8% wanted to participate in another AHS volunteer vacation. And, based on their experience with AHS, 65% of respondents said that they would agree to volunteer locally in their hometown, too.

Conclusions

Volunteers play an important role in environmental conservation and are likely to do so in the future. Volunteering provides environmental organizations, which continue to experience budget constraints, an opportunity to continue or enhance their services. Much of the literature discussed in this thesis has focused on how to attract and retain volunteer commitment in the conservation sphere. This thesis has tried to understand the motivations, and the satisfaction of those motivations, of volunteer vacationers. If organizations are able to satisfy the needs of their volunteers, participants will be likely motivated to volunteer for activities (Bang, 2009). Therefore, it is important for environmental organizations to provide volunteers with opportunities that meet their motivations. Overall, the AHS Volunteer Vacation program is doing a superb job of meeting their volunteers' needs. Over 95% were satisfied with their experience and 89.8% wanted to participate in another AHS Volunteer Vacation. With the ever increasing reliance on volunteers to maintain our national lands, it is important to allow volunteers to pursue their interests. That way they are even more likely to want to explore different areas and attend another volunteer vacation experience.

Discussion and Implications

According to Ryan et al., (2001) motivations are meaningful to volunteers regardless of the duration of their volunteer program or the frequency of volunteering. Therefore, this study sought to build on the research of volunteer motivations in the conservation field, specifically focused on episodic volunteer vacations. This study confirmed several of the findings from motivation and environmental volunteer studies discussed in the literature review—with some important differences.

Considering the seven previously tested and described factors or categories of motivations, this study suggests that "chance to be outdoors" and "seeing new parts of the country" were the most dominant motivators. These two factors were part of the "user" grouping, which captured the idea that volunteers choose to work in settings they would find enjoyable. Most likely these two items are more common among volunteer vacationers since they travel, often great distances, to volunteer. In fact, AHS Volunteer Vacationers traveled an average of 1500 miles to reach their volunteer destination. However, in other studies that looked into environmental volunteers (note: only at the local level), general concern for the environment was often more relevant than other factors such as "user" (Measham & Barnett, 2008).

Given that this study used a convenience sample from a conservation organization, it is not surprising that "protecting natural areas from disappearing" was another strong motivation factor for volunteers. Results from the General Environmental Responsible Behavior scale show that respondents exhibited moderate to high levels of environmentally responsible behaviors. According to Cordell et al., (2002) participants

whose beliefs leaned more towards a pro-environmental stance tended to be under the age of 44. The age of respondents in this study was slightly higher in the 55-59 range. However, respondents expressed a willingness to take more positive environmental actions. Perhaps, their willingness to participate in an AHS Volunteer Vacation was part of fulfilling their desire to do so.

A difference between this study and other studies of environmental volunteers' motivations was the importance of "career" as an impetus to volunteering. The "career" category, which was considered important in past studies (except with respondents eighteen years and younger) (Clary et al., 1996; Ryan et al., 2001; Bruyere et al., 2007), was the weakest motivation for AHS Volunteer Vacationers. Perhaps, again, this is due to the different age demographics of volunteers in this study versus other environmental volunteer studies which tend to be younger. However, those who were satisfied by their ability to improve their resume from participating in an AHS Volunteer Vacation ("career" category) had a strong desire to volunteer locally at an environmental organization in their hometown. Perhaps volunteering in one's community would allow the volunteer vacationer to continue to build their base of experience and skills and/or to network locally.

The relationship between motivation and desire to volunteer locally had four noteworthy items. "Feeling of doing something useful" had the highest relationship with desire to volunteer locally, perhaps since to feel useful, one does not need to travel great distances to volunteer. Additionally, overall satisfaction with the AHS Volunteer Vacation only had a moderate relationship with desire to volunteer locally. Perhaps this is because the volunteer vacationers were most motivated and satisfied by "chance to be

outdoors" and "seeing new parts of the country." The combination of those two items makes volunteer vacationers lean more towards episodic volunteer opportunities in areas outside their local communities. That said, almost 90% of AHS participants intended to volunteer in their hometown.

Most prominent in this study is that three motivations, "helping the environment/values," "reflection/enhancement," and "user" (with emphasis on "helping the environment/values" and "reflection/enhancement") are consistently related to overall satisfaction (Hypothesis 2), desire to volunteer locally (Hypothesis 3), and to satisfaction with the items in other motivation-based categories (Hypothesis 1). As most participants demonstrated high ecological actions, choosing to volunteer in a park for trail maintenance work supports the "helping the environment/values" factor. Since volunteer vacationers travel long distances to volunteer in natural areas, it would be reasonable to assume that they enjoy spending time outside ("user" category). According to Li (2009), spending time in nature reduces anxiety and stress. Therefore, the "reflection/enhancement" category is plausible. Therefore, since "helping the environment/values, "reflection/enhancement" and "user" are defining characteristics of the group and their satisfaction, AHS might want to consider marketing volunteer vacation opportunities with language that resonates with those values or motivations.

American Hiking Society and other conservation groups offering volunteer vacations should allow volunteers time to enjoy the area they are trying to experience. Furthermore, to satisfy environmental motivations, organizations can promote and utilize

Leave No Trace[3] principals on their trips to provide sustainable and pro-environmental actions. According to Bruyere and Rappe (2007), volunteer managers should also take care to explain the impacts of their volunteer activities that are not always apparent on how they help the environment. For example, "trail turnpikes can help mitigate erosion…, although a volunteer may not make that connection on their own" (Bruyere & Rappe, p. 513). Also, to satisfy motivations for self-enhancement, it may be beneficial to have a solo experience on the volunteer vacation; a chance to spend time alone for personal reflection. Overall, conservation volunteer vacation programs should choose projects that have a positive effect on the environment and be able to convey its importance to volunteers, thereby sparking their desire to volunteer locally.

As discussed in the literature review, conservation organizations are relying more heavily on volunteers. From past research, the ability of conservation organizations to "create strategies for a meaningful experience, the ability to make volunteers feel responsible for outcomes, and providing volunteers with positive feedback may result in increasing volunteer motivation and satisfaction" while at the same time encouraging individuals to volunteer in future events (Bang & Ross, 2009, p. 65). Above all, with an increasing reliance on volunteers to carry out tasks such as trail maintenance, organizations need to understand what motivates volunteers so that they may retain their volunteers over the long-term by meeting their needs. Therefore, According to Ryan et al., (2001), it is important to incorporate learning opportunities about the environment during their volunteer activities. However, according to this study's data, exploring an

[3] Leave No Trace Leave teaches people how to enjoy the outdoors in a responsible way (e.g. "dispose of waste properly" and "leave what you find") (The Leave No Trace Principles, 2012).

area, practicing pro-environmental behavior, and having a chance for self-reflection are most important to conservation volunteer vacationers. According to the Cornell National Social Survey (2008), an overwhelming 80% of environmental volunteers said that they are willing to spend more time and money to help the environment. Therefore, organizations need to learn how to help them do so. Overall, conservation volunteer vacationers are motivated by the idea that they want to work in a natural area that they would find enjoyable. Conservation leisure service organizations, which are relying more heavily on volunteers to sustain their services and protect natural resources (Strigas, 2006), need to know this when making decisions on how to recruit and retain volunteers. Therefore, it would be timely to do further analysis of volunteer vacationers and further confirm that different types of motivations, varying in degree of importance, underlie satisfaction with a volunteer experience. Finally, since according to Bushway et al., (2011), the percentage of adults over age 60 who do environmental volunteering is relatively low compared to younger age groups, conservation-based organizations could greatly expand their volunteer pool by targeting and engaging an aging population. Noting that participants in this AHS program were somewhat older, others might learn from the AHS model for doing that.

Recommendations for Further Studies

This study examined which motivation factors entice people to volunteer in a volunteer vacation and how satisfaction with those motivations can inform retention strategies. Since there have been no known studies of conservation-based volunteer vacationers before this one, it is important for researchers to assess a variety of conservation volunteer vacation programs to determine the generalizability of this study's results. Another topic to consider would be the differences in motivations between repeat volunteer vacationers versus first-time participants to see if motivations change over time. This would allow an organization's management to adjust recruitment and retention strategies to better meet the needs of both new and existing volunteers. Additionally, since AHS Volunteer Vacationers were very satisfied with their experience (as indicated by their desire to attend another VHS Volunteer Vacation, their willingness to recommend one to a friend, and their retention as repeat AHS Volunteer Vacationer), it would be interesting to see the return rates and satisfaction levels at volunteer vacations run by different organizations. Also noteworthy would be looking at the relationship between sense of place and volunteer vacations. In other words, can an episodic or one-time volunteer experience create a sense of place for a person volunteering in an area far from their home?

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APPENDIX A

First Day Research Instrument

VOLUNTEER QUESTIONNAIRE
(Day One)

Please take a few minutes to answer the questions below. Your participation in this survey is voluntary, and all responses are anonymous. Please return the completed survey to the envelope provided by your crew leader.

Please provide the last four digits of your preferred phone number and the first initial of your mother's maiden name (for example, 5 5 2 2 J): __ __ __ __ __

Which AHS Volunteer Vacation are you currently attending? _____

Reasons for volunteering for this vacation	***Not at all important***	***A little important***	***Somewhat important***	***Quite important***	***Extremely important***
feeling of doing something useful	1	2	3	4	5
chance to be outdoors	1	2	3	4	5
learning new things	1	2	3	4	5
meeting new people	1	2	3	4	5
making decisions about projects	1	2	3	4	5
feeling needed	1	2	3	4	5
projects are well organized	1	2	3	4	5
nature observation	1	2	3	4	5
knowing what is expected of me	1	2	3	4	5
learning about specific plants and/or animals	1	2	3	4	5
seeing improvements to the environment	1	2	3	4	5
feeling peace of mind	1	2	3	4	5
protecting natural areas from disappearing	1	2	3	4	5
seeing new parts of the country	1	2	3	4	5
making new business or career contacts	1	2	3	4	5
doing something physical	1	2	3	4	5
opportunity to make a difference	1	2	3	4	5
having a chance to reflect	1	2	3	4	5
working with a good leader	1	2	3	4	5
wanting to improve my résumé	1	2	3	4	5
having fun	1	2	3	4	5
being with family or friends	1	2	3	4	5
wanting to occupy my free time	1	2	3	4	5
helping me succeed in my chosen profession	1	2	3	4	5

There are many reasons why people volunteer and many kinds of benefits that people may get from their volunteer experiences. Some of those reasons are listed below. Using the 1-to-5 rating scale that appears below, please indicate how important each of these reasons was in your decision to volunteer for this Hiking Society Volunteer Vacation. *Circle the number that best describes each item's importance to you.*

1=not at all important 2=a little important 3=somewhat important 4=quite important 5=extremely important

Please indicate whether each of the following statements is TRUE (1) or FALSE (0) for you. *Circle one number for each item.*

True	***False***	***Statement***
1 *True*	0 *False*	I have never attended a meeting related to ecology.
1 *True*	0 *False*	I have never joined a clean-up drive.
1 *True*	0 *False*	I have attended a meeting of an organization specifically concerned with bettering the environment.
1 *True*	0 *False*	I have contacted a community agency to find out what I can do about pollution.
1 *True*	0 *False*	I have switched products for ecological reasons.
1 *True*	0 *False*	I have never actually bought a product because it had a lower polluting effect.
1 *True*	0 *False*	I do not make a special effort to buy products in recyclable containers.
1 *True*	0 *False*	I keep track of my congressperson's and senators' voting records on environmental issues.
1 *True*	0 *False*	I have never written a congressperson concerning pollution problems.
1 *True*	0 *False*	I subscribe to ecological publications.
1 *True*	0 *False*	I have donated a day's pay or more to an environmental cause.

For each statement listed below, please indicate your willingness to do that behavior by circling whether it is TRUE (1) or FALSE (0) for you. *Circle one number for each item.*

True	*False*	*Statement*
1 *True*	0 *False*	I'm not really willing to go out of my way to do much about ecology since that's the government's job.
1 *True*	0 *False*	I would be willing to stop buying products from companies guilty of polluting the environment, even though it might be inconvenient.
1 *True*	0 *False*	I would probably be willing to join a group or club that is concerned with ecological issues.
1 *True*	0 *False*	I probably wouldn't be willing to go house to house to distribute literature on the environment.
1 *True*	0 *False*	I'd be willing to write my congressperson concerning ecological problems.

How would you characterize your volunteer efforts for <u>environmental</u> organizations *over the past three years*?
Circle one number.

4	**3**	**2**	**1**
Volunteer on a regular basis	Volunteer sporadically, depending on <u>time</u>	Volunteer sporadically, depending on <u>activity</u>	Have not volunteered

How would you characterize your volunteer efforts for <u>non-environmental</u> organizations (e.g., advocacy & human rights, arts & culture, health & medicine, youth development, and so on) *over the past three years*? *Circle one number.*

4	**3**	**2**	**1**
Volunteer on a regular basis	Volunteer sporadically, depending on <u>time</u>	Volunteer sporadically, depending on <u>activity</u>	Have not volunteered

Have you ever participated in an American Hiking Society Volunteer Vacation before? *Circle one number.*

1 No 2 Yes ⟶ If <u>Yes</u>, how many (excluding this one) have you participated in? _____

How far from your home is the area where you are participating in your Volunteer Vacation?
_____miles

Gender: *(Circle one number)*

1 Female
2 Male

Your Age: *(Circle one category number)*

1 18 to 25
2 26 to 40
3 41 to 55
4 56 to 59
5 60 to 64
6 65 to 74
7 75 or older

Ethnicity: (*Circle only one number*)

1 Hispanic or Latino (of any race)
2 White
3 Black or African American
4 Asian
5 Native Hawaiian or other Pacific Islander
6 American Indian or Alaska Native
7 Other: _____

Education: (*Circle one number*)

1 Less than high school
2 High school graduate or equivalent
3 Some college or technical training beyond high school
4 College graduate
5 Post-graduate or professional degree

Employment Status: (*Circle one or two options maximum if appropriate*)

1 Employed or self-employed full-time
2 Employed or self-employed part-time
3 Retired and not working
4 Homemaker or other similar
5 Unemployed and looking for job
6 Full-time student
7 Part-time student

What is your total pre-tax household income (in US dollars)? *(Circle one category number)*

1 Below $15,000
2 $15,001 - $30,000
3 $30,001 - $50,000
4 $50,001 - $75,000
5 $75,001 - $100,000
6 $100,001 - $125,000
7 $125,001 or above

Please return this survey to the provided envelope. Thank you!

APPENDIX B

Last Day Research Instrument

VOLUNTEER QUESTIONNAIRE

(Last Day)

We would like to know about your experience as a volunteer with the American Hiking Society during your Volunteer Vacation. Please take a few minutes to answer the questions below. Your participation in this survey is voluntary, and all responses are anonymous.

Please return the completed survey to the envelope provided by your crew leader.

Please provide the last four digits of your preferred phone number and the first initial of your mother's maiden name (for example, 5 5 2 2 J): __ __ __ __ ___

There are many reasons why people volunteer and many kinds of benefits that people may get from their volunteer experiences. Some of those reasons or benefits are listed below. For those that matter to you, please use the 1-to-5 scale shown below to indicate your level of satisfaction with that aspect of your American Hiking Society Volunteer Vacation experience. Those items that are not important reasons for your volunteering should be circled "NA" or not applicable. *Please circle your response to each item.*

1=not at all satisfied 2=a little satisfied 3=somewhat satisfied 4= satisfied 5=very satisfied
NA=Not applicable

Reasons for volunteering for this vacation	*Not at all satisfied*	*A little satisfied*	*Somewhat satisfied*	*Satisfied*	*Very satisfied*	*Not applicable*
feeling of doing something useful	1	2	3	4	5	NA
chance to be outdoors	1	2	3	4	5	NA
learning new things	1	2	3	4	5	NA
meeting new people	1	2	3	4	5	NA
making decisions about projects	1	2	3	4	5	NA
feeling needed	1	2	3	4	5	NA
projects are well organized	1	2	3	4	5	NA
nature observation	1	2	3	4	5	NA
knowing what is expected of me	1	2	3	4	5	NA

Reasons for volunteering for this vacation	*Not at all satisfied*	*A little satisfied*	*Somewhat satisfied*	*Satisfied*	*Very satisfied*	*Not applicable*
learning about specific plants and/or animals	1	2	3	4	5	NA
seeing improvements to the environment	1	2	3	4	5	NA
feeling peace of mind	1	2	3	4	5	NA
protecting natural areas from disappearing	1	2	3	4	5	NA
seeing new parts of the country	1	2	3	4	5	NA
making new business or career contacts	1	2	3	4	5	NA
doing something physical	1	2	3	4	5	NA
opportunity to make a difference	1	2	3	4	5	NA
having a chance to reflect	1	2	3	4	5	NA
working with a good leader	1	2	3	4	5	NA
wanting to improve my résumé	1	2	3	4	5	NA
having fun	1	2	3	4	5	NA
being with family or friends	1	2	3	4	5	NA
wanting to occupy my free time	1	2	3	4	5	NA
helping me succeed in my chosen profession	1	2	3	4	5	NA

Using the 5-point scale below, please circle the number that best represents your agreement with the following four statements. *Circle one response for each item.*

1=strongly disagree 2=disagree 3=unsure 4=agree 5=strongly agree

Statement	***Strongly disagree***	***Disagree***	***Unsure***	***Agree***	***Strongly agree***
Overall, I am satisfied with my Volunteer Vacation experience.	1	2	3	4	5
I want to participate in a future AHS Volunteer Vacation.	1	2	3	4	5
This experience makes me want to volunteer with a local environmental group in my hometown.	1	2	3	4	5
I would recommend this program to a friend who is looking for interesting volunteer work.	1	2	3	4	5

Gender: *(Circle one number)*

1 Female

2 Male

Your Age: *(Circle one category number)*

1 18 to 25

2 26 to 40

3 41 to 55

4 56 to 59

5 60 to 64

6 65 to 74

7 75 or older

Your Comments:

Please return this survey to the provided envelope.

Thank you!

APPENDIX C
Instructions for Research Instrument

American Hiking Society Volunteer Vacations
Volunteer Questionnaire

Dear AHS Volunteer,

I am a master's degree student in the Recreation, Parks and Leisure Studies Department at the State University of New York at Cortland. As part of my master's thesis, I am studying the motivations and satisfactions associated with conservation volunteering.

As part of my research, I would like those who are 18 years and older and volunteering in AHS Volunteer Vacations, to complete two brief (about 10 minutes) surveys-- one today about your reasons for volunteering and one on the last day about your satisfaction with the Volunteer Vacation experience.

The risks of taking the survey are less than minimal. Most items on the survey ask you to indicate your agreement or disagreement with a statement. Items on this survey have been widely used in previous studies of volunteers in other settings.

Your survey responses and your participation are anonymous. I do not want you to put your name on the questionnaire. To match your responses to today's survey with the one you complete on the last day, you will use an identifying number chosen and known only by you. I don't need to know who you are, but I do need to match your two surveys.

Your participation is entirely voluntary. Now or later, if you choose not to participate, that's okay. Really! By completing the survey, you have given your informed consent to participate. If you chose to participate now and later change your mind, simply decline participation or turn in a blank survey into the provided manila envelope.

I hope you will take a few minutes to complete this questionnaire. Without the help of people like you, research on volunteers could not be conducted.

Raena Blumenthal and the study are being supervised by Dr. Anderson Young, a professor in the Recreation, Parks and Leisure Studies Department at SUNY Cortland. If you have any questions concerning this survey, he may be reached at (607) 753-4941. The study has been approved by the Institutional Review Board at SUNY Cortland. Should any questions arise regarding participation in the study, or any questions or concerns about research in general, you may contact the SUNY Cortland Institutional Review Board (IRB) by mail at P.O. Box 2000 Cortland, NY 13045-0900, or by email at irb@cortland.edu.

Sincerely,

Raena Blumenthal

Raena Blumenthal
Master's Degree Candidate