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A phenomenological investigation of the factors that influence motivation, recruitment and retention of volunteers age 65 and over

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A PHENOMENOLOGICAL INVESTIGATION OF THE FACTORS THAT INFLUENCE MOTIVATION, RECRUITMENT AND RETENTION OF VOLUNTEERS AGE 65 AND OVER

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DEDICATION

I dedicate this dissertation to my parents, who taught me the value of education, and encouraged me from a young age to strive for academic excellence. To my mother, who has tirelessly served in a volunteer capacity for as long as I can remember. Her kindness and generosity taught me the importance of bringing faith, hope and love to those who need a brighter day in their darkest hour. She will forever be my inspiration and role model.

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VITA

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ABSTRACT

Nonprofit agencies rely on continued support from volunteers, many who are 65 years of age or older, to provide aid and services to local community. However, community nonprofits have experienced a recent decline in volunteerism over the last six years. With the number of adults age 65 and over expected to double by 2060 in the United States, this twofold population could address the decline in volunteerism for nonprofit agencies.

The purpose of this qualitative phenomenological research was to explore and identify factors that influence motivation, recruitment and retention of volunteers age 65 and over. The study aimed to enhance understanding of how these adults make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what makes them committed to a particular organization. The study was specific to the nonprofit sector, focusing on individuals who volunteer at a charitable, religious, or health care organization in Southern California. The Existence, Relatedness, and Growth Theory was utilized to explain volunteer motivation and retention. Data were collected from 24 participants, age 65 and over, who volunteered a minimum of 12 times in a one year period. The study consisted of semi-structured interviews that were audio recorded, transcribed, and analyzed for common themes.

Major findings from the study included 5 major themes that can affect volunteer motivation, recruitment and retention in adults age 65 and over: (a) health benefits, (b) relatedness or connectedness, (c) meaning-purpose, (d) pro-social righteousness, and (e) personal involvement. Understanding these themes can provide considerable insight to volunteer mangers to help develop effective recruiting and retention strategies, designed specifically for the older-adult population, to increase volunteering in agencies throughout the United States.

Chapter 1: Introduction to the Study

Each year, millions of volunteers dedicate countless hours of time, effort and energy to make a difference in the world. These individuals give selflessly and expect nothing in return. The act of volunteering has been defined as "any activity in which time is given freely to benefit another person, group, or cause" (Wilson, 2000, p. 215). Volunteerism has also long been an American tradition (Thoits & Hewitt, 2001), and the United States has often been considered a nation of volunteers (Baldock, 1999).

Volunteers produce a vast resource pool of labor for the country that significantly impacts the bottom line of organizations and corporations, one that would be absent without their contributions (Gazley & Dignam, 2008; Sagawa, 2010). It is estimated that 62.6 million Americans (24.9 % of the adult population) volunteered in 2015, resulting in 7.9 billion hours and $184 billion in service (U.S. Department of Labor, Bureau of Labor Statistics, 2015; National and Community Service, 2015). Over the past 13 years, United States volunteers have made a substantial impact on society by donating 104.9 hours, for an estimated $2.1 trillion (National and Community Service, 2015).

Volunteers play an enormous role in nonprofit organizations, especially religious, educational, social service, and health care agencies, which total 74.8% of the volunteer population (National and Community Service, 2015). Organizations count on these individuals for outreach events, recruiting other volunteers, and as a resource for networking and building relationships in the community. In low-income communities, volunteer social workers encourage others to participate in volunteer activities that would be beneficial to local community members (Ohmer, 2007). In short, many nonprofits would not survive without the numerous devoted volunteers providing labor that impact the services they are able to offer (Clain & Zech, 2008).

In the United States, the number of nonprofits that need volunteers continues to increase. There are approximately1.5 million nonprofit organizations in the United States seeking volunteer support (Chiagouris, 2005). Without these volunteers, nonprofits have too few staff members to deliver their services (Boone, Shearon, & White, 1980).

The value of nonprofits in our society should not be underestimated. As Peter Drucker (1990) stated:

> When I first began to work with non-profit institutions, they were generally seen as marginal to an American society dominated by government and big businesses respectively … Today we know better. Today, we know that the non-profit institutions are central to American society and are indeed its most distinguishing figure. (p. xiii).

Drucker continued:

> In contrast to the work of businesses and the government, the non-profit's product is a changed human being. The non-profit institutions are human-change agents …Their 'product' is a cured patient, a child that learns, a young man or woman grown into a self-respecting adult; a changed human life. (p. xiv)

Despite the importance of volunteers, particularly for nonprofits and their human-changing potential, volunteer rated have declined in recent years. The United States Department of Labor reported that in 2015 the volunteer rate dropped to 24.9%, a decrease of 1.9% from 26.8 % in 2011 (U.S. Department of Labor, Bureau of Labor Statistics, 2015). Another study showed that in 1983, 46% of respondents intended to volunteer and in 2000, that figure dropped significantly to 17% (Taylor & Burt, 2001). The volunteer rate per resident has also dropped substantially from 36.8 in 2002 to 32.1 in 2014 (National and Community Service, 2015). The

effect of the decline in volunteer involvement has had a severe impact on both the organization and the community it serves.

> This country relies to a great extent on this act of volunteerism to address social, economic, educational, and other communal needs that either cannot be met or are not being met by the other two sectors of society, namely government, and the private sector. Recently those who have embarked on studying the various aspects of volunteerism have come to recognize that to gain a more introspective understanding of who volunteers and the conditions and platforms that create that environment of volunteeristic dedication it is of great import to study helping and volunteering that is both planned and sustained over time. (Bereson, 2006, p. 7)

Factors contributing to the decrease in volunteerism may include budget cuts, lack of funding, financial stress and a limited amount of free time for volunteers, due to a complex work/life balance. Many are only able to contribute a limited number of volunteer hours, as they struggle to combine volunteer work with the responsibilities of caring for their family (Golensky, 2010). Other research points to a lack of connection and distrust of one another due to a withdrawal from public life in voluntary associations (Putnam, 2000).

Despite the overall decrease in volunteerism between 2011 and 2015, the number of adults over the age of 65 reported only a .5% decrease in volunteerism, compared to 1.9% in the general population (U.S. Department of Labor, Bureau of Labor Statistics, 2015). Out of the 8 age groups that were pooled in 2014, adults age 65-74 reported the third highest volunteer rate (26.8) over a 3 year period, falling slightly behind the 45-54 age group at 28.7 and ages 35-44 at 30.6 (National and Community Service, 2015).

Advancements in the medical field have increased substantially over the past several

decades, resulting in a longer life span for most individuals. This means there are more adults over the age of 65 in our population today than there were 20 years ago. The United States 2015 Census predicted that the number of adults over the age of 65 will more than double by the year 2060, an increase from 47,830,000 to 98,164,000 (U.S. Census Bureau, 2015). Based on this prediction, researchers are concerned that adults over the age of 65 will have a prolonged period of their lives with excess time on their hands (Choi, 2003), and others believe that they will make positive contributions to the community through civic and social engagement (Hendricks & Cutler, 2004; Hinterlong, Morrow-Howell, & Rozario, 2007; Morrow-Howell, Hinterlong, Rozario, & Tang, 2003; Morrow-Howell, Kinnevy, & Mann, 1999). As Kolb (2002) noted below:

> It is essential to remain mindful of the strengths of older adults and their power to contribute to their individual and collective welfare and the general welfare of society in spite of continued ageism. In the United States, their strengths have been evident in ongoing individual and collective accomplishments, including the abolition of mandatory retirement, a policy assumed to be necessary and inevitable by some of the earlier theorists. Older adults' strengths must be respected and utilized in micro-, mezzo-, and macro-level interventions by professionals. (p. 318)

More than ever, older adults are currently engaged in volunteer work and the trend is expected to continue to grow at a rapid pace. Senior volunteerism is key to success, not only for themselves, but for society as a whole (Herzog & House, 1991). With people living longer, the number of individuals who will engage in volunteer activities is expected to increase dramatically (Chambre, 1993).

Statement of the Problem

According to the United States Department of Labor, Bureau of Labor Statistics (2014), "The volunteer rate in 2013 was the lowest it has been since the supplement was first administered in 2002" (para. 1). Many nonprofit organizations, such as one of the organizations in this study, are primarily volunteer-based, meaning they have more volunteers than paid staff. Without the service and support of volunteers, these organizations would be unable to conduct business on a day-to-day basis and serve a purpose within the community. "To a large extent, the life expectancy of a volunteer organization depends on its ability not only to enlist volunteers, but also to retain them" (Yanay & Yanay, 2008, p. 66).

Older adults contribute more volunteer hours compared to other age groups (Gerteis et al., 2004; Hall et al., 1998; Hall, Lasby, Ayer & Gibbons, 2009; Hall, Lasby, Gumulka, & Tyron, 2006). They are also healthier, more educated, more financially stable, living longer, and enjoying more years of retirement than in previous years (Stafford, 1987).

With adults age 65 and over expected to double in size by 2060, Freedman (1999) stated, "senior citizens could save civil society" (p. 243) by volunteering their time, labor and wisdom. Cnaan (1992) concurred by referring to elderly volunteers as "an untapped resource" (p. 125) that requires a more thorough assessment of their potential.

Insight to what motivates adults age 65 and over to volunteer is key to addressing the decline in volunteerism in the United States. With an untapped pool of potential volunteers with time on their hands, additional research is needed to understand what motivates the older adult population to volunteer (Okun & Schultz, 2003).

Purpose of the Study

The purpose of this phenomenological study is to explore the lived experiences of older adults who volunteer at nonprofit organizations, specifically those that are 65 and older and the factors that influenced their motivation, recruitment and retention of volunteering nonprofits in in Southern California. The study aims to enhance understanding of how theses adults make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what made them committed to a particular organization.

This research was focused on volunteerism in the nonprofit sector, as these organizations rely heavily on volunteers to support their mission. Nonprofit organizations in the United States include areas related to civic, education, health, religious, social services, and sports/arts (National and Community Service, 2015). In the nonprofit sector, California ranked 36th among the 50 states, however, San Diego ranked 16th among the 51 largest metropolitan cites. Statistics are slightly higher for the older adult population, with California ranking 36th out of 50 states and San Diego 12th among the 51 largest metropolitan cities (National and Community Service, 2015). As the nonprofit industry continues to expand, volunteers will become far more valuable than ever. Understanding volunteer motivation, recruitment and retention is crucial for the development of sustainable programs for older adults who support government and nonprofit organizations throughout the United States.

Research Questions

There are three research questions that guide the current study:

- How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious or health care organization in Southern California?

- What recruiting practices do volunteers over the age of 65 describe as being most effective in charitable, religious or health care organizations in Southern California?
- What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization in Southern California?

Theoretical Framework

This study uses the Existence, Relatedness, Growth (ERG) theory as its theoretical framework. Developed by Clayton P. Alderfer in 1972, the ERG theory is used to understand the specific needs that motivate an individual in a variety of settings. A condensed version of Maslow's Hierarchy of Needs Theory (1943), ERG theory suggests that human motivation is a result of satisfying one's needs.

Maslow's theory (1943) contends that individuals have five basic needs: physiological, safety, belongingness, esteem, and self-actualization, which are listed and fulfilled in order of importance. Once the most basic of all human needs (physiological) has been met, the individual can move to the next level (safety), and so forth. Only when the most primitive needs have been satisfied, can the individual progress to the next level, which then becomes motivational. Although Maslow's theory is widely known, there has been much criticism (De Cenzo & Robbins, 1988; Landy, 1985; Steers & Porter, 1991) and lack of support by empirical research.

Alderfer's ERG theory (1972) is based on Maslow's Hierarchy of Needs theory (1943) with some slight modification. Rather than five basic levels of needs, Alderfer condensed the model to demonstrate three basic needs: Existence, Relatedness, and Growth. The existence level encompasses all basic needs for existence, including physiological, safety, food, shelter and employment. Relatedness consists of all areas needed for meaningful relationships with others. Growth refers to an individual's need to grow, learn, develop competence and realize their full

potential through self-actualization.

Alderfer's theory (1972) is also more flexible than Maslow's in terms of satisfying needs, as any level can be satisfied at any time, often occurring simultaneously. Furthermore, when an individual is unsuccessful in attaining the less concrete needs, he is able to regress to satisfy needs that are more concrete and easier to satisfy, allowing continual movement along the spectrum (Alderfer, 1969). According to Alderfer (1969), focusing on satisfying one need at a time does not initiate changes in human behavior.

The ERG theory also includes a principle called frustration regression, which is a behavior that occurs when an individual's needs are not met. This may impact an individual's motivation in both her/his personal and professional life. For example, if an individual is not offered an opportunity for growth and personal development, she/he may regress to a lower level need such as existence or relatedness (Alderfer, 1972).

The ERG theory was uniquely well suited for the study, as it provides a structure to discover what inspired individuals to volunteer, with respect to their satisfaction of existence, relatedness and growth needs. For example, many older adults found that they needed to have a sense of purpose following retirement. Others sought meaningful relationships that once existed in the corporate world. Lastly, several seniors stressed that volunteering was a way to explore new opportunities for growth and development of new skills.

Importance of the Study

The importance of this study lies in the need for research in volunteerism and older adults, as literature on this population is extremely limited. The current literature includes a plethora of information on volunteer motivation and retention, with scant literature that focuses on recruitment of senior volunteers. Studying volunteers age 65 and over is essential, due to the

fact that people are living longer, healthier lives than in past years. Many nonprofit agencies would/will not survive without the continued support from their senior volunteers who work tirelessly to uphold their mission by providing aid and services to the local community.

The study will also provide data on the similarities and differences that exist between individuals age 65 and over who volunteer at charitable, religious or health care organizations. This information was not present in the literature and may contribute to research that is designed to support nonprofit volunteer organizations.

The study was significant to develop an improved understanding of the lived experiences and motivations of older adult volunteers in nonprofit organizations. Data gained from the study will provide information needed to address the nationwide decline in volunteerism. The outcome of this research will possibly assist volunteer managers to understand what motivates their volunteers, how to create practical recruiting strategies to attract new volunteers, and how to retain volunteers by creating a sense of commitment to their program. Analysis of the data collected in the study will potentially help volunteer managers to effectively utilize volunteer resources and create sustainable volunteer programs.

Definition of Terms

Commitment: A state of identification with and involvement in a given organization. It is characterized by three related factors: determination to remain a part of the organization, a willingness to demonstrate high levels of effort on behalf of the organization and belief in and acceptance of the values and goals of the organization (Mowday, Steers & Porter, 1979).

Developmental disability: A severe and chronic disability that is attributed to a mental or physical impairment, including intellectual disability, cerebral palsy, epilepsy and autism (State of California, Department of Developmental Services, 2016).

Enhancement: The practical motivation where by "one can grow and develop psychologically through volunteer activities" (Clary & Snyder, 1999, p. 157).

ERG Theory: Developed by Clayton P. Alderfer (1972), a theory of human needs and motivation, in which 3 categories of behavior influence an employee's performance: Existence needs - physiological and safety; Relatedness needs - interactions with family, friends, and coworkers; Growth needs – need to be productive, imaginative and complete worthwhile tasks.

Extrinsic motivation: One is motivated to engage in a particular activity because of the reward that will be gained. Suggests that our actions are a result of consequences or rewards (Gagne & Deci, 2005).

Intrinsic motivation: One is motivated to engage in a particular activity due to the internal satisfaction that will be gained. There are no external rewards for motivation or engagement in an activity (Gagne & Deci, 2005).

Lived experience: The life stories and narratives of an individual as told by them, in their own words (Van Manen, 1990).

Motivation: "A set of energetic forces that originates both within as well as beyond an individual, to initiate work related behaviour and to determine its' forms, directions, and duration" (Steers & Porter, 1991, p. 543).

Older adult: For the purpose of this research, individuals age 65 and over (Turcotte & Schellenberg, 2007).

Recruitment: The process of selection, attraction and appointment of candidates that are suitable for specific volunteer positions within an organization (Peterson, 2004).

Retention: The number of volunteers who successfully complete their initial commitment with an organization, including those who renew and continue serving the agency (Stepputat,

1995).

Senior citizen: For the purpose of this research, individuals age 65 and over (Turcotte & Schellenberg, 2007).

Volunteer: One who chooses to act in recognition of a need, without concern for monetary profit (Ellis & Campbell, 2005)

Volunteerism: Service that an individual provides out of his or her own free will, without payment or material reward (Yanay & Yanay, 2008).

Delimitations

Delimitations of the study were characteristics that limited the scope of the research study. The study looked specifically at individuals age 65 and over who volunteered at charitable, religious or health care organization in Southern California. Only those who volunteered once a month for 12 months or more were considered for an interview. There was limited time to conduct the research, due to participant availability and the time constraints for which the research must be completed.

Limitations

Limitations to this study may have included potential bias for the research due to personal experience as a volunteer with the one of the organizations, knowledge of the prior research literature, and knowledge of the theoretical framework. To minimize bias, the researcher clarified the bias that she brought to the study. Continual reflexivity allowed the researcher to reflect upon her role in the study and how her background, culture and experiences could possibly impact interpretation of the data (Creswell, 2014).

Other limitations to the study included the sample size of willing participants and the participants' availability in regards to making time for the interview. The small sample may not

have reflected the perception of all volunteers age 65 and over in each organization. Only English-speaking volunteers in Southern California were interviewed. Location may also have been a limitation, as volunteers in Southern California may not accurately represent volunteers throughout the United States.

Assumptions

Basic assumptions that were made relative to this study include:

1. People are deliberate. Volunteers engage in volunteer work to fulfill a particular need or goal.
2. People do similar things for different reasons. Volunteers who engage in the same assignment at the same agency may have different motives for volunteering.
3. Motivation may be prompted by more than one goal. A volunteer may attempt to satisfy several needs through one activity.
4. Outcomes are dependent on the matching of needs or goals made available by the organization. Volunteer satisfaction, recruitment and retention is linked to the volunteer experience and the ability of the volunteer to meet his/her needs and goals.

Other assumptions were that participants would be honest and accurate and feel comfortable describing a full range of representative experiences to the researcher. Semi-structured interviews with predetermined interview probes would help support this assumption by allowing each participant to fully engage in the conversation and explore other areas of the lived experiences. It was also assumed that volunteers were satisfied as a result of the time and effort they contributed to the organization.

Organization of the Study

The current study consists of five chapters. Chapter 1 addresses the issues of a decline in volunteerism in the United States, a growing population of adults age 65 and over, and the lack of literature on senior volunteerism. It also includes an explanation of the need for the study, theoretical framework, importance of the study, a definition of terms, research questions, delimitations, limitations and assumptions of the study. Chapter 2 presents the literature about volunteerism, motivation, recruitment and retention, which lays the foundation for the current study. Chapter 3 focuses on the methodology and presents how the data were collected and analyzed. Chapter 4 provides the findings from the study's data collection and analysis. Chapter 5 concludes with a discussion of the findings in relation to the current literature and volunteer fields and provides recommendations and implications for the future.

Chapter 2: Review of Literature

The United States Department of Labor, Bureau of Labor Statistics (2014) reported that the volunteer rate in 2013 was the lowest since 2002, which can specifically impact a nonprofit's sustainability. Without the service and support of volunteers, these organizations would be unable to conduct business and serve a purpose within the community

Older adults are healthier, more educated, financially stable, living longer, and enjoying more years of retirement than in previous years (Stafford, 1987). By volunteering their time, senior citizens could positively impact the continued decline in volunteerism. Insight to what motivates adults over the age of 65 to volunteer, how to create strategic recruitment plans, and how to instill commitment and retention is key to addressing the decline in volunteerism in the United States.

This chapter examines a review of the literature on motivation, recruitment and retention of volunteers. It begins with an overview on the background of volunteerism and history of volunteerism in the United States. Following, it presents Maslow's Hierarchy of Needs and the ERG theory to help understand individual motivation. Using these theoretical frameworks, this chapter then examines factors that motivate individuals to volunteer, recruitment of volunteers, and retention of volunteers. The chapter concludes by examining the literature specific to volunteerism and the nonprofit organization, with attention to charitable, religious and health care agencies.

Background of Volunteerism

Data from previous studies on volunteerism reveals that the typical image of volunteers is that of middle or upper-class white women, generally middle-aged or older. This quintessential volunteer is typically well-educated, with at least one college degree, and has a substantial

amount of time on her hands (Hewlett, 2002; Putnam 2000; Snyder & Omoto, 2008).

Age was also a factor associated with volunteerism. Generally, individuals who had volunteered at a younger age were more inclined to focus on motivations related to service and community as they approached retirement. “Older volunteers tend to have volunteered throughout their life, rather than to begin volunteering as they age” (Prisuta, 2003, p. 61).

Volunteerism is often defined as a means of recognizing a need and offering to help an individual or organization fulfill that goal, without compensation. Volunteers often define their activities as providing services to help others who need help (Clary & Snyder, 1999; Fixler, Eichberg, & Lorenz, 2008; Grant & Berry, 2011; Wilson, 2012). Ellis (2005) stated, “Volunteering is a leisure-time activity in which members participate after filling the priority demands of a job or family” (p. 73). Jaunmuktane and Auzina (2011) concurred that volunteerism, or civic engagement, is often viewed as a leisure activity. In this definition, volunteerism is explained as an activity that a person would engage in if time permitted. As described by Ellis and Campbell (2005), “To volunteer is to choose to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one’s basic obligations” (p. 4). Although money has become the main measurement regarding the value of work, volunteers offer their services because of their own sense of fulfillment or obligation to the social cause of improving the lives of others, rather than monetary rewards. I. Scheier (2001) stated:

> There is something to be said regarding people working without pay in a society whose mainline assumption is that people work for money, and people choosing work of their own free will in a world where work is often chosen for us by others or mandated by chronic indebtedness. (p. 4)

According to Brummell (2001), the value of volunteering cannot be measured in terms of monetary compensation. Volunteer contributions help to create a healthy and vibrant community, which is difficult to assign a dollar value. I. H. Scheier, (1992) argued that although volunteers were appreciated for their dedication and contributions to society, the mission of volunteering still faced prejudice. Because our culture measures success in life by the amount of one's paycheck, the conclusion is that the work and the volunteer are not of value. It is important to note that some volunteer positions include a stipend for low-income senior volunteers (Butler, 2006; Fried et al., 2004).

Hustinx, Cnaan and Handy (2010) synthesized prior research to find 200 definitions of volunteers. These researchers found that all the definitions included an arrangement of time, labor, and knowledge based on the following four components: (a) free choice to serve as a volunteer, (b) nature of the anticipated reward, (c) how the services will impact the local community, and (d) involvement with an agency or organization.

In addition to defining volunteerism, it is also important to consider the two types of volunteering, ranging from informal to very formal (Zweigenhaft, Armstrong, Quintis, & Riddick, 1996). Formal volunteering is defined as "any activity intended to help others that is provided to an organization without obligation and for which the volunteer does not receive pay or material compensation" (Okun & Michel, 2006, p. 173). Informal volunteering is used to describe gestures of care-giving within a kin or social network (Jirovec, 2005). According to Gottlieb and Gillespie (2008), formal volunteering is a fundamental focus, as it provides an opportunity for senior citizens to make contributions to society, as well as their own well-being.

Formal volunteer work is marked by activity performed on a regular or planned basis through a recognized organization frequently assisted by paid staff. As well, formal volunteer

work involves a degree of commitment to the host organization. Informal volunteer work, on the other hand, is performed without an intermediary organization and is "typically more spontaneous and temporary like helping a friend or neighbor in need." (Ross & Shillington, 1989, p. 5)

Volunteering consists of more than identifying a need and acknowledging that need; it is a much more complex compilation of one's values and life experiences that determine an individuals' propensity to respond to the challenge of volunteering or even recognize the opportunity to volunteer. Volunteering is simple in terms of individuals who offer their time and service, yet a complex phenomenon that encompasses their knowledge, values, beliefs, expectations, behaviors and experiences that inspire a person to volunteer.

History of Volunteerism

Volunteerism has been an important component in American history, impacting the nation's workforce for hundreds of years. Community service and volunteer activities have been an integral part of our society. As depicted by Langton and Miller (1988), the "principle of commitment to others is the counterpoint of America's emphasis on individualism, and both constitute the basic underpinnings of our society" (p. 25). Ellis and Campbell (2005) described how volunteer agencies were available to provide assistance and offer help for people at every juncture of American history. United States volunteerism can be associated with religious, private, and public institutions, with a variety of volunteers that influence the American culture (Ludwig, 2007). Studying the history of volunteerism provides an opportunity to reflect upon the numerous sacrifices of volunteers who donated their time, skills, and services to meet the needs of their fellow Americans (Ellis & Campbell, 2005).

In 1710, the first vision and formal design of an American volunteer organization was

created by Cotton Mather, a Boston minister, in his book Bonifacius (Ludwig, 2007). Benjamin Franklin further developed the concept of volunteerism by organizing volunteer activities, such as the Philadelphia Public Library, a volunteer militia, and the Union Fire Company – which was the first volunteer fire department in the United States. In the late 1800s, there was a surge in number of organizations dependent on volunteers. The first university-based YMCA was established in 1857, followed by the opening of the American Red Cross in 1881, and the establishment of the first United Way organization in 1887 (Ellis, 1989). Other volunteer organizations emerged in the early 1900s including the Kiwanis Club, Rotary Club and the Lions Club. As the need for volunteers increased, more volunteer organizations emerged, including the Bureau of Volunteer Service in 1919, the National Committee on Volunteers in 1932, the Association of Volunteer Bureaus in 1951, and the American Association for Volunteer Services in 1960 (Ellis, 1989).

United States Presidents, including Franklin D. Roosevelt, Kennedy, Johnson, Nixon, Carter, George H. W. Bush, Clinton, George W. Bush and Obama, supported or created volunteer initiatives during their presidencies (Points of Light, 2016). On the first day of his inauguration, President George H.W. Bush shared an initiative that would be created to connect the faith-based community and the government in an effort to meet the needs of the people (Sagawa, 2010; Sherr & Straughan, 2005). With the government revamping many of the social programs, volunteerism has reached a new intensity in the past two decades (Sherr & Straughan, 2005).

Theoretical Framework

Maslow's Hierarchy of Needs was selected as a supplemental theoretical foundation to support the ERG theory that guided this study. Maslow's Hierarchy of Needs has been

recognized as the most widely known theory in literature on organizations (Bess, 1981; Locke, 1976; Schein, 1980; Thompson, McNamara & Hoyle, 1997). According to Maslow (1970), individuals are driven to satisfy five basic human needs, which are arranged in a hierarchical order. Maslow (1943) used a pyramid model that placed basic human needs at the bottom level and higher, more complex needs near the top. The five hierarchical components or basic human needs include: psychological, safety, love and belonging, esteem, and self-actualization. The most basic, unsatisfied need at any time was thought to be the most important behavior, until that need was met.

Maslow (1970) referred to the lowest level as physiological needs, consisting of food, water and sleep. He explained that if the physiological needs have been satisfied, a new set of needs emerges, which are referred to as safety needs. Safety needs include security, stability, dependency, protection, freedom from fear, anxiety and chaos, as well as the need for structure, order and law. When the physiological and the safety needs are satisfied, the need for love, affection and belongingness emerges. Relationship needs include striving with great intensity to develop relations with friends, significant other, children, family, colleagues and with people in general.

Maslow (1970) described the fourth level of needs by stating, “All people in our society have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others” (p. 45). According to Maslow, the need for self-esteem is satisfied when an individual has earned the respect of others, due to his competence and ability. Maslow referred to the highest need level at the top of the pyramid as the need for self-actualization. Self-actualization referred to an individual’s desire for self-fulfillment and the desire to reach one’s full potential; to become everything that one is capable

of becoming. Maslow (1943) affirmed that the satisfaction of one need must occur before other needs can be met. Each individual person meets needs differently, however, basic human needs are met in a similar manner. Higher ranking needs, such as love, esteem and self-actualization are met using different techniques depending on the individual. As needs are satisfied at one level, the individual could move forward to fulfill the needs of the next level.

One critique of the Hierarchy of Needs theory is the hierarchical order. Schein (1980) suggested weakness in Maslow's hierarchical theory but arguing that self-actualization can be achieved in different ways and the meaning of self-actualization may change, depending on the developmental stage of the individual.

Through the expansion of theory and additional research, Maslow's Hierarchy of Needs theory was updated. Researchers discovered that the original pyramid was lacking critical information regarding neuroscience, evolutional psychology and developmental psychology (Kenrick, Griskevicius, Neuberg, & Schaller, 2010). Although the pyramid had been viewed as a cornerstone for many years, time changed the applicability of the pyramid. According to Maslow (1943), once one need was met, an individual moved to satisfy the next need. When a need was met, that level of the pyramid would disappear. The pyramid has since been modified to include overlap, as it was possible for individuals to work on meeting multiple needs at any given time.

The modification of Maslow's pyramid and removal of self-actualization from the top level created much controversy. Researchers concluded that the pyramid should display a shift toward a more personal and family-oriented focus (Kenrick et al., 2010). Based on this recommendation, the new pyramid levels include: immediate psychological needs, self-protection, affiliation, status/esteem, mate acquisition, mate retention and parenting. While the bottom levels have remained the same as the original pyramid (Maslow, 1943), the new focus

has higher order needs shifted towards relationships, connections with a single person and the advancement of the human race through parenting (Kenrick et al., 2010).

Existence, Relatedness, Growth (ERG) Theory

Developed by Clayton P. Alderfer in 1972, the ERG theory is used to understand the specific needs that motivate an individual in a variety of settings. A condensed version of Maslow's Hierarchy of Needs theory (1970), ERG theory suggests that human motivation is a result of satisfying one's needs. Rather than the five levels that Maslow recommended, Alderfer proposed 3 basic sets of needs: existence, relatedness, and growth. Alderfer (1969) described existence needs as including various forms of material and physiological desires, such as pay, fringe benefits, and physical working conditions.

Alderfer (1969) explained the relatedness category of needs as involving relationships with significant others, children, family, friends, and colleagues. Satisfaction of relationship needs were dependent on a process of sharing and friendly associations. The relatedness process included concepts of the transfer of acceptance, confirmation, understanding and influence.

Lastly, Alderfer (1969) described the growth needs as including desires which involve an individual making creative or productive decisions regarding himself and the environment. Utilizing one's capabilities to the fullest and developing additional capacities to solve a problem may satisfy the growth needs. While finding opportunities that contribute to reaching one's full potential is dependent on the individual, satisfaction of the growth needs will allow the person to experience a greater sense of wholeness and fullness.

Examining the three categories individually is useful when it is important to understand the degree of need that a person has at a particular point in time (Schein, 1980). Alderfer (1972) attested that not all individuals have equal amounts of basic needs, as Maslow's theory (1970)

had suggested. Alderfer (1969) added that a practical value of the theory is the ability to diagnose motivational issues in relation to human needs.

Existence, relatedness, and growth fluctuate on a myriad of tangibility, with existence needs being the most tangible, relatedness needs being moderately tangible, and growth needs being the least tangible. Similar to Maslow's theory (1970), the process of fulfilling needs involves moving forward along the continuum in relation to gratification progression, with the addition of a process called frustration regression (Alderfer, 1969). An individual may desire existence needs when relatedness needs are not satisfied because existence needs are an easier and more concrete method of establishing a sense of connectedness with other people. Similarly, a person may seek relatedness needs when she/he is unsatisfied with his growth and opportunities to develop and expand himself. When an individual is unsuccessful in attaining the less concrete needs, she/he regresses to satisfy needs that are more concrete and easier to satisfy.

Senior Volunteerism in the United States

Older adults occupy a vast resource pool of volunteer labor for government and nongovernment sectors in the United States (Ellis & Campbell, 2005; Tang, 2010). However, until recently, there was little research on volunteerism and the benefits that it provides to senior citizens.

Havinghusrt (1961) concluded that involvement in social activities is beneficial to seniors, as it provides an opportunity to help others, in addition to creating a sense of self-respect. Bradley (2000) added, "the increased willingness of non-volunteers to take on volunteer assignments two years after retirement is an indication that volunteering may be a potential way to give meaning to their new identity as retirees" (p. 49). Sainer and Zander (1971a) suggested that volunteerism helps senior citizens combat the effects of social isolation while developing a

feeling of usefulness and self-respect. Bradley (2000) agreed:

> For some (senior volunteers), volunteering provides a reason to get up in the morning. The motivation that draws them up and out into their community may be rooted in a desire to improve the community, to improve selves, or to give better definition to their daily lives. (p. 50)

Volunteering represents a vehicle to aging well both for older adults and for our community (Herzog & House, 1991). Herzog, Franks, Markus, and Holmberg (1998) found that engagement in productive activities, such as volunteering, allows an opportunity for older adults to validate their self-esteem. According to Ardelt and Koenig (2009), purpose in life is positively associated with inherent well-being and negatively correlated to the fear of death. Based on this concept, researchers concluded that having a sense of meaning and purpose in life may vital to successful aging (Maki, 2005; Wong, 2000).

Studies have also shown that engagement in volunteer activities promotes better mental health and reduces the speed of the functional decline of seniors (Grimm, Spring & Dietz, 2007; Li & Ferraro, 2006; Rosenberg & Letrero, 2006; Thoits & Hewitt, 2001; Wilson, 2000). Volunteering may also reduce symptoms of depression and mortality risk (Shmotkin, Blumstein & Modan, 2003). Research has demonstrated that older adult volunteers are more likely than non-volunteers to rate their health as either excellent or good (Bowen, Andersen & Urban, 2000; Ozawa & Morrow-Howell, 1993; Warburton, Terry, Rosenman, & Shapiro, 2001). Furthermore, individuals who rated their health higher tended to volunteer more often than those with lower health ratings (Warburton, Le Broque, & Rosenman, 1998). In summary, older adults who volunteer are in better functional health, have lower levels of depression and mortality, and report higher levels of life satisfaction than those who do not volunteer (Morrow-Howell et al.,

2003; Musick, Herzog & House, 1999; Musick & Wilson, 2003; Oman, Thoresen &McMahon, 1999; Thoits & Hewitt, 2001; Van Willigen, 2000; Wheeler, Gorey, & Greenblatt, 1998).

Research has also shown that participation in volunteer activities provides a sense of purpose and responsibility, which promotes an optimistic and healthy attitude that contributes to fulfilling personal relationships and help counter the negative effects associated with the aging process (Ardelt & Koenig 2009; Grimm et al. 2007; Li & Ferraro 2006; Shmotkin et al., 2003). A quality of life study by Van Willigen (2000) found that in comparison to younger adults, older adults who volunteer have improved physical and psychological well-being and senior volunteers reported the most increase in life satisfaction, as a result of their volunteering commitments. Weinstein, Xie & Cleanthous (1995) determined that a relationship exists with volunteerism and boredom (negative relationship) and with volunteerism and sense of purpose in life (positive relationship) amongst retired individuals. Musick et al. (1999) posited that "elderly volunteers should benefit from volunteering through increased levels of satisfaction and self-esteem, feelings of usefulness, and through the betterment of health" (p. 173).

Numerous studies have demonstrated positive effects of volunteering on the health and well-being of older adults (Black & Kovacs, 1999; Fisher & Schaffer, 1993; Gottlieb & Gillespie, 2008; Kuehne & Sears, 1993; Morrow-Howell et al., 2003; Musick et al., 1999; Musick & Wilson, 2003; Oman et al., 1999; Tan et al., 2009; Tan et al., 2010; Theurer & Wister, 2010; Thoits & Hewitt, 2001; Wheeler et al., 1998). For example, Musick et al. (1999) found lower mortality rates among older adult volunteers in comparison to non-volunteers.

As a result, participation in volunteer activities has been referred to as a form of successful aging by several researchers (Celdran & Villar, 2007; Greenfield & Marks, 2004). MacKinlay (2008) attested that the search for ultimate meaning in life is determined by an

individual's ability to develop significant relationships, which can be attained through volunteerism. Tan et al. (2009) found that social relationships formed while volunteering were strong motivators for older adults to continue their volunteer commitment. Other motivations related to generativity and leaving a legacy were found to be prominent among older adults who engage in volunteer activities (Morrow-Howell, 2010).

Older adults may be more prone to enlist in volunteer activities to avoid the stereotype of old age, which often is associated with senility, sickness and loss of independence. Engaging in volunteer work may provide older adults with a sense of fulfillment, increase their self-esteem and overall satisfaction with life, as well as offer access to more social support and resources (Van Willigen, 2000).

There are some studies that indicate some negativity with older age volunteers, however. For example, although Kulik (2007, 2010) concluded that older volunteers report higher levels of satisfaction than younger volunteers. However, Hustinx & Handy (2009) found that older volunteers tend to be less satisfied and more likely to be skeptical or critical of the volunteer roles, due to the magnitude of their life experiences.

In addition to the considerable health benefits derived from engagement in volunteer activities, researchers also found that volunteering can have a positive effect on mortality. Studies demonstrated that donating over 100 hours of volunteer work per year can have a protective effect against poor health and death (Luoh & Herzog, 2002; Thoits & Hewitt, 2001). Older adults who partake in volunteer activities experience protective mortality by the benefits acquired through social integration and active living (Musick et al., 1999; Oman et al., 1999). Volunteer work can not only enhance the quality of life for older adults, but could also help them to live longer, more active and productive lives. The challenges that older adults face become

less burdensome when they focus their energy on helping others (Nelson-Becker, 2005). Due to the numerous positive outcomes for older adults, advocates for volunteerism are encouraging participation and social engagement later in life (Sherraden, Morrow-Howell, Hinterlong, & Rozario, 2001; Tang & Morrow-Howell, 2008).

Volunteer Programs for Seniors

When research demonstrated that volunteering by older adults provided excellent benefits (Rosenblatt, 1966), experimental programs were developed to assist older adults with the transition from working to retirement. Such programs were geared toward rebuilding a sense of self and well-being. The first program created to address the needs of retired older adults as volunteers was a project called Serve and Enrich Retirement by Volunteer Experience (SERVE). Founded in 1967 as a 3-year pilot project to test the effectiveness of measures to recruit, train and retain adult volunteers, the program began with 640 retired volunteers. By 1970, over 70% of the participants were still active in the program (Sainer & Zander, 1971a). The success of the project was due to the focus placed on the needs, interests, and abilities of the individuals, as opposed to focusing on the needs of the placement agencies. Sainer and Zander, however, found that many of the volunteer roles available to older adults were apathetic, unclear, and lacking in authority and suggested that some of the volunteer positions had no meaning or sense of involvement for the older volunteer.

Similarly, an earlier study conducted by Lambert, Guberman, and Morris (1964) tested two hypotheses: a need exists for older volunteers to participate in the undertaking of community activities, and that older adults are willing to serve as volunteers in the community. The researchers concluded that job vacancies could absorb very few additional older adults, many of the job responsibilities were routine and unappealing to the potential recruit, and that there was

little inclination to develop new and challenging job opportunities.

Other organizations recognize the value of senior volunteers and have created special volunteer groups designed specifically for this population. Senior Corps is dedicated to helping meet the needs and challenges of communities in the United States. Founded in the 1960s, Senior Corps is a grant-funded program that serves as an umbrella for other programs, including Foster Grandparents that provides tutoring and mentoring to children with exceptional needs, Retired Senior Volunteer Program (RSVP) that provides community service in a number of diverse ways, and Senior Companions that assists adults who are challenged with daily activities, such as grocery shopping and paying bills. These programs provide a way for senior volunteers to remain active by serving children, youth, and adults who are in need of their help. The number of volunteer hours that are required vary, depending on the program, generally ranging from 15 – 40 hours per week. Most programs offer a formal volunteer orientation as well as a handbook outlining important information and the mission and goals of the organization (National and Community Service, 2015).

Numerous volunteer programs have been developed for *retired* older adults in the past 50 years. Founded in 1958, the American Association of Retired Persons (AARP) is one of the largest private sector initiatives, responsible for volunteer programs such as the Volunteer Income Tax Assistance (VITA) grant program of 1971 and the Widowed Persons Service (WPS) of 1973 (Chambre, 1993). In 1964, the Small Business Administration created a program called Service Corps of Retired Executives (SCORE), (Brudney, 1986). With over 13,000 members, retired executives provide management advice to small business owners, including those interested in starting a new business (Buffam, 1991).

In 1971, other federally funded programs were developed and merged into ACTION, the

federal domestic volunteer agency (Chambre, 1993). During this time period, the Foster Grandparent program emerged to provide community service jobs and supplemental income to low-income seniors. By 1990, 27,000 Foster Grandparents were engaged in activities to provide social and emotional support to special needs, handicapped, abused and neglected children, as well as teenage parents and those struggling with substance abuse issues (ACTION, 1990).

In recent years, there has been greater emphasis on private sector volunteer programs and the number of community based programs has become too large to estimate (Chambre, 1993). To be successful, it is crucial that senior volunteer programs are accompanied by institutional support (Kovacs & Black, 1999; Sainer & Zander, 1971b; Strom & Strom, 1994). Based on the research that demonstrates mental health benefits are linked to volunteerism, many government sponsored programs and private sector initiatives have provided older adults with an opportunity to donate their time and services.

Motivation for Volunteering

One of the challenges in studying motivation is that there is no commonly accepted definition or one all-encompassing theory of motivation (Filipp, 1996; Murphy & Alexander, 2000; Schaie & Lawton, 1998). Early motivation theorists believed that motivation was an observable behavior, conceptualized in terms of drives (Hull, 1943) or needs (Murray, 1938) from within an individual. Hull (1943) argued that human behavior was the result of the ongoing interaction between the organism and its environment. Motivation, on the other hand, was "the initiation of learned or habitual patterns of movement or behavior" (p. 226). Recent motivation theorists focused on cognition and its effect on behavior. Motivation is explained as a process, as opposed to a product (Pintrich & Schunk, 2002).

While most theorists agreed with the importance of the cognitive process, they disagreed with which process is most important. The motivational process is considered to include attributions (Graham, 1994; Weiner, 1985), perceptions of competence (Bandura, 1989; Pajares, 1996; Zimmerman, 2000), expectancy-values (Wigfield & Eccles, 2000), and goals (Ames & Archer, 1988; Dweck, 1989; Elliot & Thrash, 2001; Pintrich, 2000; Pintrich, Conley & Kempler, 2003; Wentzel, 1992, 2000; Wolters, 2004).

The approach to studying motivation may differ across researchers and time, but the common assumption is that human behavior is an expression of an underlying intent. The foundation of volunteering is comprised with human motivation factors that are essential in defining and understanding the concept of volunteerism.

Job motivation and satisfaction in an employment setting has become a recent area of interest for researchers. Studies from various perspectives have focused on volunteer satisfaction as it relates to motivation. Antoni (2009) measured intrinsic and extrinsic motivation factors from a sociological perspective and asserted "intrinsic motivations may play an important role in institutions characterized by personal relations and high participation in decisions" (p. 359), particularly in the nonprofit sector. This researcher defined intrinsic motivation as an activity in which an individual does not receive a reward, other than the activity itself. Extrinsic motivation, on the other hand, included a desire to "improve their human capital" or "be attracted by the social recognition that one derives from volunteering" (p. 359). Antoni (2009) summarized:

> Intrinsic motivations to volunteer positively affect the formation of relational networks involving the volunteer and people met through the association characterized by a high degree of familiarity. If we consider the various motivations to volunteer separately, the more robust effect seems to be the one generated by ideal motivations. (p. 367)

Individuals who engage in volunteer activities for extrinsic reasons may do so because community service hours are required for a particular position, to develop social contacts and for networking purposes, or to gain employment. These individuals view helping others as a secondary motive and volunteering as an investment that results in external rewards or payoffs (Meier & Stutzer, 2004).

Research specific to older adults demonstrated that senior volunteers have both intrinsic and extrinsic motivations for engaging in volunteer activities. A study conducted by Smith and Gay (2005) revealed that feeling good, staying mentally active and refraining from watching television all day were important factors that motivated seniors to engage in volunteer activities. However, Smith and Gay (2005) also reported, "most of the sample mentioned their desire to help others and to affirm caring and compassion, which volunteering allowed them to do" (p. 7). Another study found that 95% of the senior volunteers wanted to support a cause they supported or believed in, 81% wanted to put their skills and experience to use, 69% claimed to have a personal obligation to the cause, and 57% reported that they chose to volunteer to explore their own strength (Narushima, 2005).

Ideal motivations are often intrinsic in nature. According to Boezeman and Ellemers (2007), there are three components related to intrinsic motivations and volunteering: autonomy or ability to make decisions regarding one's volunteer role, competence regarding one's his/her ability to accomplish the task, and relatedness needs or ability to develop friendships or acquaintances while volunteering. The researchers' focus was to determine how fulfillment of each of these needs impacts volunteers' overall job satisfaction as an indicator of their intent to continue volunteering. Functional theorists "argue that a match between the reasons for performing an activity, such as volunteering, and the satisfactions derived from that activity is

key in motivating and sustaining behavior" (Fletcher & Major, 2004, p. 109).

Daniel Pink's theory of intrinsic motivation as described in his book *Drive* (2009) explains how individuals are motivated by the concepts of autonomy, mastery and purpose. The three intrinsic motives are:

- Autonomy – illustrated when an individual is in control of his own actions. It is the perception of one's level of control over what occurs to and around him.
- Mastery – described as the desire to be an expert in a subject or skill that is important to the individual. The individual is motivated by feeling that he is getting better at a specific task.
- Purpose – exemplified as the desire to do something or be a part of something that is larger than oneself. An individual is motivated when there is a purpose beyond money to work toward.

According to Pink (2009):

> The number of volunteer hours worked in the United States continues to rise suggesting that volunteer work is sustaining people in a way their paid work is not. We're learning that the profit motive, potent though it is, can be an insufficient impetus for both individuals and neglected or dismissed as unrealistic, what we might call the 'purpose motive.' (p. 133)

Pink's (2009) work also examined the consequences of extrinsic motivation and the possibility of negative consequences that often result from a focus on rewards and punishments. However, the richness in his research is in the benefits associated with intrinsic motivation.

Batson, Ahmad and Tang (2002) explained that individuals are motivated to volunteer based upon four concepts: egoism, altruism, collectivism and principlism. Egoism proposes that

people volunteer to increase their own welfare. Altruism suggests that people are motivated to improve the welfare of others. Collectivism is based on the desire to increase the welfare of a group or collective whole. Principlism seeks to uphold the moral principles.

Contrarily, the motivational functions of volunteerism identified by Clary, Snyder, Ridge, Copeland, Stukas and Haugen (1998) demonstrated six volunteer motives: values, understanding, social, career, protective, and enhancement. The six motives are described as:

- Values - this motive is associated with altruism and concern for others. These individuals are concerned for the welfare of others and compassionate towards those in need.
- Understanding – this motive describes individuals who are interested in gaining a new perspective, learning through direct experiences, focused on interacting with a variety of people, and interested in exploring their own strengths.
- Social – this motive reflects those who are motivated by relationships. These individuals volunteer to be with peers or to socialize, and often have friends who volunteer or are encouraged to volunteer by those close to them.
- Career – this motive describes individuals who express an interest in career-related benefits, such as training or skill-development. These individuals view volunteer work as an opportunity to create a network, explore career options, or improve their resume.
- Protective – this motive protects the individual from negative aspects of the self. Engaging in a volunteer activity may reduce one's feelings of guilt regarding being more fortunate than others. It may also serve as a protection from personal issues and help individuals overcome feelings of isolation and a connection with others.
- Enhancement – this motive makes individuals feel important and needed, while increasing their self-esteem. While the protective motive shields the volunteer from the

negative features of oneself, the enhancement motive strives to promote positive experiences associated with volunteer work.

Studies have demonstrated that the six motives described by Clary et al. (1998) vary regarding level of importance. Values, enhancement and understanding are rated as the highest motive for volunteering, and social and protective motives are generally rated as the lowest reasons for volunteering (Allison, Okun & Dutridge, 2002; Chapman & Morley, 1999). Furthermore, Houle, Sagarin and Kaplan (2005) suggested that Clary et al.'s (1998) six volunteer motives were differentially satisfied by various volunteer assignments.

For many older adults, several of these motivations may not be related to their stage in life, however, the ability to develop or maintain social ties was found to be significantly related to age. Okun and Shultz (2003) found that social motivations to volunteer increase as people age, moving away from the once sought after motivations related to career and desire to seek knowledge. The researchers' study confirmed that in an effort to maintain emotional stability, volunteers over the age of 60 were the most motivated to create new friendships as a result of volunteering. Social motivation was also greater in those aged 60 to 70, than in those aged 70 years and older. Among 60 to 70 year olds, the researcher concluded that volunteering is a way to develop social relationships that could result in life changes, such as retirement or relocation.

Other studies have been conducted to understand factors that influence motivation to volunteer in the older adult population. Research suggested that older adults volunteer for both altruistic and egoistic reasons (Warburton et al., 2001); whereas, others proposed that self-orientated motives, such as meeting new people, played a role in motivation to volunteer (Warburton et al., 2001).

Motivation to volunteer can be influenced by the types of volunteer roles older adults express interest in, the time they are willing to serve in the position, or the outcome they are seeking because of volunteering (Warburton et al., 2001). As explained by Ross and Shillington (1989):

> Volunteering fosters community integration and cohesion by encouraging friends, colleagues and neighbours to work together through the sharing of a common concern. Volunteering is an excellent avenue for increasing participation in society in a way that also allows volunteers to exercise control. (p. 8)

Researchers who study volunteerism tend to agree that egoistic motivations play a key role in volunteerism (Powell, 2005), however, other intrinsic and extrinsic motivators must also be considered. Clary and Snyder (1999) described volunteerism as a decision-making process in which the volunteer and objectives provide the motivation to choose the volunteer venue, however, this functional description does not fully explain their motivation to continue serving in this volunteer capacity.

Hustinx et al. (2010), Hustinx and Lammertyn (2003), and Musick and Wilson (2008) studied what motivates a person to volunteer from a holistic approach. Studying volunteerism from this approach determined that volunteering is a complex decision built upon layers of preconditioned perspectives. Examining the research of Hustinx et al. (2010) and Hustinx and Lammertyn (2003) and comparing it to the modest definition of volunteering provided by Ellis (2005), it is clear that there are substantial differences and ideas concerning volunteerism. Examining volunteering from a holistic approach demonstrated that the act of volunteering is a result of values, beliefs and expectations of the individual volunteer, rather than purely a momentary decision. To understand the process and complexity of volunteerism, Bussell and

Forbes (2002) studied the phenomenon of volunteerism from 4 different categories: definition, characteristics, motivation, and context.

It is essential that recruiting organizations understand what motivates older adults to volunteer. A study by Henderson (1980) found that volunteers are motivated in three specific ways:

1. By achievement. Volunteers seek feedback, have an eagerness to excel, and respond to challenges.
2. By affiliation. Volunteers are concerned about relationships with others. They solicit companionship and social interaction.
3. By power. Volunteers want to stimulate achievement in others.

Contrarily, Omoto, Snyder and Martino (2000) concluded that an individual volunteers for two primary reasons: to satisfy self-regarding concerns, and to fulfill altruistic interests. Hytter (2007) concluded that individuals volunteer for various reasons including companionship or career enhancement, which ranked highest on the list. However, earlier studies listed altruism as the most common reason to volunteer. The most cited motivation to volunteer for people of all ages was to help others (Bussell & Forbes, 2002).

Organizational citizen behavior is an individual's voluntary commitment within an organization that is not related to his or her specific contractual responsibilities (Organ, 1988). Finkelstein and Brannick (2007) found that organizational citizenship behavior in an organization often resulted in organizational effectiveness. Millette and Gagne (2008) conceded by stating that internal motivation is often linked to high performance, satisfaction and invariably commitment. Contrarily, Hartenian and Lilly (2009) argued that motives such as job experience and opportunities, making new connections, and avoiding punishment for not helping should not

be attributed to volunteerism. Marta and Pozzi (2008) supported this by explaining that individuals who volunteer for personal enhancement reasons actually engage in a limited amount of volunteer services. When examined from a psychological perspective, Houle et al. (2005) concluded that functional analysis implies that while many volunteers do the same job, the satisfaction that each person receives in return may differ.

Dhebar and Stokes (2008) determined that although motives for volunteering differ, it is critical for organizations learn to understand these motives. While volunteers often provide services because it improves their mental health and they feel better psychologically, emotionally and spiritually, Vargo (1999) attested:

> These contributed services are immeasurable because it is neither possible nor ethical to assign a precise dollar value to what the volunteer actually 'gives' and the institution actually 'receives'. Altruistic motives include notions of a sense of solidarity for the poor, compassion for those in need, identifying with suffering people, and giving hope and dignity to the disadvantaged. (p. 16)

Previous research examined various theoretical perspectives to explain the motivations, experiences and behaviors of volunteers. However, no one approach has been agreed upon to date. Since volunteer motivation and behavior is often complex, volunteerism cannot be explained by using one theory (Perry, Brudney, Coursey, & Littlepage, 2008; Wilson, 2000).

Recruiting Senior Volunteers

How to best recruit older age volunteers has remained a topic for discussion. There are first several barriers to volunteerism that exist for older adults. Some include poor health, lack of transportation and low income (Lackner & Koeck, 1980). Perry (1983) found that individuals over the age of 60 did not engage in volunteer activities because they were not asked (29%) of

the organization did not have an open position in a setting of their choosing (59%). Perry's finding suggests that a few organizations were able to offer positions that matched the skills of older adults. He concluded that the transition into retirement by older adults could be significantly improved if additional alternatives to work were presented, such as greater opportunities for social participation with staff and other volunteers. Chamber (1987) found that regardless of health, the importance of age on volunteering is not significant until the age of 77. When individuals reach age 77, they are far less likely to volunteer.

Studies show that retirement often results to a decreased level of self-worth when the individual is no longer seen working in their profession. Retired older adults struggle with their identity and are viewed as less valuable by a society that places worth on professional labels such as accountant, doctor, or attorney (Sainer & Zander, 1971b).

Research conducted by Sloane et al. (2006) suggested that 67.3% of physicians who volunteered wanted to stay mentally alert and 61.2% felt it was important to stay connected as a medical professional. Chamber (1987) postulated that retirement leads to loss of one's role in society, and that volunteering inoculates the retiree against many of the challenges that come with the transition.

Between role loss and a decrease in social relationships that older adults face with retirement, engagement in a volunteer activity can be an attractive means of recognition (Li & Ferraro, 2006). From this perspective, volunteer work can serve as protection from the physical decline and lack of activity that often accompanies retirement (Fisher & Schaffer, 1993). While the presumed benefits are both social and physical, Bowen et al. (2000) suggested that the linkage may be questionable; elderly volunteers enjoy better health not because they volunteer, rather they volunteer because they are in good health. Musick et al. (1999) affirmed "…because

good health and availability of social resources lead to volunteering, it is difficult to determine the causal ordering between well-being and that activity" (p. 173). Rosenblatt (1966) found that older adults who are retired but engage in more social activities have demonstrated to be better psychologically adjusted than those with decreased levels of participation of social events.

Pushkar, Reis, and Morros (2002) found that older volunteers reported higher satisfaction and a greater willingness to volunteer when they were placed in their preferred job types. One method of recruiting older adults is through their later acquired social roles, such as grandparent and great-grandparent. In this capacity, volunteer work can be described as a meaningful work as an alternative to leisure activities (Chambre, 1993).

Recruiting and retaining volunteers is the greatest challenge for leaders in organizations reliant on volunteers (Hartenian & Lilly, 2009). Organizations are consistently looking for new methods to recruit and retain older adult volunteers (Ashton & Parandeh, 2007; Gottlieb, 2002). Examining the motivators that inspire older adults to engage in volunteer activities is necessary to understand which recruitment strategies are most effective (Jones, 1999).

Utilizing senior volunteers to spread the word and recruit other older volunteers is a key component when developing a formal recruitment strategy. According to Chait, Ryan and Taylor (2005), strategic volunteer recruitment will improve social, political, economic, and intellectual capital investment of nonprofits. Research shows that "word of mouth is one of the most effective means of engaging all people, including older people, in volunteering" (Smith & Gay, 2005, p. 13). Other studies have shown that older adults who do not volunteer reported that it was because they had not been asked to volunteer (Fischer, Mueller & Cooper, 1991; Warburton et al., 2001).

In addition to recruiting volunteers via word of mouth, Smith and Gay (2005) found that

placing advertisements in local newspapers or newsletters was a successful measure used to recruit older adult volunteers. One study recommended that consideration should be taken when examining the life experiences that senior volunteers bring to the organization (Caldwell & Scott, 1994). Similarly, Morris and Caro (1996) suggested that an effective way to recruit older adult volunteers would be to develop more significant, interesting and challenging volunteer roles, especially within the public school system. Identifying and utilizing effective recruitment strategies may help increase the number of senior volunteers who offer their time and services in a volunteer capacity.

There are several ways in which individuals learn about hospital volunteer opportunities. Often, they are in a transitional period, such as recently retired or have lost a spouse. Others learn of opportunities through friends, religious organizations, community clubs, as a patient in the hospital or while visiting the hospital to support a loved one (Wymer, 1998).

To develop effective recruiting and retention plans for our future volunteers, it is critical to understand volunteer motivation. Henderson (1981) explained:

> The importance of being aware of volunteer needs can't be overlooked. Volunteers are an essential part of an organization, but this volunteer experience can also be an important part of the lives of the volunteers themselves. Staff working with volunteers should keep motivations in mind when determining volunteer tasks and when recruiting, training, and supervising volunteers. (p. 217)

Promoting the beliefs regarding the significance of helping those in need, learning about one's strengths and the world around us, and feeling useful can be imperative in retaining volunteers and recruiting new ones (Okun, Barr & Herzog, 1998). A thorough comprehension of what inspires volunteers into action may promote the development of strategies to enhance recruitment

and retention efforts. According to Esmond and Dunlop (2004):

> What actually motivates a person to volunteer is a complex and vexing question, yet understanding these motivations can be of great assistance to organizations in attracting, placing, and retaining volunteers . . . (and that) organizations can use information on motivations to attract potential volunteers by tailoring recruitment messages to closely match their motivational needs. (p. 6)

Retention of Senior Volunteers

Volunteer retention is a critical component for most organizations. The time and expense to recruit and train volunteers can be a time consuming process, all of which are lost when volunteers are not retained or discontinue service (McCurley & Lynch, 2007). Kovacs and Black (1999) found that a substantial number of seniors who joined formal volunteer organizations such as RSVP, discontinued their involvement after one year of service. Most nonprofits have difficulty managing their volunteers, and more than one third of volunteers do not return the following year, resulting in $38 billion in lost labor (Eisner, Grimm, Maynard, & Washburn, 2009). The volunteer turnover rate is high, making volunteer retention a necessary focus for many organizations (Kim, Trail, Lim &Kim, 2009).

According to Clary, Snyder & Ridge, (1992), Clary, Snyder, Ridge, Miene, & Haugen, (1994), and Clary et al., (1998), there is a strong connection between volunteer satisfaction and commitment. Volunteer satisfaction is a significant challenge for many companies. Satisfied volunteers generally continue in service as well as occupy a key role in recruiting new volunteers. Allen and Shaw (2009) attested, "volunteer satisfaction is considered important because of an assumed association between satisfaction and retention. Volunteer motivation and satisfaction have been a focus of research aimed at developing an understanding of factors

influencing volunteers' performance and retention" (p. 80).

Volunteer satisfaction and its assumed effect on volunteer retention is essential to organizations that utilize volunteers. Volunteers who demonstrate high performance greatly benefit the organization. Locke and Latham (1990) asserted:

> High performance is achieved through four mechanisms, direction of attention and action, effort, persistence, and the development of task strategies and plans. High performance, if rewarding, leads to job satisfaction, which in turn facilitates commitment to the organization and its goals. (p. 240)

According to Rubin and Thorelli (1984), the best predictor of retention of the older volunteer is through satisfaction of the work performed. It is critical to create a working environment in which volunteers experience a sense of achievement. Volunteers who believe to receive fair treatment, encouragement and support from supervisors and feel as though they are part of the team are more likely to continue volunteering (Gidron, 1984; Pell, 1972). If an organization is able to maintain satisfaction in their volunteers, it is expected that they will have a better chance of retaining their volunteers. Costa, Chalip, Green and Simes (2006) claimed, "since satisfaction plays a significant role in employees' retention, it would be useful to identify some of the antecedents that influence volunteer satisfaction" (p. 167). Contrarily, Galdindo-Kuhn and Guzley (2002) argued, "identifying facets of volunteer job satisfaction is essential because satisfaction increases the likelihood of predicting retention-related outcomes, namely turnover potential." They concluded, "Unfortunately, the paucity of literature on volunteer job satisfaction that is available reflects no consistency in the measurement of volunteer job satisfaction" (p. 46).

There are a number of other factors that contribute to volunteer retention. According to

Skoglund (2006), such components include the development of friendships and shared experiences with staff and volunteers, role identities, positive feelings toward the organization, and viewing their role as an essential component that is needed to accomplish the goals of the organization. Altruism and egoism were also potential factors that contributed to why individuals volunteer and continued to volunteer (Hartenian & Lilly, 2009).

Understanding volunteer motivation and matching those motivations with volunteer opportunities is essential in retaining older volunteers (Keuhne & Sears, 1993). Stevens (1991) found that older adults are more likely to stop volunteering if their jobs are not actualized, if there is little or no interaction with other employees and volunteers, and if they do not feel appreciated for their contributions. For example, Strom and Strom (1994) found that more grandparents retained as school volunteers when they were: asked to submit their input regarding their work assignments; allowed to identify their own interests with regard to in-service training opportunities, task completion and evaluation; and recognized for their work. Similarly, demonstrating public recognition and providing peer group support, transportation, and meal stipends are key to retaining older adult volunteers (Strom & Strom, 1994).

Developing meaningful roles for the older adult volunteer is essential to both recruitment and retention of the volunteer (Morris & Caro, 1996). Millette and Gagne (2008) consented that volunteer assignments must be meaningful and the volunteer must assume some type of responsibility or autonomy to elicit personal commitment. Gagne and Deci (2005) asserted:

> The nature of the task's motivation could be a mediating force in performance. With more interesting, complex, and important jobs, autonomous motivation has positive relations both to performance and to job satisfaction and well-being, whereas with mundane and boring tasks controlled motivation may have a short-term performance advantage but

leads to poorer adjustment and well-being. (p. 332)

Attributes that can be applied to volunteer positions to improve retention should include autonomy, variation of the volunteer activity to avoid monotony and that the assignment be included in the organizational structure (Millette & Gagne, 2008). Volunteer commitment may increase with organizational support that allows volunteers to choose their own assignments as well as their own schedules (Finkelstein, 2008). Similarly, Farmer and Fedor (2001) found that when volunteers were permitted to select their assignment and participate in a variety of new assignments, their "role-identity increased, which often lead to enhanced contributions as well as quality of performance" (p. 54). Also, a recent study on volunteer motivation by Gillon-Flory (2009) revealed that 66.6% of participants indicated that organizational structure was instrumental in their volunteer commitment.

Brudney and Nezhina (2005) and Boyd (2003) found that implementing the following concepts resulted in increased levels of volunteer retention: provide regular and ongoing communication on how volunteer contributions enhance the organizational mission, provide volunteers with clear job descriptions and training to relinquish ambiguity and frustration, allow for flexibility in the work schedule, and measure volunteer satisfaction on a continual basis.

Perry (1983) proposed that policy makers develop more volunteer positions for older adults who are not generally attracted to traditional volunteer roles, as volunteering is important for both the individual who is the recipient of social services, as well as for the volunteer who provides the service. Older adults who come from lower socioeconomic backgrounds and have fewer resources within the community are more likely to benefit from this type of volunteer position. Organizations that utilize volunteers must place greater emphasis on life experience that older volunteers have to offer (Caldwell & Scott, 1994).

Tyler and Blader (2002) found that pride and respect are important elements that impact motivation and performance, and thus, retention. They reported that when members of an organization develop a psychological attachment, they become more responsive to identity-related information. Pride is viewed as the way in which members evaluate an organization's status, whereas respect is the way individuals evaluate their status within the organization. Their study found that pride and respect influenced behavior in paid employees in terms of greater cooperation, and increased levels of loyalty and intention to remain with the organization. Miller, Powell, and Seltzer (1990) found that commitment to the organization (for hospital volunteers) is positively correlated with retention.

Other studies have focused on specific organizational variables that impact volunteer commitment. Wigand and Boster (1991) found that social interaction among coworkers was instrumental in increasing commitment levels among various types of paid employees. Furthermore, employees who demonstrated low levels of social interaction showed lower levels of organizational commitment. Social interaction is especially important for new employees because it is the way in which they learn and experience the organization's culture and climate. Wigand and Boster (1991) concluded that the number of connections with existing and long-term employees is related to the extent in which one is committed to or associated with the organization.

Hunot and Rosenback (1998) examined the influence of agency incentives, such as role recognition, support, training and accreditation, in relation to the attitudes and commitment levels in volunteer substance use counselors. The data showed that organizational commitment was positively associated with each of the four incentives, and that only role recognition and experience were found to positively affect volunteer attitude.

A study by Jamison (2003) reported that only 37.5% of volunteers who did not receive training of task expectations were satisfied with the volunteer experience, compared to 55.4% who stated that they were unsatisfied with their volunteer experience. "Volunteers who are adequately informed about task expectations prior to service tend toward higher levels of satisfaction, leading to continuing service" (p. 129).

Kuehne and Sears (1993) stressed the importance of understanding the special motivations, needs and experiences of seniors, and to consider providing transportation, meal stipends, and placing them in roles appropriate to their skills. Jirovec and Hyduk (1998) concluded:

> Successful volunteer programs for older adults need to include a careful assessment of their skills and expectations, both of which are likely to be different from those of the younger age-cohorts. Persons charged with developing volunteer activities for older adults would be wise to build programs that are tailored to meet volunteer expectations about the experience as well as achieve agency goals. Mismatches between the expectations of older adults and agency staff regarding hours or duties often result in a negative experience that can threaten the retention of volunteers. (p. 38)

Regardless of the reason to volunteer, it is essential that volunteer managers understand the various motives to retain the services of older adult volunteers (Dhebar & Stokes, 2008).

Nonprofit Sector

Nonprofit organizations are growing at an alarming rate (Andreasen, Goodstein & Wilson, 2005). Data reveal that the nonprofit sector has tripled in size from 1977 – 2001, with over 1.5 million establishments in 2008 (Gamble, 2008). Research showed a growth rate of 35.6%, which was more than the national organizational growth of 26.5% (Andreasen,

Goodstein, & Wilson, 2005).

The nonprofit sector is a large employer for Americans. Over 1.2 million charitable agencies employed 10 million paid staff and 5.8 million volunteers in 2000, which made up roughly 6.1% of the national income (Flynn & Hodgkinson, 2002). By 2006, the nonprofit sector represented approximately 5% of the gross domestic product (GDP), 8.1% of the economic wages and 9.7% of U.S. jobs (Urban Institute, 2008). Frumkin (2002) reported that nonprofit "occupies an increasing and visible position in our political, social, and economic life" (p. 1). Hughes (2010) added, "The complexity, growth, and size of NGOs (non-governmental organizations) require skill sets not traditionally used in the past" (p. 29).

The services that nonprofit organizations provide are in high demand, especially with a struggling economy. Tight budgets and overworked staff provide volunteers with an opportunity to step in and make a difference in the nonprofit industry. Community volunteerism is vital, as services provided directly impact people's lives (Graff, 2007; Pennings & Van Pelt, 2009). Nonprofits recognize the value in individuals who not only dedicate their time, but also have a skillset that may go otherwise under or unutilized (Camplin, 2009). Older adults volunteer in many capacities, including as tutors, coaches, and companions (Caro & Bass, 1995). Retired adults offer a lifetime of experience and wisdom to the nonprofit sector (Moen, Fields, Meador & Rosenblatt, 2000; Warburton et al., 2001).

Nonprofits also need volunteers to remain sustainable. Sustainable nonprofits are aware of their surroundings and how to position themselves through strategic volunteer recruitment and retention (Collins, 2005). According to Houle et al. (2005), volunteerism is an essential component of a nonprofit's sustainability. Finkelstein (2008) consented that the nonprofit sector will not survive without the countless hours of time and service provided by its volunteers.

Charitable Organizations

Reaching out to help others is considered to be a universal human value for charitable organizations (Bendapudi, Singh & Bendapudi, 1996). Americans donated nearly $373 billion to charitable causes in 2015, an increase of 4.1% from 2014, and those figures are expected to increase in the future (National Philanthropic Trust, 2015). A charitable organization is one that, unlike many nonprofit organizations, centers on a philanthropic goal. Charitable organizations are operated for purposes that are beneficial to the public interest. Examples of charitable foundations include American Cancer Society, Make a Wish Foundation, and Habitat for Humanity.

Soliciting help for charity has been challenging for nonprofit organizations. As governmental agencies limit the assistance provided to people in need, this challenge will become even greater (Guy & Patton, 1989). Furthermore, competition with other charities and increasing demands have complicated the situation. The challenges that accompany the selling of "brotherhood," which require that charities ask people to donate money, time or blood, with little or no remuneration, often appear to be insurmountable obstacles (Bendapudi et al., 1996; Schlegelmich, Diamantopoulos & Love, 1992).

Although the literature on volunteerism as it related to charitable organizations was extremely limited, based on the information provided, it was clear that volunteers are a vital resource within this industry.

Religious Organizations

The church has long been a major resource for volunteers in the U.S. (Brinckerhoff, 2007; Ellis & Campbell, 2005; Musick & Wilson, 2008). Sherr and Straughan (2005) reported, "volunteerism is rooted in the church" (p. 98). A reflection of American history demonstrates

that the church has been actively engaged in sharing the members of its congregation. Churches gave the church building to the soldiers to use as a hospital during the Civil War. During World War I and II, church volunteers assisted the United States Organization, while providing supplies for the soldier going and returning from war (Ellis & Campbell, 2005). During the depression of the 1930s, the church supported the needy and the poor through the Charitable Organization Society that assisted families with "physical, economic, emotional, and spiritual needs" (Sherr & Straughan, 2005, p. 100). Following the natural disaster of Hurricane Katrina in 2005, churches helped feed refugees, assisted displaced people, and worked in the community to repair property and rebuild businesses in Louisiana and Mississippi (Dass-Brailsford, Thomley & Mendoza, 2011; Meier & Stutzer, 2004).

Nearly half of older adults donate their time and service to churches or church-related organizations (Caro & Bass, 1995). Spirituality is an extremely motivating factor for many older adult volunteers (Koenig & Lawson, 2004). "Religious volunteering provides seniors with an opportunity for spiritual transformation, which is the overarching pattern of development" (Loder, 1989, p. 210).

Older adult volunteers also benefit socially from the church. Older adults find meaning in their lives from human relationships (57%), religion (13%), and service to others (12%) (Burbank, 1992). In addition, older adults generally have a positive outlook on life, as well as an ample network of social relationships, both that are strengthened by participation in religious volunteer work (Koenig & Lawson, 2004).

Churches support volunteer motivation in their own context, but also foster motivation to serve as a volunteer in other religious, as well as non-faith based, organizations. Research regarding volunteerism and the church demonstrated that church involvement is a solid predictor

of volunteering (Hoge, Zech, McNamara & Donahue, 1999; Park & Smith, 2000). Park and Smith's (2000) research proposed, "deeper involvement in religious circles and greater levels of affluence and knowledge beget more, yet specifically religious, charitable behavior towards others" (p. 284).

Religious involvement and attendance have had a positive impact on volunteerism in the church as well as in the local community (Park & Smith, 2000). In addition, Johnson (1996) found that religious volunteers are satisfied by having an awareness of community needs, developing and maintaining solid working relationships, and through personal faith. Musick and Wilson (2008) found that individuals who attend church on a regular basis are more likely to believe that they have a moral obligation to help others.

Research conducted by Fisher et al. (1991) concluded that individuals who volunteer with religious organizations do so for three reasons. These include: volunteering as a part of normal church work, churches teach values that encourage the congregation to help care for the needs of others, and because churches have a built-in structure that serves as a network for recruiting, directing, and encouraging volunteers.

Church involvement is also taught as a way to be helpful and generous to others. Volunteerism is a foundation of the church and what it represents. Researchers have studied the relationship between religiosity and volunteer behavior and have demonstrated that there is a positive association between the two (Bernt, 1989; Hansen, Vandenberg & Patterson, 1995; Mattis et al., 2000). However, research was scant on senior volunteerism in faith-based organizations and how to effectively manage volunteers in this environment (Macduff, 2004).

Health Care Organizations

In addition to volunteering with church groups and religious organizations, older adults

volunteer at other sites, including hospitals, nursing homes, hospices, and senior settings (Kovacs & Black, 1999). The continual growth of the aging population in the United States has created additional healthcare needs, which has increased the need for hospital volunteers. Volunteers are a cost-effective resource that can improve quality in a health care environment. (Handy & Srinivasan, 2004). Volunteers offer an opportunity to enhance patient care without incurring additional costs (Wells, DePue, Buehler, Lasater & Carleton, 1990).

Today, volunteers provide financial benefits to hospitals by offering services in various capacities. In the past, hospital volunteers assisted in the gift shop, helped patients and families and provided support for fund-raising activities. Pressure from managed health care organizations forced hospitals to utilize volunteers in positions requiring governing responsibilities, non-medical service areas, and fund-raising events (Handy & Srinivasan, 2004). Now, volunteers have taken on more extensive roles by serving on advisory boards, assisting in the creation of new policies, working on administrative projects and leading fundraising (Conners, 1995).

Many health care organizations benefit from the volunteers who deliver affordable, ongoing, and transferable public health care programs, acting as representatives between the health care facility and the patient community (Karwalajtys et al., 2009). One study found that volunteer caregivers complemented the medical staff by offering support to terminally-ill patients and their loved ones (Bakker, Van Der Zee, Lewig & Dollard, 2006). Government leaders at state level also use volunteers to provide services. Florida policy makers developed a volunteer health care program in which 20,000 volunteers offered health care services to uninsured individuals (Geletko, Beitsch, Lundberg & Brooks, 2009).

During periods of staffing shortages, volunteers fill vacancies left unfilled by hospital

employees. Volunteers are extremely valuable when medical staff are unavailable or the hospital employees are short-staffed (Wells et al., 1990). They can be attentive to patients and family members and offer personal attention when the employee may not be able to do so. This is beneficial in that the volunteer has the ability to relieve paid staff of routine tasks to allow them to focus their efforts on caring for their patients. According to Connors (1995), the humanization of services offered by volunteers improves the overall quality of the hospital and enhances patient satisfaction.

While volunteers serve in a multitude of capacities, Handy and Srinivasan (2004), found that the following responsibilities were the most common for hospital volunteers:

- Accompanying patients on outings
- Providing companionship and friendly visiting on an individual basis
- Providing support to patients and families in waiting rooms
- Assisting with recreational and social programs
- Shopping and running errands
- Taking patients from one facility to another within the site
- Assisting with administrative functions

The need for volunteerism in health care is also evident with physicians. Less than half of United States medical doctors volunteered their services in 2007, confirming that more attention is needed to fully understand and increase physician volunteerism in society (Grande & Armstrong, 2008). Physicians who volunteer in the community allow for a better appreciation of the social context of health care by providing valuable health services and developing the social trust of the profession (Grande & Armstrong, 2008).

Summary

Volunteerism has played an important role in US history. A historical overview of volunteerism provides an opportunity to see the range of organizations it supports, as well as the selfless contributions that volunteers demonstrate that are essential to social and economic sustainability. Older adults are a continually increasing resource in the U. S. The key is learning to harness the time, talent, and idealism of the older generation (Freedman, 1999). With the right motivation and ability to develop methods to reach out to older adults, they could provide even more community support and assistance to local organizations. Understanding volunteer motivation, recruitment and retention are crucial to develop sustainability amongst older adults who support government and nonprofit organizations throughout the United States.

The literature reviewed suggests that older adults are motivated to volunteer to help others feel useful, productive, and satisfy a moral responsibility. Literature revealed that older adults who volunteer benefit from experiencing increased life satisfaction, greater meaning to life, and higher self-esteem. Closely matching an individual's life experience to a volunteer role for him or her to feel a sense of appreciation, accomplishment, or part of a team are some of the essential factors in recruiting and retaining older adult volunteers.

Engaging in a volunteer activity is considered deliberate and purposeful, requiring a substantial amount of one's time and energy. Volunteering is a complex phenomenon that is influenced by many variables, including personality variables and personal motives.

The significance of volunteerism and the decreasing number of volunteers in the U. S. prompted the researcher to explore the lived experiences of older adult volunteers to gain insight on the complex phenomena associated with the motivational factors that inspire them to serve in a volunteer capacity. The researcher also sought to understand factors that contribute or lead to

commitment within a particular organization. The information gained from this study may be useful to nonprofit agencies, in that it may provide them with insights on how best to recruit and retain volunteers age 65 and over.

Chapter 3: Methodology

This phenomenological study examined the factors that influence motivation, recruitment and retention of volunteers age 65 and over. The literature on volunteers age 65 and over was extremely limited and the focus was primarily on motivation and satisfaction. As of today, there have been relatively few studies that examine the recruitment and retention of senior volunteers. Little is known about the best way to reach this population for recruitment purposes, as well as different factors that impact retention and create a sense of loyalty and commitment to a particular organization.

The value of qualitative research in this study was to investigate the lived experiences of volunteers and for "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 4). The process involved examining data collected from participants, analyzing themes that emerge from the data, and constructing interpretations of the meaning of the data. With a flexible structure and inductive style, the focus was on "individual meaning, and the importance of rendering the complexity of a situation" (Creswell, 2014, p. 4). A phenomenological research method also guided this study. By utilizing a phenomenological approach, the researcher identified a culture-sharing group and tried to ascertain the meaning of a phenomenon from the experiences of its contributors (Creswell, 2014).

The researcher selected the phenomenological approach because it provided an opportunity to explore the diversity of the participants' lived experiences. The phenomenon of volunteerism was rich in substance, due to its unique and personal nature. Exploring the individual experiences of the participants allowed the researcher to uncover the significance of these motivations and develop a deep understanding of the unique needs of older adults with regard to volunteerism.

The methodology section of this paper includes a restatement of the research questions and a description of the research process. The paper also includes detailed information regarding the instrument used to collect the data, the validity and reliability of the instrument, and the techniques used for gathering and analyzing the data. The process for maintaining human subject protection through Pepperdine University's Institutional Review Board (IRB) is also presented.

Restatement of the Research Questions

There are three research questions that guided this study:

- How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious, or health care organization in Southern California?
- What types of recruiting practices do volunteers age 65 and over describe as being most effective in charitable, religious and health care organizations in Southern California?
- What factors influence retention and inspire volunteers age 65 and over to feel a sense of commitment to a charitable, religious or health care organization in Southern California?

Research Methodology and Rationale

This study utilized a qualitative approach and phenomenological methodology. Phenomenology "offers a descriptive, reflective, interpretive, and engaging mode of inquiry from which the essence of an experience may be elicited" (Richards & Morse, 2013, p. 67). Phenomenological research includes the analysis of statements and the development of what Moustakas (1994) referred to as an essence description (Creswell, 2014). The purpose for selecting a qualitative approach to this study was to obtain in-depth perspectives on the personal

experiences of adults age 65 and over who volunteered at a charitable, religious, or health care organization.

Three organizations were studied to explore the experiences, insights, and reflections of volunteers age 65 and over. Potential participants from each of the three organizations (charitable, religious and health care) received a recruitment letter via email from the volunteer coordinator at each organization. After the researcher received a phone call or email from the potential participant expressing interest in the study, the researcher contacted potential participants by phone and read a brief script to determine their eligibility and level of interest in participating in the study. If the subject was eligible and interested in participating in the study, the researcher scheduled either an in-person or phone interview for a date and time that was convenient for the participant. To recruit other potential participants, flyers were posted in the lounge and on the bulletin board in the main office. The researcher used purposeful sampling, in which participants were selected based on the characteristics of meeting the age requirement of 65 and over, being a male or female English speaker, a volunteer at the therapeutic horsemanship program, church, or hospital, having one year experience as a volunteer with the organization, volunteered at least 12 times in the past year, and have the time and willingness to participate in the study (Spradley, 1979). To attract a sample that was representative of the targeted population, participants were asked to recommend individuals who also may be interested in participating in the study, which created a snowballing effect (Richards & Morse, 2013).

An overview of the steps that occurred during the data collection process is provided below. The data sources include:

1. *Informed consent*. This form provided the participants with information regarding the study, including potential risks, confidentiality, sharing of data collected, participant's rights, and the option to withdraw from the interview/study at any time.
2. *Socio-demographics data.* Participants were asked to fill out a socio-demographics survey that includes their mother's maiden name (for confidentiality and coding purposes), gender, age, marital status, education, employment status (full-time, part-time, retired), number of years as a volunteer, number of hours volunteered per month, and if the participant is a volunteer/has volunteered in other industries.
3. *Via narratives, one semi-structured interview*. Participants were asked a series of questions with regard to their motivation for volunteering, how they learned of the volunteer opportunity, and their reasons for continuing to volunteer with the organization. The interviews provided clarification on how to recruit and retain senior volunteers.

Trustworthiness of the Design

Steps were taken to establish trustworthiness throughout the study. According to Lincoln and Guba (1985), it is important to persuade others that the research findings are "trustworthy," and that the study is worthy of being taken seriously. They attested that rigor in research included the components of credibility, transferability, dependability and confirmability.

Credibility was exemplified through the experiences that the participants shared with the researcher. The comparative method of analysis provided preliminary categories from which themes emerged. Dependability was supported by allowing the participants' to be spontaneous during the interview; to share more in-depth aspects of their lived experiences. Confirmability was illustrated through accurate and candid reporting of participant data and through reflective

interviews that clarified the interpretation of the data. Lastly, transferability was established through the degree to which the study and findings can be applicable in other contexts and settings. Thick description was provided to evaluate the extent to which the conclusions drawn were interchangeable to other times, people, settings and situations (Lincoln & Guba, 1985).

Setting

To capture data from different groups of volunteers, the setting took place at three nonprofit organizations in Southern California. The organizations were selected due the large percentage of older adults who volunteer their time and services to these groups within the nonprofit sector. Nationwide, 61.4% of volunteers age 65 and over engage in volunteer activities within these three industries (National and Community Service, 2015). The three agencies include:

1. Charitable organization. A therapeutic horsemanship program was selected because the organization is primarily volunteer-based. With a paid staff of approximately 20 employees, the organization has over 100 weekly volunteers, serving over 200 students with developmental disabilities per week.
2. Religious organization. A church was selected because 45.2% of adults age 65 and over who volunteer do so with a religious organization (National and Community Service, 2015).
3. Health care organization. A hospital was selected because over 25% of the 780 volunteers are of age 65 and over. Recent changes in health care policies and the increasing demand for volunteers in this industry were also important factors.

Target Population

The target population for this study focused on adults age 65 and over who served in a volunteer capacity within the nonprofit sector. The researcher interviewed 24 participants who met the specific criteria for the study. Ideally, there would be eight participants from each of the three organizations. The criteria for inclusion in the study was:

1. English speaking, men and women age 65 and over.
2. Must be a volunteer at either the therapeutic horsemanship program, church or hospital.
3. Must have served as a volunteer for the organization for a minimum of one year.
4. Must have volunteered at least 12 times within the past year.

The researcher sought to identify a broad, representative sample of adults age 65 and over who volunteer for one of the three selected nonprofit agencies in Southern California. The researcher utilized purposeful sampling by capitalizing on the network within the nonprofit community to select participants for the study (Creswell, 2005). In addition to studying factors that influence motivation, recruitment and retention, the researcher sought to explore the similarities and differences in the lived experiences of adults age 65 and over who volunteer at charitable, religious or health care organizations.

Sampling Plan

The researcher identified a sample pool of study participants with the help of the volunteer coordinator at the therapeutic horsemanship program, church, and hospital. The volunteer coordinator at each organization generated a list of potential participants by emailing them the recruitment letter (see Appendix A) to determine the initial inquiry for possible participation. After the researcher received a phone call or email from the potential participant expressing interest in the study, the researcher contacted potential participants by phone and read

a brief script to determine their eligibility and level of interest in participating in the study (see Appendix B). If the subject was eligible and interested in participating in the study, an in-person or phone interview was scheduled for a date and time that was convenient for the participant.

As a way to recruit additional participants, flyers were posted in the volunteer lounge and main office (see Appendix C). In winter, 2016, phone and face-to-face interviews took place in the hospital lobby or volunteer office at each site and were audio-recorded, with participant permission, for accuracy. To ensure a sample that was representative of the targeted population, the snowballing technique was utilized to attract additional subjects who would possibly be willing to participate in the study (Richards & Morse, 2013). The initial pool of possible participants included diversity in age, length of time in a volunteer capacity, and a broad demographic of socioeconomic and ethnic backgrounds.

Two-hundred and fifty-five individuals received the recruitment letter and invitation to participate. Volunteer coordinators from the three nonprofit organizations (therapeutic horsemanship program, church, and hospital) sent the recruitment letter to their volunteers who met the criteria for inclusion. The researcher contacted 24 potential participants by phone and email to determine their interest in participating in the study, as well as their eligibility to participate in the study. If potential subjects were not interested or eligible to participate in the study, the researcher would contact additional subjects until the desired sample size was attained. The criteria for participation contained self-reported data, including that the individual was of age 65 or over, a volunteer at the therapeutic horsemanship program, church, or hospital, had served as a volunteer for the organization for a minimum of one year, and had volunteered at least 12 times within the past year. Following the interview, several participants referred

additional potential volunteers to the researcher. The sample for the study consisted of 24 participants who met the criteria for inclusion. The breakdown is listed in Table 1 below:

Table 1

Breakdown of Participants by Industry

Organization	Participants Interviewed/Invited	Percentage
Therapeutic Horsemanship Program	3/6	50%
Church	8/30	27%
Hospital	13/219	6%

An additional 21 potential participants from the hospital contacted the researcher and expressed interested to participate in the study. Since data saturation occurred within the first 13 interviews, the researcher informed the potential participants that the maximum number of individuals for the study had been reached, and thanked them for their interest.

Participant Demographics

Participants were asked a series of nine demographic questions for the purpose of obtaining information regarding their gender, age, marital status, educational background, employment status, years of volunteer service, number of hours per month volunteered, and other industries that the participant has volunteered. The study included 24 participants, which consisted of nine men and 15 women, ranging in age from 65 – 87. Appendices M, N, and O present a matrix of the participants' demographic data, specific to the organization in which the study took place.

Human Subject Considerations

Pepperdine University's Institutional Review Board (IRB) has a primary goal to protect the rights and welfare of human subjects that participate in the research study. The secondary goal is to enable researchers to conduct ethical research that is in compliance with regulations regarding human subjects (Pepperdine University Institutional Review Board (IRB), 2009).

CITI training. The researcher completed CITI training (see Appendix D) and adhered to Pepperdine University's Graduate and Professional Schools IRB policies and procedures. In addition to CITI Human Research certification, all standards therein complied with the protocol of conducting human research.

Permissions. Full approval from Pepperdine University's IRB committee (see Appendix E), permission from the therapeutic horsemanship program (see Appendix F), church (see Appendix G), and hospital (see Appendix H), was granted prior to starting the research.

Informed consent. Procedures for the Internal Review Board (IRB) included an informed consent (see Appendix I) for each subject that explained the study and ensured their safety and protection, confidentiality, and the recording of the interview. Socio-demographic survey forms (see Appendix J) were presented to the participants prior to the interview.

Subject confidentiality. Because the interviews took place in person, the participants' identity was not anonymous to the researcher. All data collected, including responses to the interview questions, was stored on a password-protected computer, and remained confidential and anonymous within the written study so that subjects would not be identifiable. Codes for participant identities were kept separate from the data. It was assumed that there would be no contact with the participants after the interview unless the researcher required additional

clarification or a follow-up interview, or to provide documentation regarding the transcripts and final outcomes of the study.

Before the interviews took place, the researcher contacted the participants via email or phone to determine their level of interest and eligibility for the study. Interview information was considered private and was treated with confidentiality. The researcher believed that nothing in the study could have been interpreted as disingenuous. Data was coded and used for identification of information. The human subjects who participated in the study were not named and were assigned an alias. It was expected that there would be no psychological, physical, legal, social, or economic risks to the subjects. Confidentiality was assured in email and in all written correspondence. Prior to the interview, participants were formally assured that confidentiality would be maintained.

The participants were informed that the data collected in the interview would be completely anonymous. Information from the interviews was considered personal and treated with confidentiality. Participants were informed that their real names would not be used and that an alias would be used instead. The name of the organization where they volunteer and any identifying information was obscured with pseudonyms and non-specific generalities. Every attempt was made to ensure confidentiality and all potential risks were communicated to each participant.

Candidates who were willing to take part in the study were handed or read an informed consent form with the option to stop the interview and withdraw from the study at any time. Participants were given a socio-demographics form and offered a copy of their interview transcript for review. They were informed that the study may quote them verbatim or paraphrase

their responses, and that it may be possible for a reader to assume the identity of a participant through his/her candid response.

Participants were asked if they would allow the interview to be recorded with an audiotape to facilitate transcription and coding. Participant were aware that the audiotapes would be the exclusive possession of the researcher and would be kept in a locked cabinet and destroyed three years after publication of the dissertation. Recorded interviews allowed the researcher to study the taped recording of the conversation and focus on the details of the interviews.

Other than boredom, fatigue, and possible physical discomfort for the subjects in having to sit for 45 – 60 minutes for the interview, there were minimal risks for the participants. The researcher stuck to the timeline and paused the interview if participants needed to stand up, walk or stretch. Comfortable seating and water was also provided. There were no legal risks because the interviews were voluntary and confidential. No participant names, personal information about the subjects, or names of the organizations were included in the study.

Subjects did not receive monetary compensation for participation in the study. Although there were no direct benefits to participants, study findings may be useful to nonprofit organizations, in that it may provide them with insights on how best to recruit and retain volunteers age 65 and over and create sustainable volunteer programs.

Instrumentation: Interview

An interview instrument was utilized to explore the experiences, insights and reflections of this purposeful sample of volunteers. Participants were asked to answer a series of questions regarding their lived experiences as a volunteer at the therapeutic horsemanship program, church, or hospital. The recorded interview focused on collecting data related to the three areas of

interest: motivation to volunteer, recruitment strategies, and factors that influence retention. The interview included a brief script that explained the study, followed by three sections of interview questions (Appendix K). The three sections of questions include:

Section 1: Regarding volunteer motivation.

1. What motivates you to volunteer?
2. How long have you volunteered over the course of your life?
3. How long have you volunteered for this organization?
4. How many hours do you volunteer per month?
5. Why did you choose to volunteer at this organization?
6. What was it about this particular volunteer opportunity that was of interest?
7. Do you use your pre-retirement (if applicable) skills for your current volunteer activity? If yes, please specify the skills and volunteer activity.

Section 2: Regarding volunteer recruitment practices and how to successfully reach adults age 65 and over in charitable, religious and health care organizations in Southern California.

8. How did you learn of this opportunity?
9. How do you learn about other volunteer opportunities in your area?
10. Tell me about your experience regarding when and how you decided to become a volunteer.
11. Why would you recommend that more seniors get involved in a volunteer activity, as you have done?
12. How would you go about recruiting other senior volunteers? What is the best way to reach this population?

13. Is there anything that you can think of that would entice seniors who have not volunteered in the past to volunteer?

Section 3: Regarding volunteer retention and factors that influence commitment to a particular charitable, religious or health care organization in Southern California.

14. What type of training did you receive for your volunteer placement?

15. How satisfied/dissatisfied are you with your volunteer experience?

16. What would improve your volunteer experience?

17. What is it about this particular organization/volunteer opportunity that keeps you coming back?

18. How does volunteering make you feel?

19. Is public, volunteer recognition/acknowledgement important to you?

Type of Interview

Semi-structured, face-to-face and phone interviews were conducted to gather data. Interviews were held onsite at each of the three organizations, in the hospital lobby or volunteer coordinator's office when space permitted. The interview instrument was specifically designed to explore the experiences, insights and recommendations of this purposeful sample of volunteers age 65 and over.

Interviews were scheduled at the convenience of the participant and lasted approximately 45 – 60 minutes. Interviews were conducted individually and privately in winter, 2016. Prior to the interview, participants were advised on the nature of the study and the intent of the researcher. The participant was reassured that the interview and information shared would remain confidential. The participant was offered the option to withdraw from the study at any time.

Data confidentiality was ensured through different measures. Interviews were recorded, transcribed, coded and stored on the researcher's personal, password protected computer. Transcribed interviews and audio recordings did not contain identifying information about the participant. To ensure confidentiality, each participant was assigned an alias that was used for the individual file, coding, and transcription. Participants were notified that there may be a need for a brief follow-up interview, should additional questions ensue.

Interview Instrument Content Validity

The interview instrument was designed with the guiding questions of the research study in mind. The questions align with current research on volunteerism, specific to those age 65 and over (Appendix L). To ensure the validity of the content of the interview questions, the researcher submitted the questions to two experts in Southern California. Both experts served in volunteer management positions and have over 20 years combined experience in this role. The researcher asked the two professionals to review the instrument to assure that the questions were valid, clear, and would generate appropriate responses. The constructive criticism received from the two experts was used to refine the interview instrument. The feedback allowed the researcher to clarify and revise the questions to maximize the efficacy of the interviews, thus providing rich, clear data to support the research (Creswell, 2005).

Pilot Study

A pilot study was conducted prior to the interviews to test the content, clarity and effectiveness of the interview questions. The semi-structured interview was designed to beget a genuine, candid reflection of the lived experience of each participant. According to Creswell (2014), pilot "testing is important to establish the content validity of scores on an instrument and to improve questions, format, and scales" (p.161). The questions were broad, open ended, and

inspired each participant to describe his/her personal experiences as they related to motivation, recruitment and retention of senior volunteers.

To test the interview questions, the researcher piloted the interview with two subjects over the age of 65 who have served in a volunteer capacity for over 20 years, and met the criteria of the study:

1. English speaking, men and women age 65 and over.
2. Must be a volunteer at either the therapeutic horsemanship program, church or hospital.
3. Must have served as a volunteer for the organization for a minimum of one year.
4. Must have volunteered at least 12 times within the past year.

Prior to the interview, each participant was provided with the recruitment letter and an informed consent form. Participants were made aware that the data collected from the pilot interviews would not be included in the research study. The original 19 questions were tested and reviewed with the participants via a phone interview for content, clarity and effectiveness. The interviews were recorded using an audio recorder and lasted 30-45 minutes. The interview questions consisted of three sections: a) regarding volunteer motivation, b) regarding volunteer recruitment practices and how to successfully reach adults age 65 and over, and c) regarding volunteer retention and factors that influence commitment to a particular organization. The simulated interview was used to improve the study design prior to implementation, to ensure the interview protocol was clear and unbiased, and to determine if the questions elicited the data that the researcher was seeking.

The pilot participants reviewed the interview questions and provided feedback following the mock interview. Both participants responded favorably, stating that the questions were relevant to the research study as it related to their personal experiences as a volunteer. One

participant stated that she thought there were too many questions, several of which appeared repetitive. Upon further investigation, the researcher determined that all 19 questions were necessary to extract data needed for the study. At the end of the interview, the researcher thanked the subjects for their participation and contribution to the study. The pilot interview added validity to the interview instrument and the data collected was not analyzed or included in the study.

Validity of Data Gathering Instrument

To ensure accurate interpretation of the data, the researcher was cognizant of several factors that could potentially impact analysis. Questions pertaining to validity arise when there are concerns regarding data collection and analysis (Thyer, 2001). Factors to consider included selecting appropriate methods of data collection, minimization of bias, clearly defining objectives and outcome measurements, providing accurate analysis, the manner in which the data is presented, environmental concerns, the method in which data is recorded, and the overall extent of analysis. Since data collection and analysis was interpreted through the eyes of the researcher, it was important to practice reflexivity by being sure that the researcher was reflective of her own biases. The researcher recognized her own biases and underlying values and held assumptions separate from what she was hearing. This required continual examination of the choices made throughout the study. Internal validity was ensured through post interpretation validation procedures, including peer review by the dissertation committee, and detailed recordkeeping of the data collection process was followed. Transcripts were shared with the participants to ensure accuracy, checked for errors, and codes were continually compared and cross-checked (Creswell, 2014).

Data Gathering Procedures/Strategies

Data were collected from 24, English-speaking, male and female participants, age 65 and over. The volunteer coordinator (an employee at the therapeutic horsemanship program, church or hospital) contacted the individuals via email to invite them to participate in the study. Flyers were posted in the lounge area and participants were asked to refer other volunteers for the study, creating a snowball effect. The subjects were asked 19 questions and it was anticipated that each interview would last 45 – 60 minutes. Neutral probes were used throughout the interview process to gain a deeper understanding of the experience and message that was being conveyed. A second round of personal interviews would be conducted as a follow-up, if necessary. Interviews were recorded to ensure that data was captured and recorded accurately. Participants were provided an opportunity to review the transcript to be sure it conveyed the correct message and had ten days to report any discrepancies to the researcher. Any modifications to responses to interview questions were made as requested. The researcher planned to collect data in winter, 2016.

The following steps were used for data collection:

1. IRB process: The researcher obtained full approval from Pepperdine University's IRB committee before recruiting participants or conducting interviews. This ensured the safety of the participants, demonstrated that appropriate ethical, federal and professional standards were undertaken, and allowed participants to withdraw from the study at any time.
2. The researcher gained full consent to conduct research from the non-profit therapeutic horsemanship program, church, and hospital in southern California before recruiting participants or conducting interviews.

3. Recruitment of participants: Subjects willing to participate in the study were required to meet specific criteria including being an English speaking male or female age 65 or over; volunteer at a non-profit therapeutic horsemanship program, church, or hospital; volunteered for the organization for a minimum of one year; and have volunteered at least 12 times in the last year.
4. Participants were presented with human subject approval paperwork and a summary of the dissertation proposal. They also received a statement that included interview protocol prior to the interview.
5. Face-to-face and phone interviews were scheduled for a 60-minute timeframe. Interviews were scheduled by the researcher with the help of the volunteer coordinators at each of the three facilities. Informed consent and socio-demographic forms were presented to each participant prior to the interview. Each interview was recorded using an electronic recording device upon participants' consent. Data collected during the interview was stored securely in a locked cabinet at the researcher's home office and later transcribed into a written format.

The 24 interviews were conducted after receiving IRB approval, over a two - month period from December 9, 2016 to January 31, 2017. Prior to the interview, participants received a recruitment letter (Appendix A) and invitation to participate in the study. After the participants contacted the researcher to express interest in the study, the researcher read the Initial Phone Contact Script (Appendix B) to determine participant eligibility. If the participant met the study criteria, the interview either took place at that time or was scheduled for a time that was more convenient for the participant. Interviews were conducted via phone or in-person at the nonprofit organization where the participant served as a volunteer. Before the interview

commenced, the researcher explained the purpose of the study, confidentiality of the interview and data collected, provided an overview of the interview format and three sections that would be addressed, and asked permission to record the interview. If the individual agreed to participate in the study, he/she was then asked to fill out the socio-demographics form (Appendix C). The interview was recorded using a Sony ICD-PX333 to ensure thorough collection of details and accuracy.

Interviews lasted approximately 30 – 45 minutes, with the exception of one participant who spoke for 120 minutes. To avoid personal bias, the researcher avoided leading questions and personal views. To ensure comprehension, the researcher read questions clearly and provided clarification when requested. The interviews concluded by asking the participant if there was anything that he/she would like to add, or anything that the researcher did not cover that may be important to include in the study. The researcher let the participant know that she would send a copy of the transcription upon completion, and that he/she had the opportunity to review the script and make edits or modifications at that time. The researcher thanked each participant for his/her participation in the study and for the contribution of volunteer service that he/she provides.

The researcher did not use a professional academic transcription service to transcribe the interviews. The researcher transcribed the interviews verbatim into a Microsoft Word document, which produced 94 pages of interview data. The recordings were reviewed three times for accuracy during the transcription process. To ensure confidentiality, a number and letter was assigned to each participant. Codes 1H – 13H, 14C – 16C, and 17R – 24R were used to represent participant responses.

Data Management

The researcher had exclusive access to the data for the purpose of scholarly publication. Participants had the right to review the data before publication. The researcher sent a copy of the transcript via email or postal mail, depending on their preference, to each participant. Data was password protected, organized and maintained securely in a locked cabinet in the researcher's home office. Informed consent, socio-demographic surveys, and responses to interview questions were locked in a file cabinet in the researcher's home. A master list of codes were kept separate from the data. Electronic recordings and transcriptions were securely stored on a password-protected device.

Data Analysis Process

The textual analysis consisted of an in-depth review of recorded information, including transcripts of interviews. The researcher anticipated that after collection, transcription and coding of the data, several prominent themes would emerge. It was then up to the researcher to interpret the meaning of the themes. Krippendorff defined content analysis as "the use of replicable and valid method for making specific inferences from text to other states or properties of its source" (Krippendorff, 1969, p. 103). The interviews, analysis of transcripts, and summarizing qualitative content analysis produced main categories from which to study. Inductive and deductive data analysis in which "qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information" (Creswell, 2014, p. 186) was utilized. The inductive process provided the researcher an opportunity to work with the various themes that developed. The deductive process allowed the researcher to examine the data from the themes to determine if evidence could support each theme, or if additional information was needed (Richards & Morse, 2013).

Validating the accuracy of information and data collected is essential in qualitative research. The model that was most appropriate for this study was Topical Analysis, since the focus was on what was said, and data was coded by topics. This involved a three-step process, including (a) organizing and preparing data for analysis, (b) examining the data, and (c) coding the data (Creswell, 2014). Coding of the data was an important element, as it required constant evaluation and recoding as new themes emerged. To prevent researcher bias and increase research credibility, interview data and themes were reviewed by two professional colleagues who had experience in coding and expertise in recruitment and retention. The analysis of the data was conducted simultaneously with the data collection and interpretation. Creswell (2005) suggested that researchers engage in qualitative analysis in the following ways:

1. Gather information from participants through in-person interviews.
2. Arrange the information into categories.
3. Assemble the information into a picture or narrative.
4. Encapsulate the data in qualitative text.

Data will be destroyed no sooner than three years following completion of the study.

The qualitative data analysis software that was utilized is Atlas.ti. This software was highly recommended by several researchers and has a user-friendly platform. The software allowed the researcher to upload primary documents, memos, quotations, network views and coding. The software also came with a tutorial, user manual, how-to documents, and a library filled with a collection of various articles regarding qualitative research. The techniques and tools available helped ensure accuracy, as well as kept the researcher organized.

Summary

The study investigated the lived experiences of volunteers age 65 and over and provided insight on the factors that influence volunteer motivation, recruitment and retention. The data collected was analyzed and the themes that emerged may be used to implement strategies to improve recruitment and retention of senior volunteers. This information could be particularly beneficial to the nonprofit organizations that rely heavily on volunteers for sustainability. In an aging society where the expected life span is longer than it was several decades ago, it is important to realize the value that the senior population offers. Their time, knowledge, skills and life experiences are beneficial in terms of making positive contributions and serving our communities.

Chapter 4: Analysis of the Data

The purpose of this phenomenological study was to explore the lived experiences of older adults who volunteer at non-profit organizations in Southern California. The study aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what makes them committed to a particular organization. This phenomenological study cross-sectionally examined the factors that influence motivation, recruitment and retention of adults age 65 and older. This approach enabled the development of comprehensive descriptions of the lived experiences of 24 individuals who volunteer for charitable, religious or health care organizations within the nonprofit sector. The study used Atlas.ti software to obtain a textural description of meaning on the phenomenon explored. Atlas.ti coding helped with organizing the data toward the goal of identifying and categorizing themes emerging from the research participants' responses.

Research participants included adults age 65 and over who volunteer at a therapeutic horsemanship program, church, or hospital in Southern California. This qualitative study utilized an interview script and semi-structured interview process. Twenty-four individuals were interviewed out of a pool of 255 potential volunteers. Participants were asked 19 open-ended questions regarding their volunteer experience, specific to motivation, recruitment and retention practices.

Interviewing 24 participants provided the researcher with an opportunity to explore the lived experiences of adults who volunteer in three different nonprofit industries, with the intention that the data collected would provide information to address the recent nationwide decline in volunteerism and assist in the development of effective recruiting and retention

strategies to create sustainable volunteer programs in Southern California. Chapter 4 includes a detailed analysis of interview questions, identification and classification of emergent themes and subthemes, similarities and differences that exist between the three volunteer cohorts, and the chapter summary.

Findings

Upon completion of the interviews, the researcher conducted a detailed analysis of each interview to assist in identifying common themes among the participants. Interview questions were structured into three sections as they related to the research questions that guided the study: regarding motivation to volunteer, regarding volunteer recruitment practices and how to successfully reach adults age 65 and over, and regarding volunteer retention and factors that influence commitment to a particular organization. The findings below focus specifically on the volunteer population as a whole, rather than examining the responses from the three volunteer cohorts individually. A more in-depth examination of the similarities and differences between the three groups of volunteers will be presented later in the manuscript.

Research Question 1

Research question 1 asked: How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious or health care organization in Southern California?

Interview questions one through seven were aligned with research question 1.

Interview Question 1

Interview question 1 asked: What motivates you to volunteer?

See Table 2 for factors that influence motivation as indicated by participant responses.

Table 2

Motivations for Volunteering

Health Benefits	Something To Do	Rewarding or Fulfilling	Relationships	Sense of Purpose
9	7	4	4	2

Nine of the 24 participants reported that health benefits motivated them to volunteer. Such benefits included staying physically active and keeping the mind alert. Participant 1H stated,

> This keeps me active. Keeps my mind going and my emotions going and my physical body moving. That's the motivation. There was a trigger. That was the death of my wife. After she died, I had a tough time coming out of the grief cycle.

15C added, "I think it's good for you physically, mentally and emotionally. When you give back and you help people, it makes me feel good. If you see a smile on somebody's face, after you've helped them out, that's a great win-win."

Nine participants also reported that they were motivated to volunteer because they felt a need to give back, to be of service to others. 2H declared,

> My history. My husband was a quadriplegic. I'm familiar with the caregiver role and when things don't go as they should in the hospital. After his death, they didn't have a spinal cord center at the VA Medical Center, but were going to build one. So I went to school to become a nurse to work specifically on that unit. From my view, the overall answer to your question is putting your money where your mouth is. I just hope that all of those experiences would help me with whatever I ended up doing and I feel that it has. It was a way to make lemonade out of lemons.

Seven responded by saying that volunteer work provided an opportunity to get out of the house, gave them something to do, while avoiding boredom and seclusion from the outside world. 20R reported, "Quite frankly, to keep from vegetating at home, just watching TV. Using what time, at my age, that I have to be of service."

Participant 13H affirmed,

> I found I had nothing to do. I didn't know what I was doing. I had never volunteered for anything in my life. I just needed something to do. It was a perfect thing. It's one of those things that keeps you on your feet, actually. I don't want to give up doing this.

Four found that they were motivated because the volunteer work was rewarding and/or fulfilling. 3H asserted,

> I find it very fulfilling. Volunteering in a hospice capacity is especially rewarding. My volunteering here at the hospital is an excellent example. I'm sitting here at the bedside of someone who is actually dying. I talk to them. On the face of it, I feel somewhat privileged to have this opportunity.

Four of the participants stated that they were motivated to volunteer because it gave them an opportunity to meet new people and to build relationships with people who have a common interest. Two participants reported that their motivation to volunteer was due to a sense of purpose in their lives. Participant 5H explained,

> Keeps their mind going. It keeps my mind going. It gives me a purpose. When you're retired, you just don't sit around watching TV. I can't imagine anyone not volunteering. I know volunteering isn't for everyone, but since I'm not working, I still feel like I have a

lot to offer and that I'm appreciated by everybody. I do it because I'm offering a service that still needed by nonprofit organizations, budgetary wise. You know they really rely on volunteers.

Interview Question 2

Interview question 2 asked: How long have you volunteered over the course of your life? See Table 3 for the number of years that participants served in a volunteer capacity over the course of their life.

Table 3

Number of Years as a Volunteer Over the Course of Life

0 - 10	11- 20	21 - 30	31 – 40	41 – 50	51 – 60
7	6	2	5	3	1

Responses to this question ranged from two to 52 years. The average number of years was 23.88. Half of the participants reported that they had volunteered for at least 20 years.

Interview Question 3

Interview question 3 asked: How long have you volunteered for this organization? See Table 4 for the number of years that participants served in a volunteer at this organization.

Table 4

Number of Years as a Volunteer at this Organization

0 – 10	11 – 20	21 – 30	31 – 40	41 – 50	51 – 60
20	3	1	0	0	0

Responses to this question ranged from two to 25 years. The data collected reported that of the 24 participants, 25% had volunteered for 10 or more years.

Interview Question 4

Interview question 4 asked: How many hours do you volunteer per month?

See Table 5 for the number of hours volunteered per month, as reported by participant responses.

Table 5

Number of Hours Volunteered per Month

0 – 10	11 – 20	21 – 30	31 – 40	41 – 50	51 – 60
5	10	3	2	3	1

Responses to this question ranged from eight to 60 hours per month. The data collected reported that of the 24 participants, 42% volunteer 20 hours or more per month.

Interview Question 5

Interview question 5 asked: Why did you choose to volunteer at this organization?

See Table 6 for factors that participants identified as reasons for choosing to volunteer at this organization.

Table 6

Reasons for Volunteering at this Organization

Personal Affiliation with Organization	Recruited by Friend or Family	Position of Interest	Relationships
16	7	7	5

Sixteen participants stated that they chose to volunteer at this organization because of a personal affiliation or because they support the cause. 1H stated,

> Sharp hospice took care of my wife when she was dying I felt an obligation to pay back and that started the cycle at Sharp. After my wife died, I remembered all the things that hospice did for her. I wanted to help others in that same way.

15C noted, “My daughter started riding in 1991 and they had a need for more volunteers. That’s how I got started with REINS.” 17R added, “I’ve been active in the church since I joined it, back in the early 70’s.” Seven reported that they were recruited by a friend or family member, and seven stated that the position itself was of interest. 16C declared, “I have a horse and love horses. I was a high school teacher and like working with kids. It seemed like a natural fit.” 2H professed,

> Bringing communion to the patients and families and seeing how important it is to include the families in that. Other Eucharistic Ministers felt that family members could go home and take communion at home, but I happen to know that there are circumstances in which the family just needs to be with the patient.

Five said that it was because of the relationships with the staff and other volunteers when they first started volunteering.

Interview Question 6

Interview question 6 asked: What was it about this particular volunteer opportunity that was of interest?

See Table 7 for factors that participants indicated as being of particular interest.

Table 7

Why this Volunteer Opportunity was of Interest

Position Itself	Ability to Serve Others	Relationships
16	11	7

Sixteen participants noted that this particular volunteer opportunity was of interest because of the position itself. 3H stated, “The position is essential. I’m being asked to be with someone who is dying. What sort of opportunity is that? This is pretty extraordinary, I think.” 4H added, “It is a

wonderful program and I'm glad that she was wise is presenting it because I think that many families are touched by this program. I'm glad to be a part of it." Eleven proclaimed that the position allowed them to help or serve others. 20R declared, "I want to give back. I think it's the right thing to do. To be involved and make a difference. To help other people in different situations." Seven noted that the position provided an opportunity to meet people and develop relationships with other volunteers, patients, students, and members of the church.

16C asserted,

> The interaction with the students of all ages, the interaction with the horses is magical because not each horse is the same with each student, and then the instructor, which I get to work with are just so inviting and such a pleasure to work with.

Two participants reported a feeling of usefulness working in their volunteer position.

Interview Question 7

Interview question 7 asked: Do you use your pre-retirement (if applicable) skills for your current volunteer activity? If yes, please specify the skills and volunteer activity.

Participants who indicated that they use their pre-retirement skills reported various types of skills, depending on the specific volunteer activity. Due to the variety of volunteer positions, there was little consistency in skills as reported by participants.

See Table 8 regarding use of pre-retirement skills in volunteer activity, as reported by participants.

Table 8

Use of Pre-retirement Skills in Volunteer Activity

Yes	No	Maybe
13	6	5

Of the 24 participants, 13 said that they used their pre-retirement skills for their current volunteer activity. Six participants responded that they did not use their pre-retirement skills, and five responded with either 'yes and no' or 'maybe.'

Recurring themes related to volunteer motivation that surfaced during the interview are included in Table 9.

Table 9

Recurring Themes Related to Volunteer Motivation

Health Benefits	Personal Involvement	Pro Social - Righteousness	Connectedness - Relatedness	Meaning – Purpose
38%	25%	21%	8%	8%

Research Question 2

Research question 2 asked: What recruiting practices do volunteers over the age of 65 describe as being most effective in charitable, religious or health care organizations in Southern California?

Interview questions eight through 13 were aligned with research question 2.

Interview Question 8

Interview question 8 asked: How did you learn of this opportunity?

See Table 10 for ways in which participants learned of this volunteer opportunity.

Table 10

How Participants Learned of the Volunteer Opportunity

Word of Mouth	Personal Involvement with Organization	Online	Church Bulletin
14	6	3	1

The data findings reported that 14 participants reported learned of the volunteer opportunity

through word of mouth, generally through a friend or family member. Six participants described a personal involvement with the organization or had visited the organization at some point. 1H stated, "When I went through the grief counseling process they told me about the opportunity." Three said they found the opportunity online, and one person said she saw a call for volunteers in the church bulletin. 19R stated, "Church bulletins are very good. There's a lot of people who go to church who are looking to do something. It's a good opportunity to see that and say 'well here's a phone number.'"

Interview Question 9

Interview question 9 asked: How do you learn about other volunteer opportunities in your area?

See Table 11 for ways in which participants learn about other volunteer opportunities in their community.

Table 11

How Participants Learn About Other Volunteer Opportunities

Word of Mouth	Online	Community Involvement	Newspaper Ads	Radio
12	6	3	2	1

Twelve of the participants stated that they learn about other volunteer opportunities in their area by word of mouth. They share volunteer opportunities with friends and in their community groups and organizations by telling people about their experiences as a volunteer. Participant 4H affirmed,

> I think the best recruitment is personal. If you have a friend, a family member, you know who's doing this. It's personal. A friend to a friend. I think that's the most effective. When people see notices, they don't particularly read them. If I were to see something

> in the paper, I don't know if I would respond. But if it was a friend or a colleague, then I would listen more.

Six participants said that they learn about other volunteer opportunities on the internet. Three of the participants stated that you learn about volunteer opportunities when you get involved with your community. 8H stated, "Making yourself a part of the community so that when things are going on, you're not just sitting on the sidelines." Two participants said that they saw ads in the newspaper for volunteers, and one person stated that he heard a call for volunteers on the radio.

Interview Question 10

Interview question 10 asked: Please tell me about your experience regarding when and how you decided to become a volunteer.

See Table 12 for factors that influenced participants to engage in a volunteer activity.

Table 12

Experience Regarding When and How Participants Decided to Volunteer

Retirement	To Give Back	To Avoid Boredom	Health Benefits	Part of Life
20	9	8	6	4

The majority of participants mentioned retirement as a reason for seeking volunteer opportunities. Nine of the participants reported that they engaged in a volunteer activity to help others or to give back in some way. Participant 1H declared,

> I was very nervous at first because you're dealing with death, you're dealing with all these things that are not pleasant. I found out that I really enjoyed helping people get through the process, especially working right there with the patients. I know they pass, but you build the rapport with them.

Participant 14C added, "I retired, that was the main. Secondarily, I'm a people person so I don't like to just stay home. I wanted to be with horses again and I wanted to give back. I wanted to do something that benefitted other people." Eight participants discussed how volunteer work provided an opportunity to get out of the house and to avoid boredom. 1H explained,

> Experience was simply that I was isolating after my wife's death. Got to the point where it was hurting my mental and emotional and status. I wasn't content. I was sitting at home watching TV and playing games on the computer. I realized at one point that I had to get out of the house and do something.

Six of the participants stated that they made a decision to volunteer for the health benefits associated with volunteering. 16C reported, "Volunteering keeps me physically active, mentally active, emotionally active. What I give, I get more back." Four participants noted that volunteering had always been a part of their life.

Interview Question 11

Interview question 11 asked: Why would you recommend that more seniors get involved in a volunteer activity, as you have done?

See Table 13 for reasons that participants would recommend that more seniors get involved in a volunteer activity.

Table 13

Why More Seniors Should Engage in a Volunteer Activity

Health Benefits	Help Others and Have Purpose	Relationships/ Social Outlets	Satisfaction/ Rewards
23	6	6	2

Twenty-three participants stated that the health benefits associated with volunteer work was the reason they would recommend that more seniors get involved in a volunteer activity. 1H reported,

> Volunteering saved my life. I literally would be dead if I didn't have this to do. There is a reason that I get up in the morning. There is a reason that I do hygiene things and all of the things that I am supposed to do. That is the greatest motivator in the world.

Thirteen expressed the importance of getting out of the house and avoiding boredom. 12H stated, "Because you live longer. What else would you do, sit in front of the TV? You need to keep your mind and your body active, even when it hurts." Six described the significance of helping others, feeling useful and having purpose.

9H declared,

> You can work to keep your mind active and keeping aware of what is going on. To get out there. Sometimes people can get so engrossed in their own lives that they forget that there are other people that are worse off. We have so many life experiences that we can share with others. People can realize that they still have so much value.

Others shared the necessity for relationships and social outlets, feelings of satisfaction and rewards that often are a result engaging in a volunteer activity, and that volunteering makes you appreciate what you have. 9H responded,

> A lot of people my age, when kids are gone or maybe a spouse has passed away need somewhere to be. We have people who are much older than I am, and they volunteer for that very same reason. They've retired and ask themselves 'why am I just sitting in the house when I could be out meeting people and doing something?'

Participant 2H added, “I only work at ‘end of life’ and in healthcare, but it makes you really appreciate what you have and if you’re complaining of having a sore toe, it really puts things in perspective.”

Interview Question 12

Interview question 12 asked: How would you go about recruiting other senior volunteers? What is the best way to reach this population?

See Table 14 for ways in which participants would go about recruiting other senior volunteers.

Table 14

Best Method of Recruiting Senior Volunteers

Word of Mouth	Church Bulletin	Newspaper	Online	Community Organizations	Notice on Windshield
17	5	4	4	3	1

Seventeen participants reported that word of mouth was the best way to recruit other senior volunteers. 8H stated,

> I drop hints and say ‘you could get a position here.’ We’ve had a number of people stop by the store and ask how you do it. I tell them to talk to this person, fill out an application online. It’s word-to-word. Looking a person in the eye and telling them how it’s done.

21R asserted,

> Many seniors want to volunteer. You see it all the time for places like the Red Cross. They may put something in the paper and you say ‘oh, I’d like to do something like that.’ Then you put the paper down and forget all about it. It’s much different than when a friend is talking to you.

Five responded by saying that ads in the church bulletin are effective in reaching this population. 24R replied, "I think a lot of people in the older, retired group have a church or synagogue or mosque that they visit and that that is a great way to get people. Organizations that they have worked with should be able to put out notices."

17R concluded,

> I think going to places like churches or synagogues is a good idea – people of faith tend to be more likely volunteer than others. Now that is not an absolute, of course. I think they have a tendency to want to do things for other people.

Four described the newspaper as a way to recruit senior volunteers, and four responded by stating that the internet was the best way to reach this population. Three felt that recruiting through various community organizations was effective, along with placing ads in the local community newsletter. One participant recommend placing a half sheet of paper with detailed information regarding the need for volunteers, on the windshield of cars parked at Target as an effective way to reach this population.

Interview Question 13

Interview question 13 asked: Is there anything that you can think of that would entice seniors who have not volunteered in the past to volunteer?

See Table 15 for ways in which to entice seniors who have not volunteered in the past to volunteer.

Table 15

Ways to Entice Seniors to Volunteer

Sharing Opportunities	Personal Touch	Nothing - Comes From Within	Health Benefits	Offering Training
6	6	5	4	1

Six participants responded by saying that sharing the opportunity with other seniors may entice them engage in a volunteer activity, along with the potential impact that seniors could have on others. 9H proclaimed,

> That's really hard to answer because everybody's motivation is different. It would depend a great deal on how the opportunities are presented in that seniors have so much to share. Again, as I said before, life experiences and so many stories. Our generation, Baby Boomers, grew up in the most amazing time. We've lived through so many things that other generations haven't. It's important to use those experiences to help others.

Six of the participants reported that the personal touch is important and sharing details regarding the feelings of satisfaction, appreciation, and the ability to make a difference in the lives of others or the community would be a way to entice seniors to partake in volunteer activities. 2H stated, "I think being appreciated, and they're very grateful for their volunteers. Especially the people that I work with. They are very grateful when we show up." 5H added, "It's amazing that there are so many volunteers out there and I enjoy hearing the stories about how people have made a difference. It's amazing how much people can do." Five participants noted that volunteering comes from within, and there was nothing that could be done to engage seniors who have not served in a volunteer capacity. Participant 1H asserted,

> Volunteering is all about doing something that you want to do. The thing that people don't understand, or maybe they do understand but don't advertise it enough, is the enjoyment you get out of volunteering. You're completing a function, and in doing that, you're getting satisfaction and enjoyment. That's your payment.

2H explained,

> I think it comes from within. There's something about volunteering, and it's a little bit hard to put your finger on. But I know there are people who don't understand why you do what you do and don't get paid. In that case, I don't believe that you can explain it, especially in nursing, and the doctors that I work with have said the same thing, "If you're asking me that, I can't explain it to you."

Participant 19R professed, "Motivation comes from within. You can't motivate someone to do something to do something they don't want to do." Four of the participants responded that sharing the health benefits that are associated with volunteering would attract seniors who had not previously volunteered. 10H stated, "For social networking, especially for reasons pertaining to dementia and Alzheimer's." Lastly, one participant said that if seniors knew they would receive training for a particular volunteer position, they may be more likely to volunteer. 14C explained,

> I think a lot of people don't volunteer. For example, with the horses, you don't really ever need to have worked with horses or been around horses to know what to do. A lot of people may say they don't know what to do with horses and that may not apply to them. I think that if people knew they would get the training they need, connected with an opportunity that they've never had or been involved with, or kind of interested in something, then just contact the organization. If they don't want you, they'll let you know.

Recurring themes related to volunteer recruitment that surfaced during the interview are included in Table 16.

Table 16

Recurring Themes Related to Volunteer Recruitment

Personal Involvement	Connectedness-Relatedness
83%	17%

Research Question 3

Research question 3 asked: What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization in Southern California?

Interview questions 14 through 19 were aligned with research question 3.

Interview Question 14

Interview question 14 asked: What type of training did you receive for your volunteer placement?

Participants who indicated that they did receive training reported various types of training, depending on the specific volunteer activity. Due to the variety of volunteer positions, there was little consistency in training as reported by participants.

See Table 17 for a breakdown of participants who received training, and those who did not receive training.

Table 17

Participants who Received Training for their Volunteer Placement

Yes	No	Could Not Remember
17	6	1

Seventeen participants said that they received training for their volunteer placement. Six responded that they had not received training and one participant could not remember if he

received training for his volunteer placement.

Interview Question 15

Interview question 15 asked: How satisfied/dissatisfied are you with your volunteer experience?

See Table 18 for volunteer satisfaction, as indicated by participants.

Table 18

Satisfaction with the Volunteer Experience

Extremely Satisfied	Very Satisfied	Satisfied
5	12	7

Of the 24 participants, 5 stated that they were extremely satisfied with their volunteer experience. 1H asserted,

> I'm extremely satisfied. I can't imagine living without it. And there will come a time when my body no longer can do it, or my mind or sight will stop me from doing it. This is my whole life. I love it.

Twelve responded that they were very satisfied with their volunteer experience, and seven reported being satisfied with their volunteer experience. 12H professed,

> Oh I'm very satisfied. It's really part of my life now. It's filled a great void, especially since my wife died. I have two daughters and grandkids, but they can't be with you all the time. You need to get out. It's great and more people should do it.

Interview Question 16

Interview question 16 asked: What would improve your volunteer experience?

See Table 19 for ways to improve the volunteer experience.

Table 19

Ways to Improve the Volunteer Experience

Nothing	More People Involved	More Hours	Money
17	4	1	1

Seventeen of the participants reported that there was nothing that would improve their volunteer experience. Four participants responded by saying that their volunteer experience would improve if more people got involved and offered to help. Participant 5H asserted,

> The biggest challenge I see with a different group that I volunteer with is that when you get a new member, they don't participate. How do you get them to volunteer? I guess it's different at a hospital, when you report to a staff member and they give you a specific project or assignment. You're there because you want to be. In a civic group, you come and socialize, but they don't participate in any projects. Usually it's the same people who keep the organization running.

One participant stated that more hours would improve his volunteer experience, and another participant laughingly reported that money would improve his volunteer experience.

Interview Question 17

Interview question 17 asked: What is it about this particular organization/volunteer opportunity that keeps you coming back?

See Table 20 for factors that influence volunteer retention.

Table 20

Reasons that Volunteers Return

Relationships (Others)	Relationships (Staff)	Feeling Appreciated	Help Others	Position Itself	Something To Do
13	8	8	6	6	2

Thirteen of the participants reported that relationships with others (patients, students, church members, and other volunteers) were the reason that they were committed to this particular organization or volunteer opportunity. Participant 2H affirmed,

> The patients themselves. They're very grateful to be able to receive communion in the hospital and in the 11th Hour, a lot of people don't have family. Here, we believe that no one should die alone. So if the family either can't be here, or there is no family, and the nurse thinks that it would be helpful to have a volunteer at the bedside, then we have four shifts so that someone can be by their side, from 8am until midnight. I've been with people when they actually pass and it's an amazing experience. A lot of people don't understand end of life work, but for anyone who has watched a baby come into the world it's like a miracle. This is the other end of that spectrum. It's very rewarding.

Eight described relationships with the staff as being the most significant reason for their return. Participant 1H professed,

> I enjoy the organization that they have here. If there's an issue, I can take it to the office. There's a volunteer coordinator and I know where she is. I can go there and I can talk. I know the organization and what to expect. That keeps me coming here.

14C added,

> I would say that the personnel in the organization, from the secretary all the way to the director are friendly and warm and welcoming and appreciative. Secondly, the riders, whether they are children or adults. They appreciate what we do for them. And the parents of the younger ones. And then, I enjoy the other volunteers.

Eight expressed feelings of appreciation by others in the organization as their motivation to continue with their volunteer service. Participant 4H declared,

> The three women who work in the volunteer office are all so sweet and they always help us to feel very appreciated. They have a lovely holiday breakfast that they put on for all the XXX volunteers. In the spring, for volunteer appreciation month, they have a lovely luncheon for us. Both of those things are very nice and they always send us a nice birthday card. All of those things are nice little touches and I know that we are appreciated. That place could not run if it weren't for the volunteers.

Participant 16C described,

> For me, it's the people running the organization that make it really a place you want to go back to because they know you by name, they know you as a person and they thank you. They make you feel like you're important as a volunteer, every time. Not just occasionally. It's every time.

Other comments included the ability to help others, the position itself, and that it gives them something to do. Participant 3H stated,

> I enjoy my interactions with the staff at the spiritual care office. I consider it an honor to be at the bedside of someone is about to pass away. I mean, how often do you come across that? The activity itself is rewarding and my relationship with the staff here is also rewarding. I'm laughing as I add that there's a free lunch!

Interview Question 18

> Interview question 18 asked*:* How does volunteering make you feel?

See Table 21 for how participants describe feelings that result from volunteer work.

Table 21

Feelings that Result from Volunteer Work

Good	Useful/Purpose	Worth My Time	Happy	Young
9	7	4	2	2

Nine of the participants responded that volunteering made them feel good. Seven stated that volunteering made them feel useful and gave them purpose. Participant 9H reported,

> A woman who came in last month, in her 90's. She said that all of her children had died and all of her friends had died. The day she came in she was feeling like that's what she wanted to do. But we got to talking and she started telling me the story of her life. After all of that, I said "I know you're probably feeling like you don't want to be here with us, but I'm glad that you are." She went on shopping, but I hope that it did, at least in that moment, she knew that I saw her.

Participant 2H added, "Makes me feel useful. Makes me feel young. It gives purpose." Other participant responses included that it was worth their time, contributed to feelings of happiness, and made them feel young, alive and free. Participant 1H shared, "Happy, joyous and free. I enjoy it so much that it's like a day without sunshine. If I didn't have it, I would miss it tremendously. What else can I say? It's what I do and I just love it."

Interview Question 19

Interview question 19 asked: Is public, volunteer recognition/acknowledgement important to you? Please explain.

See Table 22 for the importance of public volunteer recognition/acknowledgement, as described by participants.

Table 22

The Importance of Public Volunteer Recognition/Acknowledgement

Yes	No
3	21

Of the 24 participants, three stated that public volunteer recognition/acknowledgement was important to them. Participant 12H responded,

> Yes, but if they didn't do it, it wouldn't stop me. It's nice when they recognize you and provide a nice lunch. Once a year. Or put your name on the wall. It's not the only reason. I would still do this if they didn't do it. But, yes, I guess it is important.

The remanding 21 of the participants reported that public volunteer recognition/acknowledgement was not important to them. Many of these individuals concluded by saying that volunteering comes from within and that they would continue to serve, whether they were recognized or not. Participant 3H confirmed,

> Not especially. I get plenty of rewards just being here, connecting with the staff and being with patients. I don't need any additional pats on the back. That's not what I need. My rewards are out there when I'm working with the people.

Recurring themes related to volunteer retention that surfaced during the interview are included in Table 23.

Table 23

Recurring Themes Related to Volunteer Retention

Connectedness – Relatedness	Health Benefits	Meaning-Purpose
54%	25%	20%

Is there anything that you would like to add? This question was posed to give participants an opportunity to share more about their volunteer experience in general. More importantly, it provided an opportunity for reflection and personal contributions to the study that may not have been captured in the 19 interview questions. Participant 3H concluded,

> This is an activity that is really appropriate to where I am in my life right now. At my age, I'm considered an old man. That's appropriate because in a number of years, I also will pass on. The opportunity is simply appropriate for me right now and it's enriching and reflective. It's not that it provides answers, but it certainly asks the right questions.

Participant 4H added,

> People become more isolated as they age. Their world becomes smaller and smaller. The diversity that I encounter everyday is amazing. Each room is different. I go into different worlds, if just for a moment. In our normal daily lives, we don't do that. I encounter that when I do this work here.

14C concluded,

> I think what makes volunteering is an inter-connection. It needs to fulfill a need that you have. Something that you'd want to be doing on your own anyway. Like people who work with guide dogs for the blind. If you want to be with dogs, you're more likely to go and do that. You have to have a real connection to keep going. It has to be more important than wanting to do something else.

Summary of Findings

The researcher and two experienced coders identified major recurring themes and subthemes that were depicted from the actual words that the participants shared with the researcher. The interviews were recorded and later transcribed, and direct quotes were captured

and included in the section above. Each of the themes and subthemes were supported by the data, which represented the lived experiences of the participants. Each theme that surfaced consisted of a group of subthemes that included similar attributes, which were associated with the phenomena of the lived experiences. The findings of the coded data analysis resulted in five major themes and 18 subthemes. A summary of the major themes and subthemes is depicted in Table 24.

Table 24

Major Themes and Subthemes

Theme	Subtheme
Health Benefits	Rejuvenation – slows the aging process
	Avoidance of isolation and boredom
	Mental, emotional and physical benefits
Pro Social – Righteousness	Being of service – helping others
	Giving back – social responsibility
	Empathy – compassion for others
Connectedness – Relatedness	Relationship building – social outlet
	Meeting others – common interests
	Self-identity – who you are, what you do
	Personal obligation – commitment to the organization or cause
Meaning – Purpose	Sense of accomplishment - usefulness, appreciated
	Self-empowerment – values, self-esteem

(continued)

Theme	Subtheme
Personal Involvement	Self-fulfillment – making a difference, life changing
	Contribution to society – giving back
	Sharing the opportunity with others – word of mouth
	Finding a niche – passion, interest
	Community involvement – awareness of needs
	Religious affiliation – for the greater good

Similarities and Differences Between the Volunteer Cohorts

The researcher began by studying the similarities and differences that were evident amongst the three groups of participants based on participant demographics. With regards to employment status, all 24 of the participants were retired. The average age of the volunteers was similar at the hospital (78.6) and church (76.25), however slightly lower at the therapeutic horsemanship program (67.3). All of the participants reported at least 'some college' education. Two of the participants at the hospital have a doctorate degree, a higher level of education than at the therapeutic horsemanship program or church. The average number of years that participants served in a volunteer capacity was similar, ranging from 20.5 (hospital), 27.5 (church) to 28 (therapeutic horsemanship program). However, the average number of years that volunteers served in a volunteer capacity at the organization where data was collected was slightly different. Both the hospital volunteers and church volunteers averaged 6.9 and 6.1 years respectively, while volunteers at the therapeutic horsemanship program averaged 12.6 years. The average

number of hours volunteered per month was similar for the hospital (26) and therapeutic horsemanship program (30), yet significantly lower at the church (15.5)

After completing the data analysis, the researcher further examined the transcripts and coded data in search of similarities and differences that exist between the three cohorts of volunteers. Careful analysis of the data determined that there were more similarities than differences between these three groups. One of the main differences was the age range of the hospital volunteers. Hospital volunteers ranged in age from 66 to 87, while the therapeutic horsemanship program and church volunteer ranged in age from 65 to 78.

Responses to interview questions one through19 yielded discussion that was very similar in nature, with two exceptions. The following interview question elicited a different response from church volunteers than from volunteers at the therapeutic horsemanship program or hospital:

Section 3: Regarding volunteer retention and factors that influence commitment to a particular organization.

15. How satisfied/dissatisfied are you with your volunteer experience? Of the 24 participants, five stated that they were extremely satisfied with their volunteer experience, 12 stated that they were very satisfied, and seven stated that they were satisfied. Of the seven that reported that they were satisfied, five of them were church volunteers.

The second interview question also elicited a different response from church volunteers than from the volunteers at the therapeutic horsemanship program or hospital:

Section 3: Regarding volunteer retention and factors that influence commitment to a particular organization.

16. What would improve your volunteer experience? Seventeen of the 24 participants reported that there was nothing that would improve their volunteer experience. Four out of the eight participants from the church responded by saying that their volunteer experience would improve if more people got involved and offered to help. Participant 22R stated,

> We are faced with several challenges. The most prominent one is that when we get a new member, they don't participate. It's the same people who participate in most of the activities and keep the organization running. Those people get very tired, but they continue to offer their services because they know they are doing the right thing by helping others.

Participant 21R added, "It would be nice if more seniors got involved. We could offer more services and activities if more people helped out. It's really not a big time commitment, but many people don't volunteer."

Summary

Chapter 4 presented the findings, results and analysis of the phenomenological study of the lived experiences of 24 volunteers age 65 and over. This qualitative study used the data collected from interviews to support the outcome. The chapter also provided a review of the research question, interview questions and responses as they align with each research question, similarities and differences between the three volunteer cohorts, and five recurring themes that emerged from the data. The three research questions that guided the study and key findings for each are included below:

1. How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious or health care organization in Southern California?

Key findings included: health benefits, position itself was of interest, to serve and help others, relationships with others, to support the organization or cause, to have a sense of purpose, avoid boredom or seclusion, and because the work was rewarding and fulfilling.

2. What recruiting practices do volunteers over the age of 65 describe as being most effective in charitable, religious or health care organizations in Southern California?

Key findings included: word of mouth, personal involvement with the organization, online postings and ads in the church bulletin.

3. What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization in Southern California?

Key findings included: relationships with others, relationships with staff, feeling appreciated, health benefits and sense of purpose.

Five major themes emerged from the coding process. The major themes include: 1) Health Benefits, 2) Pro-social – Righteousness, 3) Connectedness – Relatedness, 4) Meaning – Purpose and 5) Personal Involvement. The major themes are representative of the factors that influence motivation, recruitment and retention for older adult volunteers. The themes provided a comprehensive manner in which to examine the differences that were found with the three volunteer cohorts. Collectively, the results contributed to the discussion, conclusion, implications of the findings, and recommendation for further research in Chapter 5.

Chapter 5: Conclusion

Introduction

The purpose of this research study was to explore the lived experiences of volunteers age 65 and over. By analyzing the findings and results, the researcher was able to address the research questions and provide conclusions and recommendations that may be useful to nonprofit agencies and charitable organizations in recruiting and retaining volunteers that support their mission.

The following questions guided the study:

- How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious or health care organization in Southern California?
- What recruiting practices do volunteers over the age of 65 describe as being most effective in charitable, religious or health care organizations in Southern California?
- What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization in Southern California?

This study utilized a qualitative approach and phenomenological methodology. The purpose for selecting a qualitative approach to this study was to obtain in-depth perspectives on the personal experiences of adults age 65 and over who volunteer at a charitable, religious, or health care organization.

Discussion of Major Themes

The study was designed to explore the lived experiences of volunteers age 65 and over, as it relates to motivation, recruitment and retention at a nonprofit organization in Southern California. The results of the study can be used to help nonprofit agencies and charitable

organizations in recruiting and retaining volunteers who reinforce their mission. By analyzing the findings, results and interpretations, the researcher was able to answer the research questions below:

Regarding Research Question #1: How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious or health care organization in Southern California? This research question addressed the motivational factors and underlying drivers that contributed to the participants' initial desire to engage in volunteer activities. Among the lived experiences contained in the data, the major themes were associated with the fundamental motives to become involved with volunteerism.

1. Health Benefits: Participants described their initial motivation was to engage in volunteer activities to help slow the aging process. They reported that volunteering helped deter feelings of isolation and boredom, which was also found in a study by Sainer & Zander (1971b). Participants shared that volunteer activities were valuable to one's health, providing mental, emotional, and physical benefits. Studies by Grim et al. (2007), Li & Ferraro (2006), Rosenberg & Letrero (2006), Thoits & Hewitt (2001), and Wilson (2000) also demonstrated the health benefits that are associated with volunteer work. Mentally, volunteer activities helped them stay active, alert and combat dementia and Alzheimer's disease. Emotionally, volunteer work provided a distraction for those who had experienced loss, giving them a reason to leave the house and avoid depression. As found in the study by Shmotkin et al. (2003), volunteering may reduce symptoms of depression and mortality risk. Physically, participating in volunteer activities meant getting off the couch or away from the television and computer, which required more activity and physical movement.

2. Personal Involvement: Participants described their initial motivation was inspired by a friend or family member, who had shared a personal story about their volunteer experience. More than half of the research participants were motivated because of the specific volunteer position, expressing the importance of finding a volunteer position that is of particular interest. Studies by Gagne & Deci (2005), Farmer & Fedor (2001), Lambert et al. (1964), Millette & Gagne (2008), and Morris & Caro (1996) also established the significance of interesting and challenging volunteer roles for older adults. Such a position may be one that required skills or knowledge from one's previous career, or simply a hobby or passion for a particular cause. Others stated that they were motivated because their community involvement presented an awareness of people or organizations that needed assistance. Several participants were motivated because of religious affiliation or because they believed volunteer work was for the greater good.
3. Pro-social – Righteousness: Participants shared a motivational drive to be of service and help others. They described a compelling need to give back, pay-it-forward, serve the less fortunate, and make a difference in their community Studies by Batson et al. (2002), Bussell & Forbes (2002), Clary et al. (1998) and Nelson-Becker (2005) found that motivation is associated with a desire to improve the welfare of others. Many felt a sense of social responsibility, for which volunteering provided a means to satisfy this need. Participants expressed empathy and a sincere concern for others, especially those who were suffering or unable to care for themselves.
4. Connectedness – Relatedness: Participants declared their motivation to interact with others, to build relationships, and be a part of the social outlet that often accompanies

volunteer work. Studies by MacKinlay (2008), Tan et al. (2009), and Warbuton et al. (2001) established the importance of social relationships that are often a result of engagement in volunteer activities. Many described their innate desire to develop meaningful relationships not only with staff and volunteers, but also with hospital patients, students enrolled in the riding lessons, or members at church. In addition, participants expressed the benefits that are related to sharing a common goal or interest with others. Self-identity was an important theme, as many shared that their motivation for volunteering came from within. It was simply a part of them; it was who they are and what they do. Participants who had volunteered for most of their lives explained that this concept of self-identity came from their upbringing and could be attributed to parental influence, either watching their parents volunteer or being involved in volunteer activities as a child. Lastly, participants shared a sense of personal obligation or commitment to a particular organization. Narushima (2005) agreed: 95% of senior volunteers wanted to support a cause they believed in and 69% claimed to have a personal obligation to the cause. Participants in this study had benefitted from services provided by the therapeutic horsemanship program, hospital or church, or were personally involved as an active member of the organization.

5. Meaning – Purpose: Participants described their motivation in terms of feeling a sense of accomplishment, usefulness and being appreciated by staff, students and patients. Often, volunteer work provided a purpose to get out of bed every morning. It gave meaning to their lives, knowing that others were relying on their services. Similar studies by Ardelt & Koenig (2009), Bradley (2000), Maki (2005), and Wong (2000) found that having a sense of meaning and purpose in life may be vital to successful

aging. Several participants shared that in younger years, life is defined by one's career. When that career ends, it is easy to lose your sense of identity. As supported in the literature by Bradley (2000), engaging in volunteer work provides a new identity and purpose, helping older adults begin the next chapter in their lives. Other participants reported a desire to feel self-empowered and increase levels of self-esteem. Musick et al. (1999) found that "elderly volunteers should benefit from volunteering through increased levels of satisfaction and self-esteem" (p. 173). Participants also described feelings of self-fulfillment, the ability to make a difference, which was often resulted in a life changing experience. Others explained that their purpose was to make a contribution to society, to find a way to give back and make a difference in the world.

Regarding Research Question #2: What recruiting practices do volunteers over the age of 65 describe as being most effective in charitable, religious or health care organizations in Southern California? This research question addressed the influential factors and underlying drivers that contributed to the participants' knowledge of volunteer opportunities, specifically, how they learn about various job openings. Among the lived experiences contained in the data, the major themes were associated with effective and successful recruiting strategies.

1. Personal Involvement: By far, research participants described word of mouth as being the most effective means of recruiting others. Smith & Gay (2005) agreed: "word of mouth is one of the most effective means of engaging all people, including older people, in volunteering" (p.13). Several expressed the need for personal touch when recruiting. Seeing an advertisement online can be effective, however, when someone shares a personal story about volunteer work, it leaves a completely different impression. Looking someone in the eye and telling them how the health benefits associated with

volunteering changed one's life is something that can only be shared in person. Discussing friendships that developed as a result of volunteering with people who have a similar interests is much more effective than posting job openings. Personal contact is essential and absolutely necessary for recruitment practices. Online ads and notices in church bulletins and community newsletters may work for some individuals, but participants indicate that sharing the opportunities with people in person is the best way to recruit potential volunteers.

2. Connectedness – Relatedness: Many participants described the social aspect of volunteering and suggested that recruitment practices should be created with this in mind. Highlighting the meaningful relationships that volunteers have with staff and other volunteers should be made more visible to the general public. Several participants explained how their worlds became smaller after retirement. It was not as easy to meet new people or develop friendships as it had been while working. Okun & Shultz (2003) concluded that volunteering is a way to develop social relationships that could result in life changes, such as retirement or relocation. Inviting potential new recruits to community based volunteer activities or social events would allow them to see the significant relationships and camaraderie that exists in the volunteer community.

Regarding Research Question #3: What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization in Southern California? This research question addressed the influential factors and underlying drivers that contributed to the participants' desires to continue with their volunteer work, specific to the organization where the data was collected. Among the lived

experiences contained in the data, the major themes were associated with the intent to remain in service and continue involvement.

1. Connectedness – Relatedness: A majority of the research participants shared that volunteerism contributed to their self-identity. It was or had become a part of them. The positive experience with volunteering caused them to continue to volunteer, resulting in commitment to the volunteer position or organization. Relationships with others also positively impacted retention, as the majority of volunteers spoke highly about the meaningful connections that they had developed with the staff and other volunteers. A study by Tan et al. (2009) found that social relationships formed while volunteering were strong motivators for older adults to continue their volunteer commitment. Several participants stated that they enjoyed meeting new people, such as patients, students and members of the congregation. Volunteer work was stimulating in that it offered a chance to interact with a world of people that a retired individual would not normally come in contact with.
2. Health Benefits: Many of the participants reported that the health benefits associated with volunteer work were a factor that influenced their decision to remain in service and continue in the volunteer position. Participants expressed that continuous involvement in volunteer activities helped slow the aging process, making them feel young. They reported that volunteering helped deter feelings of isolation and boredom and that volunteer activities were valuable to one's health, providing mental, emotional, and physical benefits.
3. Meaning – Purpose: Participants described how their volunteer experience resulted in an overwhelming feeling accomplishment. Feelings of usefulness and appreciation lead

to increased levels of self-esteem and self-worth. Knowing that others were relying on them or that they had the ability to make a difference in someone's life was reason enough to return for the next volunteer shift. As described by participant 2H, "A lot of people don't understand end of life work, but for anyone who has watched a baby come into the world it's like a miracle. This is the other end of that spectrum. It's very rewarding." The work was often portrayed as being addictive in nature, and something that left participants with a sense of pride and accomplishment.

Summary of Findings

Motivation. Analysis of the data revealed that each of the 24 participants was motivated by intrinsic factors, however, specific aspects of motivation varied. This is similar to the prior literature. For example, Pink (2009) found that people are motivated by the concepts of autonomy, mastery and purpose. All of the participants were retired and most found that they had a significant amount of time on their hands. For many, volunteering seemed like an obvious choice. A substantial amount of participants reported being inspired by a specific life event, such as the death of a spouse. A majority of participants stated the health benefits associated with volunteer work was their motivation to engage in such activities. Prior research by Gottlieb & Gillespie, (2008), Morrow-Howell et al. (2003), Tan et al. (2009, 2010), Theurer & Wister (2010), Black & Kovacs (1999), Fisher & Schaffer (1993), Kuehne & Sears (1993), Musick et al. (1999), Musick & Wilson (2003), Oman et al. (1999), Thoits & Hewitt (2001), and Wheeler et al. (1998), support this motivational factor. Many shared that the position itself was what motivated them to volunteer, also supported by the studies conducted by Gagne & Deci (2005), Farmer & Fedor (2001), Lambert, Guberman & Morris (1964), Millette & Gagne (2008), and Morris & Caro (1996). The desire to serve others was a common response as well, as indicated

by Bussell & Forbes (2002) and Smith & Gay (2005) in their research. As found in studies by Havinghurst (1961), MacKinlay (2008), Perry (1983), Tan et al. (2009), and Warbuton et al. (2001), relationships with others was a key factor for participating in volunteer activities. Narushima (2005) and Wymer (1998) found that volunteers were motivated by a personal affiliation with the organization or support for the cause. Lastly, purpose in life was associated with participants' motivation to volunteer. This was also found in studies conducted by Ardelt & Koenig (2009), Bradley (2000), Maki (2005) and Wong (2000).

Recruitment. As determined by Smith & Gay (2005), word of mouth was by far the best means of recruiting other individuals to participate in volunteer activities. The ability to add a personal touch while recruiting is extremely important, as it allows participants to share the opportunity with others and sell them on all of the rewards that are associated with volunteer work. The recruiter can discuss the health benefits, how volunteering provides an opportunity to get out of the house, and feelings of having a purpose, usefulness and appreciation that are often a result of volunteer work. Potential candidates have the chance to ask questions regarding specific positions that are available, how to navigate the application process, and hours or commitment required. Online recruiting was the second most popular response, followed by placing advertisements in the local community newsletter, church bulletin, or newspaper, which was supported in the study by Smith & Gay (2005). Many participants stated that they were not recruited by others, but instead took the initiative to find a volunteer position that was of interest. Similar to the studies conducted by Caldwell & Scott (1994) and Morris & Caro (1996), participants reported that they were looking for a particular position that was of interest, specific to their passion, skill set or life experiences.

Retention. Relationships with others was the number one factor that participants reported as the most important influence on commitment to a particular organization, which was also supported by the study conducted by Skoglund (2006). Health benefits that are often a result of engagement in volunteer activities was reported as a significant factor that influences retention. Participants expressed sense of purpose as being an influential factor that has an impact on retention, as discovered in research conducted by Ardelt & Koenig (2009), Bradley (2000), Maki (2005), and Wong (2000). Many participants felt that commitment to a particular organization developed as a result of staff members who made them feel appreciated, that their contributions to the organization were worthwhile. A study by Musick et al. (1999) found that feeling appreciated and useful contributed to factors associated with retention. The majority of participants at the therapeutic horsemanship program and hospital discussed their meaningful relationships with the staff, specifically how the staff made them feel valuable and were very grateful for their contributions. Similarly, Boyd (2003) and Brudney & Nezhina (2005) found that regular and ongoing communication on how volunteer contributions enhance the organizational mission and increased levels of volunteer retention. Responses also included the availability and 'open-door policy' of the volunteer manager, and being able to freely speak with her at any time if an issue presented itself, which was confirmed in studies by Gidron (1984) and Pell (1972). Many participants reported that they enjoyed being recognized by name by the volunteer manager, and felt good when the manager stopped by to say hello or check-in. Contrarily, the participants who volunteered at the church did not mention relationships with staff as being an important factor in the commitment to the organization or volunteer position.

Other interesting relationships regarding retention and commitment surfaced after further analysis of the data. For example, the majority of participants stated that they received training

for their volunteer position. The same number of participants reported being extremely satisfied or very satisfied with their volunteer work, adding that nothing would improve their volunteer experience. Those who did not receive training reported that they were satisfied with their volunteer work, but provided suggestions that would improve the volunteer experience. A study by Jamison (2003) found that "volunteers who are adequately informed about task expectations prior to service tend toward higher levels of satisfaction, leading to continuing service" (p. 129). This relationship may be due to the fact that the therapeutic horsemanship program and hospital both have dedicated, full time positions for the volunteer manager. Furthermore, the hospital employed a staff to support the manager and help coordinate the volunteer program. These organizations have a formal volunteer program, including a volunteer orientation and training, policies and procedures, and volunteer recognition events. A study by Gillon-Flory (2009) revealed that 66.6% of participants indicated that organizational structure was instrumental in their volunteer commitment. The church, on the other hand, has an individual who oversees the volunteers in a loosely structured environment, but has other job responsibilities that are of priority.

The vast majority of participants stated that public acknowledgement and recognition was not important to them, but that they appreciated being recognized for their contributions as a group. Some reported that acknowledgement was nice, but that they would continue to volunteer, even without recognition. Most explained that engagement in volunteer activities is something that comes from within, that people do not volunteer to be recognized by others. Several stated that they liked being aware of the hours they had contributed, sharing that it was nice to see their service hours when they clocked out for the day. Others mentioned that they enjoyed seeing hours posted in the volunteer newsletter or on a wall dedicated to volunteer

service. Many enjoyed hearing about the overall service contributions that were made collectively throughout the year; information that was shared at the annual Volunteer Appreciation Breakfast. They felt good about themselves and their volunteer service when they learned what their contributions meant, in terms of service hours to the organization, dollars saved and money earned, and how these contributions affected the local community, such as the ability to purchase medical equipment or provide riding lessons for students in need of financial support. A similar study by Stevens (1991) found that older adults are more likely to stop volunteering if their jobs are not actualized, if there is little or no interaction with other employees and volunteers, and if they do not feel appreciated for their contributions. For the majority of participants, seeing the big picture and overall impact of their services was more important than personal recognition.

Conclusions

This study resulted in three conclusions, which surfaced from a thorough analysis and interpretation of the study findings. The first conclusion is that while adults age 65 and over are motivated to volunteer for a variety of reasons, the researcher found that participants were inspired to embrace new beginnings, to start a new chapter in their lives. Many participants expressed the challenges that were presented following retirement or the loss of a spouse. Both left participants with a sense of emptiness and loss of identity. One participant shared that having a job was the easiest way to feel good about ourselves. When one retires, that feeling disappears. While a job is not needed to feel a sense of existence, the key is discovering activities that make us feel good about ourselves; challenging ourselves in ways that we want to be challenged. Volunteering provided definition in their lives, restoring a sense of personal identity. As participants made the transformation from career to retirement, volunteer work

helped revive their self-worth and reestablish their identity. One participant explained that volunteering at this stage in life was appropriate, adding that it was both an enriching and reflective experience. Volunteering provided an opportunity to engage in meaningful work, while offering a purpose and identity that participants could be proud of.

The second conclusion is that word of mouth is the most effective way to communicate with potential volunteers in this population. This method was reported as the best way to recruit potential volunteers and was also supported by the research by Smith & Gay (2005). Participants shared that word of mouth communication provides an opportunity to ask questions and receive answers on the spot. While several of the participants reported being comfortable using email and the internet, the majority of the initial communication between the researcher and the participants was through phone conversations. Furthermore, 83% of the interviews took place in-person. Although the researcher offered to conduct interviews via phone for convenience of the participant, the majority reported that they wanted to personally meet the researcher.

The third and final conclusion is that this population places tremendous value on relationships, making personal interactions an essential component for sustainability and retention purposes. Participants not only expressed the importance of developing relationships with those they came in contact with in their role as a volunteer, but also with staff members and fellow volunteers. Several shared life-changing events such as the passing of a spouse, and how their relationships with other volunteers helped them survive a dark period in their lives. One participant explained how our ability to develop relationships becomes more challenging as we age, mainly because we no longer surround ourselves with like-minded people in the workforce. Meeting individuals with similar values and interests becomes more difficult, thus making the connections and developing friendships with others even more meaningful. The significance of

interpersonal relationships was a recurring discussion throughout the interviews with respect to motivation, recruitment and retention. Furthermore, relationships with staff, students, members of the congregation, patients and other volunteers were reported as the number one factor that influence retention and commitment to a particular organization. Engaging in volunteer activities provided participants with an opportunity to connect with others, to build relationships that are deeply meaningful and satisfying.

Implications for Policy and Practice

The study was designed to investigate factors that influence motivation, recruitment and retention in volunteers age 65 and over. The findings from this study can be used to inform volunteer managers in the development of effective recruiting and retention strategies, designed specifically for the older-adult population. The lived experiences of the participants provided rich data that were the basis for the recommendations below:

1. Volunteer programs should include specific positions for the 65 and over population, based on what this age group is capable of achieving and what they have to offer. Focus should be made on the motivations, needs, expectations and capabilities of this population. Detailed job descriptions for volunteer positions will clarify roles and differentiate between what volunteers do from what employees do.
2. Practice active, in-person outreach to recruit volunteers. Encourage volunteers to recruit friends and community members. Host a social event and invite potential volunteers to meet active volunteers and learn more about the organization and available positions. Add the personal touch by discussing benefits associated with engagement in volunteer activities. Post recruitment notices, by specific job description, online and in community newsletters and church bulletins.

3. Hold a formal orientation for all new volunteers, regardless of position or specific work assignment. Provide an overview of the organization and its mission to expose volunteers to the organization's culture and method of operations. Provide basic training that includes general knowledge and skills need to do the job. Invest in volunteers by providing ongoing training opportunities to develop skills.
4. Create formal recognition activities to show appreciation volunteers for their contributions. Rather than individually acknowledging volunteers, share achievements from a group perspective, recognizing the numerous contributions made, how much money was raised, and how their services help the organization or community. Personally thank volunteers by name when the opportunity presents itself. Create a volunteer newsletter to keep volunteers informed about recruitment needs, new volunteers, organizational policies, social events, and training opportunities. If the budget will allow, dedicate a formal staff position to manage and coordinate volunteer activities.

Recommendations for Further Study

1. A study focused on volunteers age 77 and older. There was no research available that studied this population of people, and the literature suggests that there is a substantial decline in volunteerism when individuals reach this age (Chambre, 1987). However, 46% of the participants in this study were age 77 and over, and several stated that they volunteered with people in their 90's. With people living longer, healthier lives, it is important to study this population of individuals.
2. A study focused on individuals who have served in a volunteer capacity for more than 10 years, compared to volunteers who are new to the position. In this study, 25% of the

participants stated that they had volunteered for the organization for 10 or more years. A tenure-related comparison would provide a well-rounded view of the changes that occurred over the years, as well as an examination of the program growth, as experienced through a volunteers' perspective.

3. A study that focused on organizational practices to improve retention rates. The relationship with staff was a major recurring theme that surfaced many times throughout the study. A study that was specific toward exploring the relationships that exist between volunteers and volunteer managers, and how they influence retention, would be useful in creating sustainable volunteer programs.
4. Due to the small response within the sample size, duplication of the study in other communities nationwide is recommended.

Summary

This dissertation research helped provide an understanding of older adults' experiences with the phenomenon of volunteerism in a nonprofit organization in Southern California. In an aging society where the expected life span is longer than it was several decades ago, it is important to realize the value that the senior population offers. Their time, knowledge, skills and life experiences are beneficial in terms of making positive contributions and serving our communities. Understanding what motivates this population of individuals to volunteer is key to addressing the recent decline in volunteerism. With the right motivation and ability to develop methods to reach out to older adults, they could provide even more community support and assistance to local organizations. Understanding volunteer motivation, recruitment and retention is crucial to develop sustainability amongst older adults who support government and nonprofit organizations throughout the United States.

Analysis of the data showed that older adults are motivated to volunteer because of the health benefits, to help others, feel useful or productive, and fulfill a moral responsibility. Sharing the volunteer opportunity with others, in person, is the most effective method of recruiting potential volunteers in this age group. Closely matching an individual's life experience to a volunteer role, developing and strengthening relationships between staff and volunteers, providing orientation and ongoing training, expressing feelings of appreciation for volunteers, and recognizing their contributions as a whole are some of the essential factors that influence recruitment and retention of older adult volunteers.

Volunteering is a complex phenomenon that is influenced by a number of variables, including personality variables and personal motives. The significance of volunteerism and the lack of volunteers in the United States prompted the researcher to explore the lived experiences of older adult volunteers to gain insight on their motivation to volunteer, recruitment strategies, and factors that influence retention. The information gained from this study may be useful to nonprofit organizations, in that it may provide them with insights develop sustainable volunteer programs, specific to this population.

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APPENDIX A

Invitation Letter to Participate

I would like to invite you to participate in a research study I am conducting with volunteers age 65 and over. The study is entitled "A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention of Volunteers Age 65 and Over." I am currently a doctoral student in Educational Leadership, Administration, and Policy at the Graduate School of Education and Psychology at Pepperdine University. I have been working in scholarly areas for learning, retention, and leadership, and am passionate about volunteerism and the impact that volunteers have in our communities. This study is aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learn of opportunities, what inspires them to volunteer, and what makes them committed to a particular organization.

The purpose of this study is threefold:

1. How do individuals age 65 and over describe their lived experiences in terms of their motivation to volunteer at a charitable, religious, or health care organization?
2. What recruiting practices do volunteers over the age of 65 describe as being most effective?
3. What factors influence retention and inspire volunteers to feel a sense of commitment to a charitable, religious or health care organization?

My research study follows the life story method. I will be conducting personal interviews with male and female subjects age 65 and over who volunteer at a charitable, religious and health care

organization in Southern California. It is anticipated that the interview will require up to 60 minutes of your time. Your name will be coded so that your responses will be confidential and anonymous. All individuals that participate in this study will receive a copy of the findings if interested.

I would like to invite you to participate in the study. Your participation is completely voluntary. You are free to decide not to participate or to withdraw at any time without affecting your relationship with any other entity.

Thank you in advance for your help. If you have any questions or concerns about this study, please do not hesitate to contact me by phone xxx-xxx-xxxx or by email at carol.landry@pepperdine.edu.

My Warmest Regards,

Carol Landry

Graduate Student, Pepperdine University

APPENDIX B

Initial Phone Contact Script

A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention of Volunteers Age 65 and Over

"Hello, my name is Carol Landry and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I received your name and contact information from the volunteer coordinator at XXX, who mentioned that you might be interested in participating in the study, 'A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention of Volunteers Age 65 and Over.' May I tell you more about the project to see if you are interested in participating?"

- If no, the researcher will say, "Thank you and have and have a wonderful day."

- If yes, the researcher will say, "Terrific. I am conducting a study to explore the lived experiences of volunteers age 65 and over. The study is aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learn of opportunities, what inspires them to volunteer, and what makes them committed to a particular organization."

"I will interview 24-30 volunteers age 65 and over, either in person or by phone. In-person interviews will be held at the site where you volunteer. It is anticipated that interviews will last between 45 – 60 minutes."

"Do you have any questions about the study?"

- The researcher will answer questions.

"Is this a study that you would be interested in participating in?"

- If no, the researcher will say, "Thank you for your time and have a wonderful day."

- If yes, the researcher will say, "Wonderful. I would like to ask you a few questions to determine your eligibility to participate in the study."

The researcher will ask the following questions:

1. Are you an English-speaking adult, age 65 or over?
2. Do you volunteer at XXX?
3. Have you volunteered at XXX for at least one year?
4. Have you volunteered at XXX at least 12 times within the past year?

- If any of the answers to the questions above are "No," the researcher will say, "Thank you for your interest in this research study. Based on the information you have

provided, it appears that you are do not meet the criteria to participate in the study. Thank you for taking the time to speak with me today."

- If the answers to the questions above are "Yes," the researcher will say, "Thank you for your interest in this research study. Based on the information you have provided, it appears that you meet the criteria and are eligible to participate in the study. I would like to schedule an interview with you."

- The researcher will schedule the interview for a date and time that is convenient for the participant.

The researcher will conclude by saying, "Thank you for taking the time to speak with me today and for your interest in the study. Informed consent (the official agreement to participate in the study) will occur prior to the interview. I look forward to speaking with you again soon."

APPENDIX C

Recruitment Flyer

ATTENTION

Join Us for a Research Study!

(Exploring Volunteers' Age 65 and Over Motivation to Volunteer)

What is the study about?

*The purpose of the study is to enhance overall knowledge of how adults age 65 and over make decisions regarding volunteer work, how they learn of opportunities, what inspires them to volunteer, and what makes them committed to a particular organization.

*Understanding your experience is crucial for the development of sustainable programs for older adults who support government and nonprofit organizations throughout the United States.

You can participate if you are:

1. English speaking, male or female, age 65 and over
2. A volunteer at either the therapeutic horsemanship program, church or hospital
3. Have served as a volunteer for the organization for a minimum of 1 year
4. Have volunteered at least 12 times within the past year

What will you do for the study?

1. You will participate in an in-person or phone interview that will last approximately 45-60 minutes. If needed, you will be involved in a second interview.
2. During the interview, you will be asked a series of questions regarding your views about your volunteer experiences.
3. The interview will be audio-recorded for research purposes.

If you are interested in the study, please contact:

Carol Landry

Graduate Student, Pepperdine University

Phone: xxx-xxx-xxxx

Email: carol.landry@pepperdine.edu

APPENDIX D

IRB Certificate

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT – PART 1 OF 2

COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Carol Landry (ID: 5980585)
- **Email:** carol.landry@pepperdine.edu
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Unit:** Education

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 21534589
- **Completion Date:** 25-Nov-2016
- **Expiration Date:** 24-Nov-2021
- **Minimum Passing:** 80
- **Reported Score*:** 94

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	25-Nov-2016	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	25-Nov-2016	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	25-Nov-2016	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	25-Nov-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	25-Nov-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	25-Nov-2016	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	25-Nov-2016	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: https://www.citiprogram.org/verify/?aca592c7-bd5f-406d-a52d-15e2eba5f63c

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT – PART 2 OF 2
COURSEWORK REQUIREMENTS**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Carol Landry (ID: 5980585)
- **Email:** carol.landry@pepperdine.edu
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Unit:** Education

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 21534589
- **Report Date:** 01-Dec-2016
- **Current Score**:** 94

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	25-Nov-2016	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	25-Nov-2016	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	25-Nov-2016	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	25-Nov-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	25-Nov-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	25-Nov-2016	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	25-Nov-2016	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: https://www.citiprogram.org/verify/?aca592c7-bd5f-406d-a52d-15e2eba5f63c

Collaborative Institutional Training Initiative (CITI Program)

APPENDIX E

IRB Approval – Pepperdine University

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: December 08, 2016

Protocol Investigator Name: Carol Landry Protocol #: 16-11-444
Project Title: A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention in Volunteers Age 65 and Over School: Graduate School of Education and Psychology
Dear Carol Landry:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event.
Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Regulatory Affairs Specialist

APPENDIX F

Approval – Charitable Organization

Volunteer Manager or Designee Permission to Conduct Study

To:
From: Carol Landry
Date: 12/10/16

Subject: Volunteer Manager or Designee Permission to Conduct Study

I would like your permission to conduct a research study at XXX as part of my doctoral dissertation at Pepperdine University. I am researching the factors that influence motivation, recruitment, and retention in volunteers age 65 and over. The purpose of the study is to explore the lived experiences of older adults who volunteer at non-profit organizations in Southern California. The study aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what makes them committed to a particular organization. Once key factors are identified, themes will provide recommendations for other nonprofit organizations striving to create sustainable volunteer programs. Your organization's participation in the study will contribute to the knowledge and practices surrounding motivation, recruitment and retention that are associated with volunteer management.

If the volunteers agree to participate, they will be asked to participate in a 45-60 minute interview regarding their volunteer experience as it relates to motivation, recruitment and retention. The interview will take place either in person or over the phone at the convenience of the volunteer. The interviews will be audio-recorded and later transcribed to ensure accuracy. Participant identities will remain confidential and the interview notes and recordings will not be shared with others. The interview notes will be examined for common themes and used to identify volunteers' perceptions regarding their motivation to volunteer, how they learned of the opportunity, and what makes them committed to a particular organization.

Participation in this study is voluntary. Participants who decide to participate are free to withdraw their consent or discontinue participation at any time. A copy of the informed consent and the interview protocol are attached for your review.

Please sign and return your approval by 12/17/16. If you are unable to respond by that date, please send this approval as soon as possible. Please return one copy of this signed form to: Carol Landry: carol.landry@pepperdine.edu. If you have any questions regarding the study, please feel free to contact me at xxx-xxx-xxxx or carol.landry@pepperdine.edu.

If you have additional questions or concerns regarding this study, you may also contact the researcher's Dissertation Chair, Dr. Molly McCabe at xxx-xxx-xxxx.

Your signature indicates that you have read and understood the information provided above, that you willingly agree for me to invite your site volunteers to participate in the study, and that you have received a copy of this form.

Respectfully,

Carol Landry

Attachments:
Copy of Volunteer Manager or Designee Permission to Conduct Study;
Informed Consent for Participation in Research Activities;
Interview Protocol and Questions
I hereby consent to my volunteers' participation in the research described above.

Organization_____

Volunteer Manager or Designee Signature_____

Please print Volunteer Manager or Designee Signature_____

Date_____

APPENDIX G

Approval – Religious Organization

Volunteer Manager or Designee Permission to Conduct Study

To:
From: Carol Landry
Date: 12/10/16

Subject: Volunteer Manager or Designee Permission to Conduct Study

I would like your permission to conduct a research study at XXX as part of my doctoral dissertation at Pepperdine University. I am researching the factors that influence motivation, recruitment, and retention in volunteers age 65 and over. The purpose of the study is to explore the lived experiences of older adults who volunteer at non-profit organizations in Southern California. The study aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what makes them committed to a particular organization. Once key factors are identified, themes will provide recommendations for other nonprofit organizations striving to create sustainable volunteer programs. Your organization's participation in the study will contribute to the knowledge and practices surrounding motivation, recruitment and retention that are associated with volunteer management.

If the volunteers agree to participate, they will be asked to participate in a 45-60 minute interview regarding their volunteer experience as it relates to motivation, recruitment and retention. The interview will take place either in person or over the phone at the convenience of the volunteer. The interviews will be audio-recorded and later transcribed to ensure accuracy. Participant identities will remain confidential and the interview notes and recordings will not be shared with others. The interview notes will be examined for common themes and used to identify volunteers' perceptions regarding their motivation to volunteer, how they learned of the opportunity, and what makes them committed to a particular organization.

Participation in this study is voluntary. Participants who decide to participate are free to withdraw their consent or discontinue participation at any time. A copy of the informed consent and the interview protocol are attached for your review.

Please sign and return your approval by 12/17/16. If you are unable to respond by that date, please send this approval as soon as possible. Please return one copy of this signed form to: Carol Landry: carol.landry@pepperdine.edu. If you have any questions regarding the study, please feel free to contact me at xxx-xxx-xxxx or carol.landry@pepperdine.edu.

If you have additional questions or concerns regarding this study, you may also contact the researcher's Dissertation Chair, Dr. Molly McCabe at xxx-xxx-xxxx.

Your signature indicates that you have read and understood the information provided above, that you willingly agree for me to invite your site volunteers to participate in the study, and that you have received a copy of this form.

Respectfully,

Carol Landry

Attachments:
Copy of Volunteer Manager or Designee Permission to Conduct Study;
Informed Consent for Participation in Research Activities;
Interview Protocol and Questions
I hereby consent to my volunteers' participation in the research described above.

Organization_____

Volunteer Manager or Designee Signature_____

Please print Volunteer Manager or Designee Signature_____

Date_____

APPENDIX H

Approval – Health Care Organization

Volunteer Manager or Designee Permission to Conduct Study

To:
From: Carol Landry
Date: 12/10/16

Subject: Volunteer Manager or Designee Permission to Conduct Study

I would like your permission to conduct a research study at XXX as part of my doctoral dissertation at Pepperdine University. I am researching the factors that influence motivation, recruitment, and retention in volunteers age 65 and over. The purpose of the study is to explore the lived experiences of older adults who volunteer at non-profit organizations in Southern California. The study aimed to enhance understanding of how adults age 65 and over make decisions regarding volunteer work, how they learned of the opportunity, what inspired them to volunteer, and what makes them committed to a particular organization. Once key factors are identified, themes will provide recommendations for other nonprofit organizations striving to create sustainable volunteer programs. Your organization's participation in the study will contribute to the knowledge and practices surrounding motivation, recruitment and retention that are associated with volunteer management.

If the volunteers agree to participate, they will be asked to participate in a 45-60 minute interview regarding their volunteer experience as it relates to motivation, recruitment and retention. The interview will take place either in person or over the phone at the convenience of the volunteer. The interviews will be audio-recorded and later transcribed to ensure accuracy. Participant identities will remain confidential and the interview notes and recordings will not be shared with others. The interview notes will be examined for common themes and used to identify volunteers' perceptions regarding their motivation to volunteer, how they learned of the opportunity, and what makes them committed to a particular organization.

Participation in this study is voluntary. Participants who decide to participate are free to withdraw their consent or discontinue participation at any time. A copy of the informed consent and the interview protocol are attached for your review.

Please sign and return your approval by 12/17/16. If you are unable to respond by that date, please send this approval as soon as possible. Please return one copy of this signed form to: Carol Landry: carol.landry@pepperdine.edu. If you have any questions regarding the study, please feel free to contact me at xxx-xxx-xxxx or carol.landry@pepperdine.edu

If you have additional questions or concerns regarding this study, you may also contact the researcher's Dissertation Chair, Dr. Molly McCabe at xxx-xxx-xxxx.

Your signature indicates that you have read and understood the information provided above, that you willingly agree for me to invite your site volunteers to participate in the study, and that you have received a copy of this form.

Respectfully,

Carol Landry

Attachments:
Copy of Volunteer Manager or Designee Permission to Conduct Study;
Informed Consent for Participation in Research Activities;
Interview Protocol and Questions
I hereby consent to my volunteers' participation in the research described above.

Organization_____

Volunteer Manager or Designee Signature_____

Please print Volunteer Manager or Designee Signature_____

Date_____

APPENDIX I

Consent Form

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention in Volunteers Age 65 and Over

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to share your lived experience as it relates to volunteer work. You will be asked to participate in either an in-person or phone interview that will last 45-60 minutes. Prior to the interview, participants will be given a socio-demographics form. Interviews will take place over the phone or in a private office at the nonprofit organization where the participant volunteers.

There are 19 questions that are designed to help you recall your volunteer experience; what motivated you to volunteer, how you learned of the volunteer activity, and what makes you committed to a particular organization.

To ensure accuracy, interviews will be audio-recorded. The participant may still participate in this research study if they do not wish to be audio-recorded.

It is assumed that there will be no contact with the participants after the interview unless the researcher requires additional clarification or a follow-up interview, or to provide documentation regarding the transcripts and final outcomes of the study.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include boredom, fatigue, discomfort for having to sit for 45-60 minutes, and possible breach of confidentiality. To minimize potential risks, the researcher will adhere to the timeline and will pause the interview if participants need to stand up, walk or stretch. Comfortable seating and water will be provided.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: study findings may be useful to nonprofit organizations, in that it may provide them with insights on how best to recruit and retain volunteers age 65 and over and create sustainable volunteer programs; findings may contribute to the literature on volunteers age 65 and over who volunteer at nonprofit organizations; and data gained from the study may provide information needed to address the nationwide decline in volunteerism. As this is a research study, the benefits are contingent upon the results. The researcher can state only that benefits are anticipated, not that they will occur.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately. The data will be stored on a password protected computer in the researcher's residence for three years after the study has been completed and then destroyed. The audio-tapes will be destroyed once they have been transcribed.

The data collected will be de-identified and released to a professional academic transcription service. The participant will then be offered a copy of the transcript of their interview. The researcher will send a copy of the transcript via email or postal mail, depending on their preference, to each participant.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s), who may also be a mandated reporter, will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable. Your relationship with the organization will not be affected whether you participate or not in this study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Carol Landry at 760-687-6224 or carol.landry24@att.net, or Dr. Molly McCabe, faculty advisor at Pepperdine University at molly.mccabe@pepperdine.edu, if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University, 6100 Center Drive Suite 500, Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX J

Socio-Demographic Survey

Date:_____
Participant ID:_____
Research Site ID:_____

Participant Information

A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention of Volunteers Age 65 and Over

Please answer the questions below regarding your background:

1. What is your mother's maiden name?

_____

2. What is your gender?

_____Female
_____Male

3. What is your birthdate?

_____/_____/19_____ (_____ years old)
Month Day Year

4. Which of the following best describes your current marital status?

_____Married
_____Widowed
_____Separated
_____Divorced
_____Never Married
_____Other: please specify

5. What is your highest level of education?

_____No formal schooling
_____Less than high school
_____High school graduate
_____Some college
_____Bachelor's degree
_____Master's degree
_____Doctoral Degree
_____Other: please specify

6. What is your current employment status?

_____ I am employed full time
_____ I am employed part-time
_____ I am retired
_____Other: please explain

7. How long have you volunteered?

I have volunteered for _____year(s) in my life.

I have volunteered for _____year(s) at this volunteer program.

8. On average, how many hours per month do you volunteer?

_____Hour(s)

9. What other industries do you or have you volunteered with? (Please check all that apply)

_____ Civic
_____ Educational
_____ Health Care
_____ Religious
_____ Social Services
_____ Sports/Arts
_____ Other: Please specify

APPENDIX K

Interview Protocol

A Phenomenological Investigation of the Factors that Influence Motivation, Recruitment and Retention of Volunteers Age 65 and Over

Pseudonym of interviewee:

_____

Location of interview:

_____

Date of interview: _____Time of interview: _____

Review the intent of the study and thank the participant for her time.

Remind the participant that you will be recording the interview with an audio recording device in addition to taking notes. Let participant know that he/she can request to stop the audiotaping at any time.

Section 1: Regarding volunteer motivation.

1. What motivates you to volunteer?

2. How long have you volunteered over the course of your life?

3. How long have you volunteered for this organization?

4. How many hours do you volunteer per month?

5. Why did you choose to volunteer at this organization?

6. What was it about this particular volunteer opportunity that was of interest?

7. Do you use your pre-retirement (if applicable) skills for your current volunteer activity? If yes, please specify the skills and volunteer activity.

Section 2: Regarding volunteer recruitment practices and how to successfully reach adults age 65 and over.

8. How did you learn of this opportunity?

9. How do you learn about other volunteer opportunities in your area?

10. Tell me about your experience regarding when and how you decided to become a volunteer.

11. Would you recommend that more seniors get involved in a volunteer activity, as you have done?

12. How would you go about recruiting other senior volunteers? What is the best way to reach this population?

13. Is there anything that you can think of that would entice seniors who have not volunteered in the past to volunteer?

Section 3: Regarding volunteer retention and factors that influence commitment to a particular organization.

14. What type of training did you receive for your volunteer placement?

15. How satisfied/dissatisfied are you with your volunteer experience?

16. What would improve your volunteer experience?

17. What is it about this particular organization/volunteer opportunity that keeps you coming back?

18. How does volunteering make you feel?

19. Is public, volunteer recognition/acknowledgement important to you?

Ask the participants what additional information, if any, they would like to share. Thank them again for their time and participation.

APPENDIX L

Literature Review Table

Research Question	Interview Question	Literature Sources
1. How do individuals age 65 and over describe their lived experiences in terms of their motivation volunteer at a charitable, religious, or health care organization?	What motivates you to volunteer?	Antoni, 2009 Smith & Gay, 2005 Narushima, 2005 Batson et al., 2002 Clary et al., 1998 Allison et al., 2002 Chapman & Morley, 1999 Houle et al., 2005 Okun & Schultz, 2003 Walburton et al., 2001 Ross & Shillinger, 1989 Hustinx et al., 2010 Hustinx & Lammertyn, 2003 Musick & Wilson, 2008 Omoto et al., 2000 Bozeman & Ellemers, 2009 Hytter, 2007 Bussell & Forbes, 2002
	How long have you volunteered over the course of your life? How long have you volunteered for this organization?	Okun & Schultz, 2003 Chambre, 1987
	How many hours do you volunteer per month?	Chambre, 1993 Miller, 1965 Hall et al., 1998, 2006, 2009 Gerteis et al., 2004
	Why did you choose to volunteer for this organization?	Smith & Gay, 2005 Narushima, 2005

	What was it about this particular volunteer opportunity that was of interest?	Sloane, Cohen, Konrad, Williams, Schumacher & Zimmerman ,2006 Wymer, 1998 Caro & Bass, 1995
	Do you use your pre-retirement (if applicable) skills for your current volunteer activity? If yes, please specify the skills and volunteer activity.	Henderson, 1980 Sloane, Cohen, Konrad, Williams, Schumacher & Zimmerman, 2006 Buffam, 1991
2. What types of recruiting practices do volunteers age 65 and over describe as being most effective?	How did you learn of this opportunity?	Smith & Gay, 2005
	How do you learn about other volunteer opportunities in your area?	Wymer, 1998 Smith & Gay, 2005 Chambre, 1993
	Tell me about your experience regarding when and how you decided to become a volunteer.	Smith & Gay, 2005
	How would you go about recruiting senior volunteers? What is the best way to reach this population?	Perry, 1983 Sainer & Zander, 1971a Chambre, 1993 Jones, 1999 Fisher, Mueller & Cooper, 1991 Wharburton, Terry, Rosemann & Shapiro, 2001
	Why would you recommend that more seniors get involved in a volunteer activity, as you have done?	Rosenblatt, 1966 Li & Ferraro, 2006 Bradley, 2000 Sainer & Zander, 1971b Herzog, Franks, Markus, & Holmberg, 1998
	Is there anything that you can	

	think of that would entice seniors who have not volunteered in the past to volunteer?	Fisher & Schaffer, 1993 Ardelt & Koenig, 2009 Maki 2005 Wong, 2000 Grimm et al. 2007 Rosenberg & Letrero 2006 Thoits & Hewitt 2001 Wilson, 2000 Shmotkin et al., 2003 Bowen et al., 2000 Ozawa & Morrow-Howell, 1993 Warburton, Terry, Rosenman & Shapiro, 2001 Morrow-Howell et al., 2003 Musick et al., 1999 Musick and Wilson, 2003 Oman et al., 1999 Van Willigen, 2000 Wheeler et al., 1998
3. What factors influence retention and inspire volunteers age 65 and over to feel a sense of commitment to a charitable, religious or health care organization?	What type of training did you receive for your volunteer placement?	Drucker, 1990 Hunot & Rosenback, 1998 Brundney & Nezhima, 2005
	How satisfied/dissatisfied are you with your volunteer experience?	Clary et al., 1992, 1994, 1998 Allen & Shaw, 2009 Locke & Latham, 1990 Rubin & Thorelli, 1984 Costa, Chalip, Green & Simes (2006) Jirovec & Hyduk, 1998
	What is it about this particular organization/volunteer opportunity that keeps you coming back?	Gillon & Flory, 2009 Stevens, 1991 Skoglund, 2006 Gidron, 1984 Pell, 1972 Wigand & Boster, 1991
	What would improve your volunteer experience?	Farmer & Fedor, 2001 Morris & Caro, 1996 Millette & Gagne, 2008 Perry, 1983 Finkelstein, 2008

		Keuhne & Sears, 1993 Brundney & Nezhina, 2005
	How does volunteering make you feel?	Tyler & Blader, 2002 Rubin & Thorelli, 1984 Stevens, 1991
	Is public, volunteer recognition/acknowledgement important to you?	Storm & Storm, 1994 Keuhne & Sears, 1993

APPENDIX M

Socio-Demographics Table

Code	Gender	Age	Marital Status	Highest Level of Education	Employment Status	Volunteer Years	Volunteer Years at Organization	Volunteer Hours per Month	Volunteered in Other industries		
1H	Male	79	Widowed	Bachelor's	Retired	4	4	18	Civic		
2H	Female	78	Widowed	Some college	Retired	36	5	16	Education	Religious	
3H	Male	83	Married	Doctorate	Retired	15	5	25			
4H	Female	72	Married	Master's	Retired	50	5	18	Education	Religious	Sports/Arts
5H	Female	77	Married	Some college	Retired	12	9	24	Civic		
6H	Male	87	Married	Doctorate	Retired	35	12	40	Civic	Education	
7H	Male	87	Divorced	Bachelor's	Retired	3	3	8	Sports/Arts		
8H	Female	76	Married	Some college	Retired	18	8	48	Education		
9H	Male	66	Married	Bachelor's	Retired	20	4	8	Education		
10H	Female	67	Married	Master's	Retired	40	4	8	Education	Religious	Social Services
11H	Male	84	Married	Bachelor's	Retired	10	10	50	Education	Religious	
12H	Male	86	Widowed	Some college	Retired	10	7	60	Civic	Religious	Social Services
13H	Female	80	Married	Bachelor's	Retired	14	14	16	Civic		
14C	Female	67	Married	Master's	Retired	7	4	30	Social Services		
15C	Female	65	Married	Bachelor's	Retired	25	25	48	Religious	Social Services	
16C	Female	70	Married	Master's	Retired	52	9	12	Civic	Education	Sports/Arts
17R	Female	78	Widowed	Master's	Retired	16	16	32	Education		
18R	Female	67	Married	Bachelor's	Retired	37	6	16	Civic		
19R	Male	70	Widowed	Bachelor's	Retired	50	10	12	Civic	Social Services	
20R	Female	68	Married	Some college	Retired	6	6	8			
21R	Male	72	Married	Some college	Retired	27	2	20	Civic	Sports/Arts	

Code	Gender	Age	Marital Status	Highest Level of Education	Employment Status	Volunteer Years	Volunteer Years at Organization	Volunteer Hours per Month	Volunteered in Other industries		
22R	Female	76	Widowed	Bachelor's	Retired	45	3	8	Education		
23R	Female	73	Married	Bachelor's	Retired	2	2	12			
24R	Female	66	Married	Master's	Retired	39	4	16	Education		