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# The Art of Volunteering: Research on Mandated and Altruistic Volunteers

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*Eastern Illinois University*

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The Art of Volunteering:

Research on Mandated and Altruistic Volunteers

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BY

Tyler Kalahar

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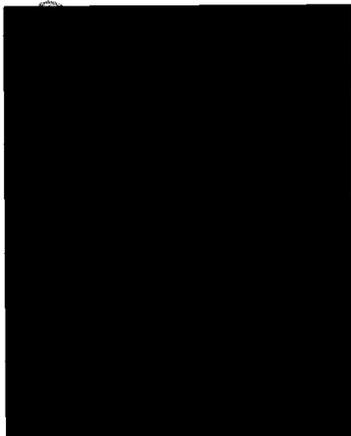
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CHARLESTON, ILLINOIS

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## Abstract

A comparison of mandated and altruistic volunteers that completed community service hours was conducted. Participants were enrolled at a mid-sized, mid-Western university. *T*-test and correlational analysis were conducted on data gathered through the Community Service Attitudinal Scale (2000). The data was used to compare and contrast the characteristics of mandated and altruistic volunteers. Mandated volunteers ( $M = 5.73$ ,  $SD = 1.40$ ) reported feeling like they were not making as much of an impact performing community service compared to altruistic volunteers ( $M = 6.61$ ,  $SD = 1.17$ ) at significance level ( $t(72) = 2.88$ ,  $p < 0.01$ ). Altruistic ( $M=6.25$ ,  $SD=1.35$ ) and mandated ( $M=6.07$ ,  $SD=1.35$ ) volunteers did not report a significant ( $t(70) = 0.55$ ,  $p = 0.52$ ) difference of satisfaction in their community service experience. Altruistic volunteers ( $M = 6.49$ ,  $SD = 1.34$ ) reported being more likely to volunteer again in the future than mandated volunteers ( $M = 5.71$ ,  $SD = 1.58$ ) at significance level ( $t(70) = 2.34$ ,  $p = .01$ ). Recommendations for student affairs professionals include creating environments where volunteers recognize the impact they have on the community and facilitating reflection. A final recommendation is for civic engagement offices to collaborate with student organizations, academic departments, and student affairs offices.

Key words: *volunteer, community service, civic engagement, mandate, altruistic*

## Dedication

“I wondered if I was doing this (service) as some kind of ego trip. Then I decided I didn’t care. Not enough if made of the fact that being of service makes you feel good. I think nonprofits should guarantee that giving your time and money makes your skin better and your ass smaller. Why not? There are so many people in the world with so little. Who cares why you decide to help?” – Amy Poehler

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## Table of Contents

Abstract.....	i
Dedication.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
CHAPTER I.....	1
Introduction.....	1
Purpose of Study .....	3
Research Questions .....	3
Research Hypothesis .....	4
Significance of Study .....	5
Limitations of Study.....	6
Definition of Terms.....	8
CHAPTER II.....	10
Review of Literature .....	10
Service-Learning Outcomes on Students.....	10
Theoretical Framework .....	12
Philosophy of Restorative Justice .....	16
Summary .....	18
CHAPTER III .....	19
Methods.....	19
Design of Study.....	19
Participants.....	19
Table 1 .....	20

Research Site .....	21
Instrument.....	21
Table 2 .....	23
Table 3 .....	25
Data Collection.....	27
Data Analysis .....	27
Treatment of Data.....	28
Summary .....	28
CHAPTER IV .....	29
Results .....	29
Table 4 .....	30
Table 5 .....	33
<b>RQ #1: What are the differences between participants who volunteer altruistically and those that are mandated to complete community service in regards to their motivations for volunteering?</b> .....	33
<b>RQ2: Is there a difference between altruistic and mandated participants in regards to the satisfaction of their volunteer experience?</b> .....	35
<b>RQ3: What are the differences between mandated and altruistic volunteers in regards to their commitment to volunteer again in the future?</b> .....	35
<b>RQ4: Does the amount of hours that a person volunteers indicate how likely they are to return to community service regardless if they are mandated or volunteer altruistically?</b> .....	36
Summary .....	37

CHAPTER V .....	39
Conclusion .....	39
Discussion .....	39
<b>RQ #1: What are the differences between participants who volunteer altruistically and those that are mandated to complete community service in regards to their motivations for volunteering? .....</b>	<b>39</b>
<b>RQ2: Is there a difference between altruistic and mandated participants in regards to the satisfaction of their volunteer experience? .....</b>	<b>42</b>
<b>RQ3: What are the differences between mandated and altruistic volunteers in regards to their commitment to volunteer again in the future? .....</b>	<b>43</b>
<b>RQ4: Does the amount of hours that a person volunteers indicate how likely they are to return to community service regardless if they are mandated or volunteer altruistically. ....</b>	<b>45</b>
Recommendations to Higher Education Professionals Working Intensively with Volunteers .....	45
Limitation and Recommendations for Future Research.....	48
Masculinity and Community Service.....	49
Final Conclusion .....	50
References.....	52
Appendix A.....	59
Appendix B.....	62
Appendix C.....	63
Appendix D.....	65

## CHAPTER I

### Introduction

Community service has the ability to increase understanding of people and relationships (Eyler & Giles, 1994). Academic performance, values, self-efficacy, leadership, and plans to participate in service after college were all impacted by participation in community service as part of a class requirement (Astin, Vogelgesang, Ikeda & Yee, 2000). Two hundred and ninety-two international students engaging in volunteer work showed a quantitative increase in their multicultural competency (Lough, 2011). The National Survey of Student Engagement lists an increase in higher-order learning, reflective practices, integrative learning, and collaborative learning as some of the key traits of students who engage in service learning (2013).

Mandated community service comes in many different forms. Bergen-Cico (2000) reported that students are more likely to be mandated to participate in community service because of alcohol consumption than for any other reason. Astin, Vogelgesand, Ikeda and Yee (2000) performed their study on students who were required to participate in community service as a course requirement. Eyler and Giles (1994) and Lough (2011) don't indicate why the participants in the study volunteered. Reasons that students are mandated to participate in community service include student conduct violations, a service-learning class, work experience, or a requirement to participate in an organization. It is unclear if the understanding of people and relationships reported by Eyler and Giles (1994) and increased multi-cultural competency by Lough (2011) are transferable to mandated volunteers.

There is evidence that mandated volunteers may exhibit personal growth. Forty-six college students participating in service-learning classes showed an increase

understanding their relationship to the environment around them (Boss, 1994). Those same participants also developed higher moral reasoning skills as measured by the Defining Issues Test. These results were not definitive. Boss (1994) found that these gains did happen, but not at a statistically significant rate higher than analogous courses. The students that participated in service-learning courses may not have received the same benefits that are afforded in more traditional courses.

Newer research supports the assertion that service-learning courses increase moral reasoning more than analogous courses to a certain threshold. Students perceive that they have achieved more moral development than those who didn't participate in community service (Bernacki & Jaeger, 2008). However, moral development has not occurred according to the standards set by Bernacki and Jaeger. The significant difference between the Bernacki and Jaeger (2008) study and Boss (1994) study was the mean age of the participants. Bernacki and Jaeger's participants had a mean participant age was 18.49 years old (2008). The participants in the study performed by Boss were 20.30 years old (1994). Participants may have been in different stages of development and maturity. The two year age group may act as an intervening variable.

Evidence that the two year difference in means may affect development and maturity can be found in Erik Erikson's theory of psychosocial development (McLeod, 2008). Eighteen is the year that a person switches their primary internal needs of development. Erikson argues that a personal identity is the primary psychological need before the age of eighteen. The need of an intimate relationship is the primary psychological drive in Erikson's theory after the age of eighteen. The drive for an intimate relationship may mean that older participants may be more open to learning

about the relationship they have with their environment compared to those just exiting a more independent form of identity development.

College student's moral development due to service-learning has been inconclusive, but studies have shown gains in other areas. Higher-order learning techniques, such as critical thinking and problem solving, have shown to improve in college students who participate in service (National Survey of Student Engagement, 2013; Kabli, Liu, Seifert & Arnot, 2013).

### **Purpose of Study**

The purpose of this study was to gain an understanding of students there were mandated to participate in community service because of student standards violations, work experience, class requirements, and social organization hour requirements. The motivations of volunteers who volunteer altruistically has been the focus of many studies in the last thirty years (Bringle, Hatcher & Muthiah, 2010; Jones & Abes, 2004; Giles & Eyler, 1994). The study presented quantitatively analyzed the self-reported motivations for mandated and altruistic volunteers.

### **Research Questions**

Community service in higher education has grown exponentially in recent years (Davidson, 2013). The nature of community service as a requirement will continue to be analyzed because this trend is likely to continue. This study will address the benefits of community service that occur in altruistic and mandated students mandated volunteers by answering the follow questions:

1. What are the differences between participants who volunteer altruistically and those that are mandated to complete community service in regards to their motivations for volunteering?
2. Is there a difference between altruistic and mandated participants in regards to the satisfaction of their volunteer experience?
3. What are the differences between mandated and altruistic volunteers in regards to their commitment to volunteer again in the future?
4. Does the amount of hours that a person volunteers indicate how likely they are to return to community service regardless if they are mandated or volunteer altruistically.

### **Research Hypothesis**

1. Participants who volunteer altruistically will report higher internal motivational factors than participants who are mandated to volunteer.
2. Participants who volunteer altruistically will have greater satisfaction in their volunteer experience than those who are mandated to complete community service.
3. Students who volunteer altruistically are more likely than student who are mandated to volunteer to indicate they will complete community service in the future.
4. There is a statistically significant relationship between the indicated frequency of volunteer hours and the commitment to volunteer again within the next year.

## **Significance of Study**

Students enrolled at a university will sometimes take part in behavior that is against the student code of conduct. Student affairs professionals and other university officials determine the best course of action to discipline students violating a campus policy. Community service as a form of discipline is one of many ways that service is mandated on students within the college environment. Higher education can promote character development by offering community service experiences as a punishment for conduct violators (Astin & Antonio, 2000).

Renewed interest in service-learning courses was sparked in the early 1990's when the Office of National Service and the Points of Light Foundation were founded (National Service-Learning Clearing House, 2008). Service-learning integrates community service and academic study into a classroom setting (Campus Compact, 2014). Students who participate in service-learning classes are mandated to complete community service hours as a class requirement. This is similar to student who are given community service as a disciplinary requirement. Students in service-learning classes and students who face a conduct violation must participate in community service. Students may receive a disciplinary action for not completing the requirements demanded from both perspectives. Service-learning students will fail their class and student conduct violators may face worse actions.

Fraternity and sorority life has had a long history of association with service to the community. The Delta Delta Delta and Chi Delta Delta sororities have specific philanthropies that are a part of the reason that the organizations were founded (Anson & Marchesani, 1991). Phi Beta Sigma were a fraternity founded on the ideal of providing

service to the community (Phi Beta Sigma, 2015). The history of service in sororities and fraternities can differ depending on the history of every chapter and at each different institution of higher education, but there almost every chapter has philanthropy goals or community service hour requirements.

Astin, Vogelgesang, Ikeda and Yee (2000) reported in their quantitative study of 22,000 students that students that enrolled in service-learning classes were more likely to report a stronger awareness of the outside world after completion of the class. The function of mandated community service as a punishment is much different than the function of service-learning, but trying to find the common features between the two types of service could provide great insight into how service is used as an educational tool in the higher education setting. Community service becomes a useful tool in engaging and challenging students if they gain greater self-awareness because they volunteered. Knowing how community service affects all students would open up new ways to how we teach, interact within college communities, and handle disciplinary actions.

### **Limitations of Study**

A limitation of this study was the amount of participants from the mandated and altruistic volunteer groups. Undergraduate students mandated to participate in community service were difficult to identify, recruit, and gather data from. Twenty-eight altruistic participants and forty-four mandated participants fully completed the survey.

Niemi, Hepburn, and Chapburn (2000) found that high school students mandated to participate in community service that were able to choose a service project that appealed to them held much more positive attitudes towards community service. This

study presented a potential intervening variable. The potential participants selected from the population of mandated volunteers may not choose a project that interests them. A participant may simply pick a project because it fits in their schedule, they have run out of options to fulfill their requirement before a deadline expires, or they may volunteer at the project because that is what a peer group is doing.

It may take years for a volunteer to realize positive consequences of their actions. Astin, Sax, and Avalos (1999) found that students who participated in community service were likely to continue community service nine years after their first community service project. The nature of community service volunteers is that the impact that students make on their environment is not always easily identifiable. This was as a limitation in this study because the effects that may occur on volunteers may not be identifiable in a survey because the positive outcomes have not taken place within the student yet.

Taylor and Pancer (2007) collected survey data from 214 college students who had taken part in community service projects and reported participants who feel supported from the groups they volunteer with are more likely to continue taking part in community service. The results from their survey reflected that a sense of belonging was reported by many students as a result of participating in service. Student volunteers will be more likely to return when they feel supported by site leaders and less likely to return if site leaders are unkind or inattentive to student volunteers. This presents a significant intervening variable into studying the nature of community service. Trained site leaders could significantly impact a student's motivations for volunteering. The act of service may not serve as the motivation for students to return to the site.

Taylor and Pancer (2009) found evidence that the way community service was framed to the students was the ultimate predictor on how students viewed their community service project. This research evidence that the social interactions at each community service site will further influence how students perceive their experience. Survey data were not be able to convey that difference because of design limitations.

Spirituality and faith are an intervening variable was not accounted for in this study. Corbett and Fikkert (1984) state that “local church must care for both the spiritual and physical needs of the poor.” Participants will not be listing explicitly why they are volunteering. Some participants may view their service as both something that is fun and something that is a part of their faith. Faith could be one of many different motivations that could be unaccounted for in this study.

The final contributing factor that will limit the effectiveness of this study is the generalizability of the completed data. Data will be collected from participants at a mid-sized university in the Midwest. The findings of this study may not be transferable to other settings.

### **Definition of Terms**

**Community Service.** Organized volunteering that meets the needs of a community (Barngrover, Carrasco, Hoover, Liberman & Payne, 2013). The act performed for community service typically benefits a community agency, individuals in the community, and is frequently completed through non-profit agencies.

**Mandatory community service.** Community service that is given to a subject as a requirement or punishment. If service is not complete, then there will be consequences from an external force.

**Service-learning.** Experiential education that students participate in that addresses human and community needs together (Barngrover, Carrasco, Hoover, Liberman & Payne, 2013). A deliberate reflection piece is required after a student participates in service-learning (Barngrover, Carrasco, Hoover, Liberman & Payne, 2013).

**Volunteerism.** When an individual or group of individuals participate in an activity through their own good-will without money (Barngrover, Carrasco, Hoover, Liberman & Payne, 2013).

**Altruistic Service.** Performing acts of service without any external motivation because of a devotion to others (Merriam-Webster, Inc., 2014).

**High Risk Student.** A student whose academic background, prior performance, or personality characteristics indicate that the student may be not be able to continue in higher education (Choy, 2002; Yeh, 2002).

## **Summary**

Community service has shown to have many benefits for students including the development of values, multicultural competency, and an increased understanding of their contextual environment (Lough, 2011; Astin, Vogelgesang, Ikeda & Yee, 2000; Eyler & Giles, 1994). The purpose of this study is to research if there is a statistically significant relationship between students serving mandated community service hours and to find any self-reported motivational differences between mandated volunteers and altruistic volunteers. The Community Services Attitudes Scale (CSAS) will be used to find the motivational differences. Chapter II will contain a review of literature relevant to this study.

## CHAPTER II

### Review of Literature

Research on the nature of mandated community service hours is limited within the field of student affairs, but has significantly expanded in the last thirty years (Bringle, Hatcher & Muthiah, 2010; Jones & Abes, 2004; Giles & Eyler, 1994). Studies performed outside the field of student affairs may help explain the effects of community service on mandated volunteers. This literature review will provide a basic theoretical framework that community service may be viewed from in regards to student development and expand on relevant service-learning literature related to students participating in mandated community service.

#### Service-Learning Outcomes on Students

Service-learning is defined as experiential education that addresses human and community needs together (Barngrover, Carrasco, Hoover, Liberman & Payne, 2013). Service-learning is one way that community service was integrated into higher education. Service-learning has shown to be a tool in aiding student development (Keen & Hall, 2009; Astin, Vogelgesand, Ikeda & Yee, 2000; Batchelder & Root, 1994).

Keen and Hall (2009) performed a mixed-methods study that showed academic, personal, and civic gains in participants because of service-learning. The researchers interviewed 100 participants and 537 participants were surveyed across their four years in college. The results of Keen and Hall's study were consistent with previous research. Astin, Vogelgesand, Ikeda, and Yee (2000) found that a statistically significant portion of 22,000 students reported increased personal efficacy and awareness of the world quantitatively. Batchelder and Root (1994) found that an increased awareness of the world, multidimensionality, and increased test scores had a statistically significant

relationship with service-learning participation in their qualitative research of 226 students from a small mid-western institution. Evidence of student development because of mandated service provides great insight for this study. These studies will provide insight into how the different types of mandated service affect participant's motivation attitudes after completing service if the findings are transferable to community service because of student standards violations, social organization requirements, and work experience.

A longitudinal quantitative study by Bowman, Brandenberger, Lapsley, Hill and Quaranto (2010) investigated how service-learning affected 416 student volunteers during their time in college and after graduation. They found that students who participated in service-learning were more likely to volunteer after leaving the higher education environment and experience more well-being as adults. Bowman, Brandenberger, Lapsley, Hill, and Quaranto's (2010) research supported the notion that those who volunteer for community service were likely to return. These findings help provide insight to research question four of this study. Participants that have previously volunteered were more likely to volunteer again in the future.

One of the most relevant studies to mandated community service was performed by Henderson, Brown, Pancer, and Ellis-Hale (1999). This study was conducted on 1,738 high school students who, after a change in curriculum the year before, were mandated to complete community service hours in order to graduate. Data showed that there was no significant difference between students who were mandated to volunteer and those that were not mandated volunteers (Henderson, Brown, Pancer & Ellis-Hale, 1999). The researcher's also observed that mandated volunteers and non-mandated volunteers

exhibited the same attitude towards volunteer work. The strongest predictor of positive attitudes towards volunteer work in the study was having spent any time, mandated or non-mandated, doing volunteer work. Stuckas, Snyder and Clary found in their 1999 study on motivational factors of mandated volunteer work that college students would likely hold positive values towards volunteer work and complete volunteer hours again in the future. Evidence was provided by both research studies that the motivational attitudes of mandated and altruistic volunteers may be similar.

One of the limitations in Henderson, Brown, Pancer and Ellis-Hale's (1999) study was that it only measured short-term attitudes. Furze, Black, Peck, and Jensen (2011) looked at the long-term effects of service on 47 undergraduate students in the Doctor of Physical Therapy program at Creighton University. Long-term service in this study was defined as completing more than one service project. The positive effects that were observed by Furze, Black, Peck, and Jensen (2011) in this study included "increased self-awareness" (p. 415). The effects of service were shown to have a statistically significant increase when more than one community service project was completed. This implies that it may be possible for students who are mandated to serve on long-term projects experience development.

### **Theoretical Framework**

Measuring student development from participating in community service can benefit from using student development theory. A student development theory framework provides a guiding hand. Self-authorship is a student development theory that fits within service based activities. Kegan (1994) described self-authorship as an identity that can "coordinate, integrate, act upon, or invent values and beliefs, convictions, generalizations,

ideals, abstractions, interpersonal loyalties and interpersonal states” (p. 185). Kegan’s self-authorship theory was a source of inspiration that led to Baxter Magolda’s self-authorship theory based around research performed specifically on college students (Evans, Forney, Guido, Patton & Renn, 2010). Baxter Magolda (2001) argued self-authorship has four stages. The four stages of self-authorship are following formulas, crossroads, becoming the author of one’s life, and an internal foundation. The following-formulas stage occurred when a figure of power lays out a plan that someone uses to complete a task. A person following formulas does not have a clear sense of self and must complete a task with the roadmap that is laid out in front of them. The crossroads stage occurred when a person discovers that plans that have worked in the past do not apply to all situations. This stage was marked by a crisis moment that must be resolved prior to reaching the next stage of self-authorship, which was becoming the author of one’s life. Becoming the author of one’s life was characterized by an individual identifying their values and defending those values to others. The final stage of self-authorship was the internal foundation stage. An individual’s values were firmly set at this stage, but the individual was aware that these stages were contextual. Individuals at the internal foundation stage were acutely aware of outside opinions, but were not strongly swayed by them. The internal foundations stage was also characterized by people having feelings of peace, contentment, and internal trust. Baxter Magolda (2000) argues that service-learning may foster the development of self-authorship by making students interact in new and unfamiliar environments.

Research on student’s self-authorship development as a result of service has been encouraging. Pizzolato (2003) defined high-risk students as students who came to college

less academically prepared than their peers and were more likely to leave because they were first-generation students or in a low socio-economic status. High-risk students often already have shown signs of self-authorship before entering higher education (Pizzolato, 2003). These students have had multiple crossroad moments before reaching college. A crossroad's moment often lead to self-reflection on internal values that were important to them (Pizzolato, 2003). Jones and Abes (2004) conducted a qualitative study that provided evidence that students moved further along in each stage of Baxter-Magolda's self-authorship theory. The researcher's studied the effects service-learning on participants. Jones and Abes (2004) found participants reported service experiences were provocative experiences. The provocative service experiences challenged students to review their current values and integrate their service experience into their values.

Pizzolato (2004) found similar data in regards to provocation. There was a significant relationship between provocation and self-authorship. Pizzolato (2004) examined 613 different student's qualitative self-reflections on provocative moments. The researcher found that provocative moments caused disequilibrium in the identity of an individual. Disequilibrium caused participants to reconsider their goals, self-identity, or their decision-making process. The participants in Taylor and Pancer's (2007) longitudinal, mixed-methods study reported consistently having very intense emotions about community service. The intense emotions described were similar to disequilibrium in Pizzolato's 2004 study. Participants reported feelings of intense anger and satisfaction. Intense emotions were linked to self-authorship development (Pizzolato, 2004). All of these studies provide evidence that self-authorship may be one of the outcomes of volunteering.

Students did not report service-learning as their most significant provocative moment in Pizzolato's (2004) study. Participants reported the major provocative moments in their lives to be changing their major, choosing living arrangements, drugs and alcohol use, or electing to enter a romantic relationship with someone. Pizzolato (2004) suggested that this may be because there had not been reflection in the classroom setting. Self-selection of provocative moments may lead to only the most intense emotional experiences in a participant's life. Service-learning courses may be significant experiences, but not as significant as long-term decisions in a participant's eyes.

A study performed by Carson and Domangue (2013) found that 140 college students that performed community service reported a wide-range of emotions when reflecting on their community service experience. The emotions elicited by participants in Carson and Domangue's (2013) study were very similar to the types of emotions that were elicited participants describing their provocative moments during their crossroads stage in Pizzolato's (2004) study. This may be evidence that the design of Pizzolato's 2004 study had more to do with participants selecting other experiences besides service-learning or community service.

Disequilibrium and dissonance are used as interchangeable words in both Pizzolato's (2004) and Pizzolato, Nguyen, Johnston, and Wang's (2012) studies. The concept of disequilibrium proposed by these researchers is very similar to Festinger's (1957) cognitive dissonance theory. Festinger's theory stated that cognitions represent our attitudes, values, and beliefs were internally held in all humans. When two of these internally held cognitions do not coincide with one another then a subject experienced cognitive dissonance. Cognitive dissonance created an unpleasant internal feeling and

caused people to take action in order to eliminate the unpleasant internal feelings (Frymier & Nadler, 2007). The more incongruent a set of values were, the more motivation a subject had to reduce the dissonance caused by the incongruent set of values. Community service may be one type of event that can create or remove cognitive dissonance. This type of dissonance could lead to the type of crossroads moments that Baxter-Magolda described (2001).

Pizzolato, Nguyen, Johnston, and Wang (2012) posit that dissonance is a “primary catalyst in self-authorship development” (p. 656). The researchers identified identity dissonance and relationship dissonance as two types of dissonance that moved students towards self-authorship. Identity dissonance was defined as when a subject’s perceived view of themselves did not match with other’s perceived views of them. Relationship dissonance was when a student struggled to “balance personal, relational, and cultural consequences of meaning making” (Pizzolato, Nguyen, Johnston & Wang, 2012, p. 667). Pizzolato, Nguyen, Johnston, and Wang (2012) performed a qualitative study completed on the self-authorship of 166 students that identified as minorities identified both types of dissonance as moving towards self-authorship in their lives in order to reduce dissonance to acceptable levels. Understanding the two types of identities may be able to help establish a key difference between altruistic volunteers and mandated volunteers.

### **Philosophy of Restorative Justice**

Restorative justice was one of the many philosophies of the criminal justice system (Johnstone, 2011). Community service was a key component to restorative justice (Johnstone, 2011). The entire philosophy of restorative justice required reliance on growth for the perpetrators of a crime (Johnstone, 2011). This philosophy was very

similar to the type of punishment students are given in the form of community service hours for irresponsible actions in the campus environment.

Restorative justice was a victim's focused approach to punishment (Johnstone, 2011). In a restorative justice based approach, when criminal activity had taken place, a facilitator was assigned to the case and the victim of the criminal activity determines and works with the accused to determine their punishment (Johnstone, 2011). By working with the victim of the crime the accused will hopefully realize the impact their crime made on the victim and the community as a whole (Johnstone, 2011).

Many criticisms have been raised with restorative justice. Research had shown that ninety percent of victims receive no benefit from restorative justice and that restorative justice did not have any effect on the crime rate (Braithwaite, 1999). Braithwaite argued these points by making a case that the ten percent of victims that receive benefits were worth the effort and that the crime rate was not significantly affected because of the amount of criminal activity that was not accounted for by law enforcement. Evidence has also been presented that restorative justice rehabilitated both victims and offenders better than traditional methods of justice.

Restorative justice has been a controversial topic in justice and higher education. Student behavior have been an issue on college campuses since the founding of higher education (Cohen & Kisker, 2010). A common tactic for higher education has been for an institution to enforce its own system of justice on campus. Minor offenses on a college campus have been resolved by assigning offenders community service hours and working with a student standards officer. The approach lacks working directly with the victim of

the crime, but is similar to the philosophy of restorative justice in that students are guided towards working towards resolving the impact an illicit action has on a community.

### **Summary**

Chapter II outlined the literature review on the many facets of community service. Mandated community service is forced upon a student in order to avoid further punishment and service-learning is community service performed in order to reach a class requirement. Service-learning has shown that it may help students develop self-authorship and work towards their identity. If these studies on service-learning can translate to the effect that mandated community service has on students then this study may move students to have a better understanding of how the actions they are being disciplined for may affect their environment. Chapter III will give an outlines the methodology used for this study.

## CHAPTER III

### Methods

This study utilized a quantitative approach to data collection. Quantitative research methods try and understand a particular phenomenon by collecting data through objective procedures (Gall, Gall & Borg, 2007).

#### Design of Study

This quasi-experimental study used the Community Service Attitudes Scale (CSAS) survey to measure the attitude of mandatory community service participants and altruistic participants. A copy of the CSAS is found in Appendix A. Permission to use the CSAS from the authors of the survey is located in Appendix B. The participants that completed mandated community service hours were the experimental group. The participants that completed community service hours altruistically were considered the control group. All the participants in this study were contacted and administered the CSAS via e-mail. The scale consisted of 46 seven-point Likert-scale questions measuring the attitudes of volunteer participants.

#### Participants

There were 28 mandated participants in this study and 44 altruistic participants. Students mandated to participate in service came from the student standards office on campus, service-learning courses, or a requirement for a social situation. Specifically students were asked if they are volunteering for fun, class, student standards, work experience, Fraternity and Sorority life, or a student organization. Participants were selected based on a convenience sample.

Ninety-two percent of survey participants, or 109 out of 118 survey participants, indicated that they were returning volunteers. This demographic data indicates that most of the participants that completed the CSAS were previous volunteers returning to volunteer. Seventy-two surveys were used during data analysis. The demographics of the population used for data analysis (N=72) are listed in Table 1. Only surveys that were fully completed qualified for analysis in this study.

Table 1

*Demographic Report*

	Altruistic Volunteers		Mandated Volunteers	
	N	Percent	N	Percent
Total Completion	28	100%	44	100%
Gender				
Male	2	7.0%	12	27.3%
Female	26	93.0%	32	72.7%
Academic Classification				
First Year	18	64.3%	17	38.6%
Sophomore	1	3.6%	7	15.9%
Junior	4	14.3%	10	22.7%
Senior	5	17.9%	10	22.7%
Reason for Volunteering				
Fun	28	100.0%	0	0.0%
Class	0	0.0%	11	25.0%
Student Standards	0	0.0%	4	9.1%
Work Experience	0	0.0%	6	13.6%
Fraternity or Sorority	0	0.0%	17	38.6%
Student Organization	0	0.0%	6	13.6%
Do you have previous service experience?				
Yes	27	96.0%	41	93.2%
No	1	4.0%	3	6.8%
Frequency of community service				
Once per year	1	3.6%	2	4.5%
2-4 times per year	14	50.0%	17	38.6%
Monthly	6	21.4%	12	27.3%
Weekly	7	25.0%	10	22.7%
N/A	0	0.0%	3	6.8%

## **Research Site**

Participants in this study were students enrolled at a mid-sized, Midwestern, four-year, state-funded university. The institution had population size of 8,347 students as of fall 2014. Forty percent of the students at the institution identified as male and sixty percent identified as female. The institution was placed on the Presidential Honor Roll for service in 2014 and has logged over a half million service hours since the founding of the civic engagement office on campus in the mid-2000's.

## **Instrument**

**Community Service Attitudes Scale.** The instrument used was an electronic survey that was previously developed and validated by Shiarella, McCarthy and Tucker (2000). The survey included optional questions on age, race, gender, college rank and student's majors. Forty-two seven-point Likert scale questions were asked. Each question directly related to previous research of motivational factors that were self-reported by college students (Shiarella, McCarthy & Tucker, 2000). Questions were related to perception, moral obligation, reassessment of negative and positive feelings towards community service, and intention to recommit oneself to community service in the future (Shiarella, McCarthy & Tucker, 2000). The eight factors that were measured in volunteers in the CSAS were normative helping attitudes, connectedness, costs, awareness, intentions, benefits, seriousness, and career benefits (Shiarella, McCarthy & Tucker, 2000). A question in the CSAS scale that is related to perception would be "community groups need our help" (Shiarella, McCarthy & Tucker, 2000, p. 291). A sample moral obligation question would be "it is important to help people in general" (Shiarella, McCarthy & Tucker, 2000, p. 291). A reassessment question on the CSAS

would be “I would be contributing to the betterment of the community” (Shiarella, McCarthy & Tucker, 2000, p. 292). Modifications were made to the original survey. Race was removed from the demographic data. A question that will allow participants to identify themselves as either mandated or altruistic volunteers was added.

Scores for the identified factors, such as connectedness and intentions, were analyzed for internal consistency (Shiarella, McCarthy & Tucker, 2000). Alpha reliabilities were reported in the range between .84 and .93 for scores on all factors (Shiarella, McCarthy & Tucker, 2000). Principal components analysis was performed on the results of 332 participants in a pilot program (Shiarella, McCarthy & Tucker, 2000). All pattern coefficients were greater than .40 and the eight factors presented by the study accounted for 65% of the reported variance in the study (Shiarella, McCarthy & Tucker, 2000).

The overall Cronbach’s alpha reliability was .97 for this study. A reliability analysis was conducted for each question of the survey after data collection was completed. Table 2 reflects the total Cronbach’s alpha score for the survey when each individual question was removed from the survey. Removing any one item would not significantly increase or decrease the reliability of the CSAS. Table 3 depicts the Cronbach’s alpha score for the questions paired in groups that Shiarella, McCarthy, and Tucker (2000) identified as being grouped together because of similar themes in their analysis of the CSAS. The reliability of the group’s variables was .90. Table 2 lists the Cronbach’s alpha score for the total survey if removed and Table 4 lists the Cronbach’s alpha for the total survey if the thematic groups as proposed by Shiarella, McCarthy & Tucker (2000) were removed.

Table 2

*Cronbach's Alpha Internal Consistency Reliability for Independent Variables*

Independent Variable	Cronbach's Alpha
Q1: Community groups need our help.	.964
Q2: There are people in the community who need our help.	.964
Q3: There are need in the community.	.964
Q4: There are people who have need which are not being met.	.964
Q5: Volunteer work at community agencies helps solve social problems	.964
Q6: Volunteers in community agencies make a difference, if only a small difference	.964
Q7: College student volunteers can help improve the local community.	.964
Q8: Volunteering in community projects can greatly enhance the community's resources.	.964
Q9: The more people who help the better things will get.	.964
Q10: Contributing my skills will make the community a better place	.964
Q11: My contribution to the community will make a real difference.	.964
Q12: I can make a difference in the community.	.964
Q13: I am responsible for doing something about improving the community.	.964
Q14: It is my responsibility to take some real measure to help others in needs.	.964
Q15: It is important to me to have a sense of contribution and helpfulness through participating in community service.	.964
Q16: I feel an obligation to contribute to the community.	.964
Q17: Other people deserve my help.	.964
Q18: It is important to help people in general.	.964
Q19: I feel an obligation to contribute to the community.	.964
Q20: Other people deserve my help.	.964
Q21: It is important to help people in general.	.964
Q22: Improving communities is important to maintaining a quality society	.964
Q23: Our community needs good volunteers.	.964
Q24: All communities need good volunteers.	.964
Q25: It is important to provide a useful service to the community through service.	.964
Q26: When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	.964

Independent Variable	Cronbach's Alpha
Q27: I feel bad that some community members are suffering from a lack of resources.	.964
Q28: I feel bad about the disparity among community members.	.964
Q29: Lack of participation in community service will cause severe damage to our society.	.964
Q30: Without community service, today's disadvantaged citizens have no hope.	.965
Q31: Community service is necessary to making our communities better.	.964
Q32: It is critical that citizens become involved in helping their communities	.964
Q33: Community service is a crucial component of the solution to community problems.	.964
Q34: I want to do service in the community.	.964
Q35: I will participate in a community service project in the next year.	.964
Q36: I would seek out an opportunity to do community service in the next year.	.964
Q37: I would have less time for my schoolwork.	.967
Q38: I would have forgone the opportunity to make money in a paid position.	.967
Q39: I would have less energy.	.967
Q40: I would have less time to work.	.967
Q41: I would have less free time.	.968
Q42: I would have less time to spend with my family.	.968
Q43: I would be contributing to the betterment of the community.	.966
Q44: I would experience personal satisfaction knowing that I am helping others.	.965
Q45: I would be meeting other people who enjoy community service.	.965
Q46: I would be developing new skills.	.965
Q47: I would make valuable contacts for my professional career.	.965
Q48: I would gain valuable experience for my resume.	.965

Table 3

*Cronbach's Alpha Internal Consistency Reliability for Grouped Variables*

Independent Variable	Cronbach's Alpha
Awareness	.881
Q1: Community groups need our help.	
Q2: There are people in the community who need help.	
Q3: There are needs in the community.	
Q4: There are people who have needs which are not being met.	
Actions	
Q5: Volunteer work at community agencies helps solve social problems.	.874
Q6: Volunteers in community agencies make a difference, if only a small difference.	
Q7: College student volunteers can help improve the local community.	
Q8: College student volunteers can help improve the local community.	
Q9: The more people who help, the better things will get.	
Ability	.872
Q10: Contributing my skills will make the community a better place.	
Q11: My contribution to the community will make a real difference.	
Q12: I can make a difference in the community.	
Connectedness	.878
Q13: I am responsible for doing something about improving the community.	
Q14: It is my responsibility to take some real measure to help others in needs.	
Q15: It is important to me to have a sense of contribution and helpfulness through participating in community service.	
Q16: I feel an obligation to contribute to the community.	
Q17: Other people deserve my help.	
Norms	.877
Q18: It is important to help people in general.	
Q19: Improving communities is important to maintaining a quality society.	
Q23: Our community needs good volunteers.	
Q24: All communities need good volunteers.	
Q25: It is important to provide a useful service to the community through service.	

Independent Variable	Cronbach's Alpha
Empathy	.877
Q26: When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	
Q27: I feel bad that some community members are suffering from a lack of resources.	
Q28: I feel bad about the disparity among community members.	
Costs	.952
Q37: I would have less time for my schoolwork.	
Q38: I would have forgone the opportunity to make money in a paid position.	
Q39: I would have less energy.	
Q40: I would have less time to work.	
Q41: I would have less free time.	
Q42: I would have less time to spend with my family.	
Benefits	.912
Q43: I would be contributing to the betterment of the community.	
Q44: I would experience personal satisfaction knowing that I am helping others.	
Q45: I would be meeting other people who enjoy community service.	
Q46: I would be developing new skills.	
Q47: I would make valuable contacts for my professional career.	
Q48: I would gain valuable experience for my resume.	
Seriousness	.880
Q29: Lack of participation in community service will cause severe damage to our society.	
Q30: Without community service, today's disadvantaged citizens have no hope.	
Q31: Community service is necessary to making our communities better.	
Q32: It is critical that citizens become involved in helping their communities.	
Q33: Community service is a crucial component of the solution to community problems.	
Helping	.903
Q34: I want to do service in the community.	
Q35: I will participate in a community service project in the next year.	
Q36: I would seek out an opportunity to do community service in the next year.	

## **Data Collection**

Data was collected electronically. The CSAS was distributed during the fall of 2014 through Qualtrics<sup>©</sup> software and a university e-mail account. A copy of the e-mail sent to participants is located in Appendix C. The surveys were distributed to potential participants in e-mail databases that were specifically tied to attendance at large volunteer projects at the research institution, or a requirement for a service-learning class.

Participants were e-mailed if they filled out a survey distributed by the civic engagement office at the location of this research.

## **Data Analysis**

The CSAS provided an option for participants to identify as either volunteering for fun, volunteering for a class, volunteering for student standards, volunteering for work experience, volunteering for a Fraternity or Sorority, or volunteering for a student organization. The demographic data was used to label participants as either mandated or altruistic volunteers.

Only fully completed surveys were used for data analysis. Data was analyzed using the Statistical Package for Social Sciences (SPSS). A *t*-test analysis was used to find any statistically significant differences or similarities between the means of the control (altruistic volunteers) and experimental groups (mandated volunteers) for research question number one through three. Research question number four was analyzed with a chi-square goodness-to-fit test to see if there was an uneven distribution of volunteer hours reported between participants.

### **Treatment of Data**

The surveys were stored online in a password protected database online through the Qualtrics<sup>®</sup> program. Electronic data was imported into SPSS<sup>®</sup> software that was kept on the researcher's personal computer and encrypted flash drive. Identities were not asked for on the survey in order to keep the data confidential. Data will be kept for three years after the completion of this study and then electronic copies of the data will be deleted in accordance with the institutions IRB protocol. A copy of IRB permission to perform this study is located in Appendix D.

### **Summary**

Data was collected through an electronic version of the CSAS that was hosted and distributed through the Qualtrics<sup>®</sup> online program. Data was analyzed with a *t*-test analysis to find similarities and differences between the means of the two groups of volunteer types and a Chi-square analysis to find an uneven distribution in the amount of volunteer hours in relation to the intention to volunteer again in the future. Chapter IV presents the results of this study.

## CHAPTER IV

Chapter IV presents the results of the study outlined in the previous three chapters. The primary focus is on results relevant to the research questions. The research questions were designed to highlight characteristics that were different and similar in altruistic and mandated volunteers.

### **Results**

Participants were separated into two groups. The first group of participants were identified as volunteering for fun. This group of participants was labeled as the altruistic volunteer group. The second group consisted of participants who identified as volunteering for a class, volunteering for student standards, volunteering for work experience, volunteering for a fraternity or sorority, or volunteering for a student organization. The second group was labeled as the mandated volunteer group.

One hundred and eighteen participants opened the survey. Surveys were only used if all of the questions were answered. The total number of surveys fully completed was seventy-two. Altruistic volunteers accounted for twenty-eight completed surveys. Mandated volunteers accounted for forty-four complete surveys. Table 4 has a complete list of results for each question and Table 5 lists the complete results of the thematic groupings provided by Shiarella, McCarthy and Tucker (2000).

Table 4

*Means Comparison of Altruistic Volunteers and Mandated Volunteers on the Community Service Attitudes Scale*

<i>CSAS Question</i>	Altruistic Volunteer			Mandated Volunteer			<i>T</i>	<i>Df</i>	95% Confidence Interval		One-tailed <i>P</i>
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>			<i>LL</i>	<i>UL</i>	
Community Groups	6.57	1.20	28	6.07	1.20	44	1.73	70	-0.78	0.79	0.04*
People Need Help	6.68	1.16	28	6.20	1.28	44	1.58	70	-0.12	1.17	0.09
Community Needs	6.68	1.89	28	6.23	1.28	44	1.53	70	-1.36	1.04	0.06
Needs not met	6.46	1.37	28	6.23	1.27	44	0.96	70	-0.32	0.94	0.17
Solve Problems	6.29	1.08	28	5.59	1.45	44	2.32	70	-0.06	1.33	0.01*
Small Difference	6.39	1.60	28	5.98	1.33	44	1.19	70	-0.28	1.11	0.12
Improve community	6.71	1.15	28	6.16	1.28	44	1.91	70	-0.03	1.14	0.03*
Enhance Resources	6.54	1.14	28	5.89	1.14	44	2.01	70	0.00	1.30	0.02*
More people	6.43	1.32	28	5.89	1.39	44	1.65	70	-0.11	1.20	0.05*
Contributing Skills	6.36	1.47	28	5.89	1.45	44	1.37	70	-0.24	1.27	0.09
Real Difference	6.61	1.17	28	5.73	1.40	44	2.88	70	0.27	1.50	0.00*
I can make a difference	6.39	1.32	28	5.82	1.57	44	1.61	70	-0.14	1.29	0.06
Responsible for improving	6.25	1.35	28	5.48	1.79	44	2.08	70	0.03	1.51	0.02*
Real measure	6.04	1.50	28	5.67	1.51	44	1.09	70	-0.33	1.13	0.14
Contribution	6.32	1.44	28	5.68	1.68	44	1.66	70	-0.13	1.40	0.05*
Increased responsibility	6.18	1.68	28	5.59	1.76	44	1.41	70	-0.25	1.42	0.08

<i>CSAS Question</i>	Altruistic Volunteer			Mandated Volunteer			<i>T</i>	<i>Df</i>	95% Confidence Interval		One-tailed <i>p</i>
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>			<i>LL</i>	<i>UL</i>	
Obligation	5.93	1.68	28	5.43	1.84	44	1.63	70	-0.35	1.35	0.12
Deserve my help	6.36	1.33	28	5.82	1.50	44	1.55	70	-0.15	1.23	0.06
Important to help	6.46	1.26	28	6.23	1.29	44	0.76	70	-0.38	0.85	0.22
Quality society	6.39	1.40	28	6.07	1.42	44	0.95	70	-0.35	1.01	0.17
Our community needs volunteers	6.64	1.16	28	6.09	1.36	44	1.84	70	-0.04	1.15	0.04*
All communities need volunteers	6.57	1.20	28	6.07	1.37	44	1.59	70	-0.13	1.13	0.06
Important to provide service	6.46	1.29	28	6.16	1.25	44	0.99	70	-0.31	0.92	0.16
In their shoes	6.43	1.20	28	5.89	1.50	44	1.61	70	-0.12	1.21	0.06
Lack of resources	6.25	1.48	28	6.11	1.89	44	0.43	70	-0.49	0.77	0.33
Disparity	6.29	1.44	28	5.89	1.26	44	1.24	70	-0.24	1.04	0.11
Lack of participation	5.96	1.42	28	5.18	1.48	44	2.22	70	0.08	1.49	.02*
No hope	5.36	2.06	28	5.05	1.75	44	0.69	70	-0.59	1.22	0.25
Service is necessary	6.43	1.23	28	5.80	1.35	44	2.00	70	0.00	1.26	0.02*
Critical citizens are involved	6.39	1.23	28	5.73	1.47	44	2.08*	70	0.00	1.33	0.02*
Crucial component	6.07	1.56	28	5.61	1.40	44	1.29	70	-0.25	1.16	0.10
Want to serve	6.50	1.29	28	5.70	1.69	44	2.25	70	0.09	1.50	0.01*
Seek out opportunity	6.46	1.37	28	5.61	1.71	44	2.32	70	0.12	1.58	0.01*

<i>CSAS Question</i>	Altruistic Volunteer			Mandated Volunteer			<i>T</i>	<i>Df</i>	95% Confidence Interval		One-tailed <i>p</i>
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>			<i>LL</i>	<i>UL</i>	
Less time for schoolwork	3.96	1.58	28	4.09	1.89	44	-0.029	70	-0.98	0.73	0.38
Forgone money	3.39	1.87	28	3.45	1.75	44	-0.14	70	-0.93	0.81	0.44
Less energy	2.79	1.55	28	3.25	1.78	44	-1.14	70	-1.28	0.35	0.13
Less time to work	3.25	1.76	28	3.45	1.78	44	-0.47	70	-1.06	0.65	0.31
Less free time	3.39	2.00	28	3.95	1.71	44	-1.27	70	-1.44	0.32	0.10
Less family time	3.14	1.71	28	3.50	1.62	44	-0.89	70	-1.16	0.44	0.19
Betterment	6.11	1.29	28	6.02	1.11	44	0.29	70	-0.49	0.65	0.38
Personal satisfaction	6.25	1.35	28	6.07	1.37	44	0.55	70	-0.48	0.84	0.29
Meeting other people	6.04	1.64	28	5.64	1.74	44	0.40	70	-0.42	1.22	0,17
Develop skills	6.29	1.30	28	5.86	1.66	44	0.13	70	-0.32	1.16	0.13
Valuable contacts	6.04	1.50	28	5.80	1.58	44	0.58	70	-0.51	0.98	0.26
Valuable experience	6.36	1.13	28	6.11	1.37	44	0.50	70	-0.37	0.86	0.22

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\*Significant at <.05

Table 5

*Means Comparison of Altruistic Volunteers and Mandated Volunteers in Regards to the Thematic Groups Prosed by Shiarella, McCarthy & Tucker (2000) the Community Service Attitudes Scale*

<i>CSAS Question</i>	Altruistic Volunteer			Mandated Volunteer			<i>T</i>	<i>Df</i>	95% Confidence Interval		One-tailed <i>P</i>
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>			<i>LL</i>	<i>UL</i>	
Awareness	6.59	1.16	28	6.16	1.17	44	1.53	70	-0.13	0.99	0.07
Actions	6.47	1.08	28	5.90	1.26	44	1.92	70	-0.01	1.14	0.03*
Ability	6.45	1.25	28	5.79	1.47	44	1.95	70	-0.15	1.32	0.03*
Connectedness	6.17	1.39	28	5.60	1.48	44	1.63	70	-0.13	1.27	0.05*
Norms	5.42	1.00	28	5.10	1.05	44	1.28	70	-0.17	0.82	0.10
Empathy	6.32	1.27	28	5.96	1.28	44	1.16	70	-0.26	0.98	0.12
Costs	3.32	1.35	28	3.61	1.37	44	-0.90	70	-0.03	1.14	0.18
Benefits	6.17	1.15	28	5.91	1.27	44	0.88	70	0.00	1.30	0.19
Seriousness	5.03	1.07	28	4.56	1.14	44	1.76	70	0.00	1.30	0.04*
Helping	6.48	1.34	28	5.71	1.58	44	2.24	70	0.08	1.47	0.01*

\*Significant at <.05

**RQ #1: What are the differences between participants who volunteer altruistically and those that are mandated to complete community service in regards to their motivations for volunteering?**

The researcher hypothesized that participants that volunteer altruistically will report higher internal motivational factors than participants who were mandated to

volunteer. Specific questions on the CSAS that were focused on internal motivational factors were “I am responsible for doing something about improving the community,” “it is my responsibility to take some real measure to help others in need,” “it is important to me to have a sense of contribution and helpfulness through participating in community service,” “it is important to me to gain an increased sense of responsibility from participating in community service,” “I feel an obligation to contribute to the community,” and “other people deserve my help.” These questions are grouped together by Shiarella, McCarthy and Tucker (2000) to form the connectedness thematic variable.

All questions in the connectedness group refer to internal motivational values that volunteers hold. An independent samples *t*-test for “I am responsible for doing something about improving the community” discovered a significant difference in means between altruistic ( $M = 6.25$ ,  $SD = 1.35$ ) and mandated ( $M = 5.48$ ,  $SD = 1.79$ ) volunteers ( $t(70) = 2.08$ ,  $p = .02$ ). The question regarding “sense of contribution” also showed a significant difference in means between mandated ( $M = 5.68$ ,  $SD = 1.68$ ) and altruistic ( $M = 6.32$ ,  $SD = 1.68$ ) volunteers ( $t(70) = 1.66$ ,  $p = 0.05$ ). Altruistic participants were more likely to indicate that they were responsible for giving back to the community than mandated participants.

The other three questions in the connectedness group did not yield significant differences in means. “It is important to me to gain an increased sense of responsibility from participating in community service”, “I feel an obligation to contribute to the community”, and “other people deserve my help” all came back with similarly high means. The average range between altruistic participants and mandated participants on the three questions was 0.61. Both groups of participants wanted an increased sense of

responsibility from serving, felt obligated to serve, and believed that other people deserved a participants help. The individual questions posed for this research question are non-conclusive. Two of the questions in the group have statistically significant means, but three do not.

An independent *t*-test was ran on the entire connectedness grouping variable. This grouping as a whole exposed a statistically significant value ( $t(70) = 1.63, p = 0.05$ ) between the altruistic ( $M = 6.18, SD = 1.39$ ) and mandated ( $M = 5.61, SD = 1.49$ ) participant types. This data supports participants who were in the altruistic volunteer group report having higher internal motivational characteristics than participants in the mandated volunteer group.

**RQ2: Is there a difference between altruistic and mandated participants in regards to the satisfaction of their volunteer experience?**

The researcher hypothesized that altruistic volunteers will report greater satisfaction than mandated volunteers in regards to community service. A *t*-test on the question “I would experience personal satisfaction knowing that I am helping others” performed between altruistic volunteers ( $M=6.25, SD=1.35$ ) and mandated volunteers ( $M=6.07, SD=1.35$ ) did not reveal a statistically significant result ( $t(70) = 0.55, p = 0.52$ ). The researcher’s hypothesis cannot be confirmed. Both groups indicated that they received similar satisfaction levels from volunteer projects.

**RQ3: What are the differences between mandated and altruistic volunteers in regards to their commitment to volunteer again in the future?**

The researcher hypothesized that those who altruistically volunteered would be more likely to indicate that they would volunteer again in the near future. Three questions

were grouped by Shiarella, McCarthy and Tucker (2000) in regards to intentions to volunteer again in the future. This grouping was called helping. The helping grouping included the questions “I wanted to do this activity” ( $t(70) = 2.25, p = .01$ ), “I will participate in a community service project in the next year” ( $t(70) = 1.93, p = .01$ ), and “I would you seek out an opportunity to do community service in the next year” ( $t(70) = 2.32, p = .01$ ). All three questions revealed significant statistical differences between mandated and altruistic participant categories. Altruistic ( $M = 6.50, SD = 1.29$ ) were more likely to indicate than mandated ( $M = 5.70, SD = 1.69$ ) volunteers that they “wanted to do this activity.” Similarly, altruistic volunteers ( $M = 6.50, SD = 1.37$ ) reported more likelihood to “participate in a community service project in the next year” than mandated volunteers ( $M = 5.82, SD = 1.58$ ). Mandated volunteers ( $M = 5.61, SD = 1.71$ ) were less likely to report that they would “seek out” another volunteer opportunity within the next year than altruistic volunteers ( $M = 6.46, SD = 1.37$ ).

The entire helping group of questions was also statistically significant ( $t(70) = 2.34, p = .01$ ). Altruistic volunteers ( $M = 6.49, SD = 1.34$ ) reported higher means than mandated volunteers ( $M = 5.71, SD = 1.58$ ). Research hypothesis three can be confirmed. Altruistic volunteers are more likely to indicate a willingness to volunteer in the future.

**RQ4: Does the amount of hours that a person volunteers indicate how likely they are to return to community service regardless if they are mandated or volunteer altruistically?**

The researcher’s hypothesis for the research question was that there was a relationship between the reported frequency of volunteer hours by participants and the commitment to volunteer again within the next year. A chi-square test between the

questions “What is the frequency of your previous community service experience” and “I would seek out an opportunity to participate in a community service project in the next year” was conducted.

“What is the frequency of your previous community service experience” had five options to select from. These options were “once per year,” “2-4 times per month,” “monthly,” “weekly,” and “not applicable”. The Likert-scale question of “I would seek out an opportunity to participate in a community service project in the next year” was divided into a “yes” or “no” grouping. Participants that selected a value of four or below on the scale were labeled as answering the Likert-scale question as no. A participant that selected a five or above on the scale were labeled as answering the question as yes. Preference for the five groups was equally distributed among participants,  $\chi^2 (5, N = 72), p = .16$ . The analysis of this data cannot lead to any conclusions because the sample size was not large enough for every frequency of volunteer groups. The group that indicated they volunteer “2-4 times per month” had less than 5 participants to pull data from. The minimum number of participants to run a valid Chi-Square analysis is five participants (Privitera, 2014).

### **Summary**

Research questions one through three were analyzed with an independent samples *t*-test. Research question number one discovered that altruistic participants indicated they were more likely to be internally motivated to volunteer. Research question number two’s analysis uncovered a relationship between altruistic volunteers that indicated they may be more likely to volunteer again in the future than mandated participants. Mandated participants indicated that they got the same amount of satisfaction from volunteering as

altruistic participants in research question number three. Finally, research question number four found the reported frequency of volunteering by participants to have a strong relationship with the reported likelihood that participants would volunteer again in the near future. Chapter V will discuss what this data means for the field of student affairs and recommendations.

## CHAPTER V

### Conclusion

Chapter V will focus on connecting community service literature to the results of this study to provide possible explanations for the results. Explanations will be proposed to explain the differences between mandated and altruistic volunteers in regards to their internal motivation, satisfaction, and intention to volunteer. The researchers will also propose best practices to practitioners in the field, limitations of the study, the effects of masculinity on this study, and future ideas for research on this topic.

### Discussion

**RQ #1: What are the differences between participants who volunteer altruistically and those that are mandated to complete community service in regards to their motivations for volunteering?**

The overall connectedness score, which is the grouping of the five similar questions as proposed by Shiarella, McCarthy, and Tucker (2000), was significantly different between the means of altruistic and mandated participants. The connectedness score included questions that dealt with social responsibility and obligation to the local community. However, only two of the five individual questions had a statistically significant difference in means between the two participant types from an independent samples *t*-test analysis.

An explanation for these results could be a part of the developmental process of participants. One of the key characteristics of Baxter Magolda's theory of self-authorship is when an individual reaches a crossroad developmental stage in their life (2000). When an individual is in the crossroad developmental stage they often filled with feelings of

ambiguity, loss of direction, and low self-esteem (Evans, Forney, Guido, Patton, & Renn, 2010). The analysis of the five questions in research question number one seemed contradictory. A simple explanation could be that participants feel ambiguous, or have multiple feelings about the experience. These results would be consistent with what is expected from a participant at the crossroads stage of self-authorship.

Additional questions on the CSAS lend evidence to this idea. The strongest statistical difference from the independent *t*-test analysis was between the means of altruistic ( $M = 6.61$ ,  $SD = 1.17$ ) and mandated ( $M = 5.73$ ,  $SD = 1.40$ ) participants came from the question "I can make a difference in the community" ( $t(72) = 2.88$ ,  $p < 0.01$ ). Interpretation of this data means that mandated volunteers are more likely to report that they feel like they are making less of a difference than altruistic volunteers when performing service. Additional evidence for this idea comes from analysis of the actions and ability groups proposed by Shiarella, McCarthy and Tucker (2000). Mandated participants ( $M = 5.90$ ,  $SD = 1.26$ ) reported less confidence that their actions were making a difference when performing community service than their altruistic peers ( $M = 6.47$ ,  $SD = 5.90$ ) at  $t(70) = 1.16$ ,  $p = .03$ . Mandated participants ( $M = 5.79$ ,  $SD = 1.47$ ) also believed they were less competent in their abilities as volunteers compared to altruistic volunteers ( $M = 6.45$ ,  $SD = 1.89$ ) at  $t(70) = 1.95$ ,  $p = 0.03$ . This data may indicate mandated participants have lower self-esteem than altruistic volunteers. Low self-esteem is a key characteristic of the crossroads stage in Baxter Magolda's theory of self-authorship (2000).

Altruistic volunteers reported that they believed they make a difference in their community more than their mandated counterparts. Altruistic participants may be

showing evidence that they are in a different stage of self-authorship: The final stage of self-authorship is called setting an internal foundation (Baxter Magolda, 2000). This stage is described by Baxter Magolda as building and creating an individual value system that allow an individual to operate independently (2000). An argument can be made from the data reported in this study that altruistic volunteers have a stronger system of internal values in regards to community service. Altruistic volunteers may believe that they are making a greater difference then their mandated counterparts and that their unique abilities impact others around them. The data indicates they may have a better system of internal values that allow them to operate independently in the world. Altruistic volunteers may have set a better internal foundation than mandated volunteer.

Evidence that altruistic participants may be in the internal foundation stage compared to their mandated participant counterparts is when analyzing the difference in means in Shiarella, McCarthy and Tucker's seriousness variable grouping (2000). This group measures how serious those that volunteer believe community service is in helping change the world. Altruistic participants ( $M = 5.03$ ,  $SD = 1.07$ ) reported a statistically significant different mean from mandated participants ( $M = 4.56$ ,  $SD = 1.14$ ) at  $t(70) = 1.76$ ,  $p = .04$ . Altruistic volunteers report being more serious about volunteering than mandated participants in this study: They may have stronger values regarding volunteering. This may be evidence that community service is a part of altruistic volunteer's internal foundations. Stuckas, Snyder and Clary (1999) presented evidence that college students that hold positive attitudes towards community service will return to community service. Ninety-six percent of altruistic volunteers were repeat volunteers.

Positive attitudes towards community service may be one of many values that could help create internal constructs.

**RQ2: Is there a difference between altruistic and mandated participants in regards to the satisfaction of their volunteer experience?**

There wasn't a significant difference in the means of altruistic ( $M = 6.25$ ,  $SD = 1.35$ ) and mandated ( $M = 6.02$ ,  $SD = 1.11$ ) participants in regards to satisfaction while performing community service. This research study found that both types of participants reported enjoying their volunteer experience on an equal level. Henderson, Brown, Pancer and Ellis-Hale (1999) reported similar results in regards to the differences between mandated and altruistic volunteers. They posited that the greatest indication of satisfaction from volunteering was the frequency that someone participated in community service.

Ninety-two percent of participants in this study indicated that they had volunteered more than once. Twenty-five percent of participants indicated that they volunteered on a monthly basis. Twenty-four percent reported volunteering on a weekly basis. Such a high frequency of volunteer hours reported by participants supports Henderson, Brown, Pancer and Ellis-Hale's position that volunteer frequency and quantity will result in similar feelings towards community service (2007).

High satisfaction was not the only characteristic reported by participants who volunteered long term. Henderson, Brown, Pancer and Ellis-Hale (2007) also reported that students feel an increased sense of social responsibility. Results reported in this study contradict this literature. The question "I am responsible for doing something about improving the community" came back with statistically significant  $t(70) = 2.08$ ,  $p < .05$

difference of means between altruistic ( $M = 6.25$ ,  $SD = 1.44$ ) and mandated ( $M = 5.48$ ,  $SD = 1.79$ ) participants.

This contradictory finding can be viewed as both a negative and a positive development. Mandated volunteers may not be receiving as great of a sense of social responsibility simply because a quantity of volunteer hours may not create social responsibility. Social responsibilities, or themes similar to social responsibility, were a part of many fraternity and sorority mission statements (Kappa Delta Phi, 2015, Phi Beta Sigma, 2015; Pi Beta Phi, 2015; 2015; Zeta Tau Alpha, 2015). Service-learning courses also frequently include learning outcomes with similar themes tied to developing awareness of social responsibility (Bringle & Hatcher, 1996).

The restorative justice approach may better fit in higher education to create an internal sense of social responsibility in students. Restorative justice is a philosophy that requires individuals who commit disciplinary infractions to work with those that were directly affected by their crimes (Johnstone, 2011). This philosophy could be carried over into civic engagement. Many people are affected by poverty, poor environmental conditions, and lack of educational resources. Volunteers may be able to enhance their sense of social responsibility by working with those that were affected by other factors other than being victimized by a crime.

**RQ3: What are the differences between mandated and altruistic volunteers in regards to their commitment to volunteer again in the future?**

Altruistic volunteers reported a statistically significant difference in their willingness and motivation to volunteer in the future. This is consistent with what we know about returning volunteers. Astin, Sax, and Avalos (1999) found that college

student volunteers did not necessarily volunteer again in the college setting. They found that students who volunteered were more likely to return to service up to nine years after they left the college setting. This may indicate why mandated participants may not be as likely to indicate as strongly as their altruistic peers that they will volunteer again. They may need time to process their volunteer experience before they resume volunteering again.

A possible explanation to why it may take time for mandated participants to complete community service hours is that they are internally battling cognitive dissonance over their service experience similar to the dissonance that participants exhibited in Frymier and Nadler's 2007 study. Mandated participants may be more prone to these negative feelings than altruistic participants because what they have experienced while completing community service may be one of the first times something they have seen or done runs counter to their internal values and ideas about the world. Altruistic volunteers have already had these feelings of dissonance and processed what those feelings meant to them. These types of value checks are described by Pizzolato (2003) as provocative moments. Taylor and Pancer (2007) also reported findings that students felt intense emotions about their volunteer experiences.

Pizzolato (2003) argued that provocative moments may lead to a crossroads moment in Baxter Magolda's (2000) self-authorship theory. The reason that mandated participants may take so long to return to community service is that they need time to process and re-evaluate their internal values and ideas about the world as they move from a crossroads stage of development to setting an internal foundation.

**RQ4: Does the amount of hours that a person volunteers indicate how likely they are to return to community service regardless if they are mandated or volunteer altruistically.**

The analysis of research question four didn't yield any conclusions for or against the research question. Previous evidence from the literature may help us to analyze this question. Niemi, Hepburn, and Chapburn (2000) reported community service volunteers that were able to choose a service project that appealed to them held much more positive attitudes. Henderson, Brown, Pancer & Ellis-Hale (1999) reported no significant difference between mandated and altruistic volunteers in regards towards intention to return. This may lead us to hypothesize that frequency that volunteers serve may not be a variable in the retention of volunteers. Volunteers may be more likely to return to community service in the future if they can choose a project they think they will enjoy. The volunteer's perception of the quality of a volunteer project may affect the retention of volunteers at a community service site.

### **Recommendations to Higher Education Professionals Working Intensively with Volunteers**

The following recommendations are made by the researcher based on the findings of this study:

- 1. Create environments where volunteers know they are making a difference and show volunteers how they are making a difference.** The most statistically significant difference of means in this study was when asking participants if they thought they were making a real difference.

Altruistic volunteers see more value in their actions than mandated volunteers.

Site leaders may not know why a volunteer is at a site, but it is crucial that we reinforce to all volunteers that their abilities are important and valued. In addition to showing that professionals have confidence in the abilities of the volunteers they are leading, the positive reinforcement of letting people know they are influencing their environment should also create an atmosphere that will allow volunteers to connect with site leaders. Connection with a site leader is a significant variable in retaining volunteers (Taylor & Pancer, 2007).

- 2. Professionals should be engaging in reflection with students and design activities that promote self-reflection.** Mandated student volunteers often leave a volunteer site in a crossroads moment and feel intense emotions (Pizzolato, 2003; Taylor & Pancer, 2007). Professionals should make sure that students are supported during those intense emotional experiences by providing a safe and non-judgmental space. Dewey defined reflection as the consideration of values and redefining those values based on the evidence you observe (1933). This is relevant to the processes that Eyler, Giles and Migloire proposed in *A Practitioner's Guide to Reflection in Service-learning: Student Voices and Reflections* (1996). Reflection at a community service site should be facilitated before, during, and after a community service session (Eyler, Giles & Migloire, 1996). Professionals are responsible for connecting the work being done to classwork, or to the personal interests of students. Suggestions for college faculty are to structure assignments in ways that can create reflection on the work done. Student affairs professionals may try to

create spaces for discussion with site coordinators and those most impacted by the volunteer experience. The focus of the discussion should be about the expectations that students had before they volunteer, how the volunteer work changed those expectations, and what personal values they hold that were most challenged by volunteering. All higher education professionals should encourage student volunteers to interact with those that are most impacted by their community service hours similar to the victim-centered approach for restorative justice.

- 3. Civic engagement offices should be look to collaborate with registered student organizations and other departments on campus.** Civic engagement offices should look for ways include student groups, staff, and faculty in projects that facilitate interaction and betterment with the local community. Innovative collaborations allow for the recruitment of participants that may not seek out community service opportunities. Providing a bridge to service opportunities that match the interests of different departments and organizations on campus helps to create engaging community service events. Events that coincide with furthering the goals of the entire institution in areas that service is not traditionally associated with will help enrich the college experience of students. It is important for students to be engaged in service areas that match their interests and future vocations as a way to develop global citizens

### **Limitation and Recommendations for Future Research**

Researchers looking to replicate this study should consider a more rigorous form of participant selection, an increase in the amount of surveys collected, and removing the second half of the survey. A more rigorous participant selection process should be considered to increase the validity of this study. Students reported the reasons they were volunteering. Fraternity and Sorority life contributed a significant number of the participants that were a part of the mandated volunteer group. Focusing on one specific type of volunteer population would be an interesting twist to this study. A more even distribution of volunteer types may be more beneficial. The mandated and altruistic groups will still exist, but by gathering more surveys of individual participant types further analysis can be performed.

Participant fatigue was a significant factor while using the Community Service Attitudes Scale (Privitera, 2014). Participants often filled out the demographic data and the first 36 questions, but would not complete the last group of questions. The last group of questions is important for analysis of participants, but completed surveys are more valuable than incomplete surveys for analysis. Removing or restricting the last grouping of questions may help alleviate participant fatigue to a more acceptable level.

Future researchers should consider using this research as a baseline to creating a new study. A qualitative study conducted by skilled interviewers would be able to get powerful data on the in-depth differences between altruistic and mandated volunteers. Interviewing participants that may have switched volunteer identification would also be noteworthy. For example, a participant originally mandated to complete service for student standards but continues to volunteer after their community service hours have

been fulfilled would have a unique perspective to analyze in term of student development. The quantitative study conducted in this document has no way to identify these types of participants due to the limitations of the type of study.

### **Masculinity and Community Service**

There was a striking imbalance between participants identified gender in this study. Fourteen participants (19.4%) identified as male and fifty eight (80.6%) identified as female in the surveys that were run for data analysis in Chapter IV. There were not enough male participants to conduct a valid independent sample *t*-test between the two gender groups, but that disparity is noteworthy in itself. The site that research was conducted at did have a gender gap of 60% female students and 40% male students. However, there is previous evidence that men volunteer on average less than women (Corporation for National Community Service, 2009). This certainly held true with the small sample size of students that acted as participants in this study.

One explanation for this large sample difference could be the hegemonic view of masculinity by men. Harris (2006) provides evidence that the five main aspects of masculinity are respect, being comfortable in your identity, being a leader, physical prowess, and appealing to women. That study also mentioned individualism also played a significant role in masculinity identification. None of these five aspects mention community service or have similar themes. Masculinity, on the surface, seems to contradict the very idea of performing altruistic community service.

Clary (1998) provided evidence that students that identified as masculine were more likely to volunteer if their friends participated. The social factor provided seems to go against the individualism of masculinity. However, this contradictory evidence elicits

strategies that can be taken to recruit masculine identifying volunteers. Masculine figures recruiting other volunteers seems to be a good first step. It is important that the percentages between the number of masculine identifying students and feminine identifying students becomes more even. Masculine identifying students appear to hold common values that contradict with community service. These contradictions of values may lead to provocative moments in service, similar to what Pizzolatto (2003) described.

A recommendation that may increase numbers of masculine volunteers in community service is to spend time recruiting masculine identifying volunteers. Fraternity members are traditionally groups of men. Recruitment of entire groups of men would play to the peer pressure factor outlined by Clary (1998). A further recommendation is to create hierarchal volunteer structures with groups of volunteers. Clear structures are appealing to those that prescribe to the traditional views of masculinity (Harris, 2006). Male participants may be more willing to volunteer if clear leadership opportunities are present. Creating hierarchal structure would allow feminine identifying volunteers opportunities to hold positions of power as well.

### **Final Conclusion**

Chapter V discussed the four research questions from this study and compared the results to the literature on community service. Previous research on the subject indicated that mandated and altruistic volunteers would carry the same characteristics. Data was collected with Shiarella, McCarthy and Tucker's Community Service Attitudes Scale (2000). The study revealed evidence that there may be a statistically significant differences between the mandated and altruistic volunteers.

Participants that were mandated to volunteer showed less internal motivation characteristics than altruistic volunteers. Previous literature states that volunteers were likely to return to service up to nine years after their initial community service experience (Astin, Sax, & Avalos, 1999). The researcher proposed that mandated volunteers may need additional time to process their volunteer experience because volunteers are working through a crossroads experience.

Research question number two discussed why mandated and altruistic volunteers experience the same level of satisfaction from volunteer experiences in this study. Henderson, Brown, Pancer and Ellis-Hale (1999) found similar results. This study reported the frequency of volunteer hours had a relationship to satisfaction. Research question number four in this study was inconclusive.

Despite the reported high satisfaction for both altruistic and mandated volunteers there is still a gap between the types of volunteers in regards to their intention to volunteer again in the future. Mandated volunteers also reported a lower level of social responsibility compared to altruistic volunteers.

The researcher proposes that professionals consider using a victim-centered approach, similar to restorative justice, so that students feel more responsibility for their community. Additional recommendations included helping students process and understand that they are making a difference along with creating environments that allow for volunteers to see how their work has influenced others. This type of positive reinforcement may influence retention of mandated volunteers (Tayler & Pancer, 2007).

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## Appendix A

### *Community Service Attitudes Scale*

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*Please choose the category which best describes yourself*

**Reason for Volunteering**

- Just for fun
- Out of goodwill
- Court/Student Standards mandated service
- Service-Learning Course
- Other

**Age**

- Just for fun
- Out of goodwill
- Court/Student Standards mandated service
- Service-Learning Course
- Other

**Gender**

- Female
- Male

**College Rank**

- First Year
- Sophomore
- Junior
- Senior

**Major**

Write In Question

**Previous community service experience**

- Yes
- No

**Previous community service frequency**

- Once per year
- 2-4 times per month
- Monthly
- Weekly
- Not applicable

Please indicate how much you agree with each statement with 1 being that you strongly disagree and 7 being that you strongly agree with the statement

1 = strongly disagree, 7 = strongly agree

1. Community groups need our help.	1	2	3	4	5	6	7
2. There are people in the community who need help.	1	2	3	4	5	6	7
3. There are needs in the community.	1	2	3	4	5	6	7
4. There are people who have needs which are not being met.	1	2	3	4	5	6	7
5. Volunteer work at community agencies help solve social problems.	1	2	3	4	5	6	7
6. Volunteers in community agencies make a difference, if only a small difference.	1	2	3	4	5	6	7
7. College student volunteers can help improve the local community.	1	2	3	4	5	6	7
8. Volunteering in community projects can greatly enhance the community's resources.	1	2	3	4	5	6	7
9. The more people who help, the better things will get.	1	2	3	4	5	6	7
10. Contributing my skills will make the community a better place.	1	2	3	4	5	6	7
11. My contribution to the community will make a real difference	1	2	3	4	5	6	7
12. I can make a difference in the community.	1	2	3	4	5	6	7
13. I am responsible for doing something about improving the community.	1	2	3	4	5	6	7
14. It is my responsibility to make some real measures to help others in need.	1	2	3	4	5	6	7
15. It is important to me to have a sense of contribution and helpfulness through participating in community service.	1	2	3	4	5	6	7
16. It is important to me to gain an increased sense of responsibility from participating in community service.	1	2	3	4	5	6	7
17. I feel an obligation to contribute to the community.	1	2	3	4	5	6	7
18. Other people deserve my help.	1	2	3	4	5	6	7
19. It is important to help people in general.	1	2	3	4	5	6	7
20. Improving communities is important to maintaining a quality society.	1	2	3	4	5	6	7
21. Our community needs good volunteers.	1	2	3	4	5	6	7
22. All communities need good volunteers.	1	2	3	4	5	6	7
23. It is important to provide a useful service to the community through community service.	1	2	3	4	5	6	7
24. When I meet people who are having a difficult time, I wonder how I would feel if I was in their shoes.	1	2	3	4	5	6	7
25. I feel bad that some community members are suffering from a lack of resources.	1	2	3	4	5	6	7
26. I feel bad about the disparity among community members.	1	2	3	4	5	6	7
27. Lack of participation in community	1	2	3	4	5	6	7

	service will cause severe damage to our society.							
28.	Without community service, today's disadvantaged citizens have no hope.	1	2	3	4	5	6	7
29.	Community service is necessary to making our communities better.	1	2	3	4	5	6	7
30.	It is critical that citizens become involved in helping their communities.	1	2	3	4	5	6	7
31.	Community service is a crucial component of the solution to the community problems.	1	2	3	4	5	6	7
32.	I wanted to do this (service-learning) activity.	1	2	3	4	5	6	7
33.	I will participate in a community service project in the next year.	1	2	3	4	5	6	7
34.	Would you seek out an opportunity to do community service next year?	1	2	3	4	5	6	7

Please indicate how participating in service-learning is likely to impact you with 1 being extremely unlikely and 7 being extremely likely to impact you.

1 = extremely unlikely, 7 = extremely likely

1.	I would have less time for my schoolwork.	1	2	3	4	5	6	7
2.	I would have forgone the opportunity to make money in a paid position.	1	2	3	4	5	6	7
3.	I would have less energy.	1	2	3	4	5	6	7
4.	I would have less time to work.	1	2	3	4	5	6	7
5.	I would have less free time.	1	2	3	4	5	6	7
6.	I would have less time to spend with my family.	1	2	3	4	5	6	7
7.	I would be contributing to the betterment of the community.	1	2	3	4	5	6	7
8.	I would experience personal satisfaction knowing that I am helping others.	1	2	3	4	5	6	7
9.	I would be meeting other people who enjoy community service.	1	2	3	4	5	6	7
10.	I would be developing new skills.	1	2	3	4	5	6	7
11.	I would make valuable contacts for my professional career.	1	2	3	4	5	6	7
12.	I would gain valuable experience for my resume.	1	2	3	4	5	6	7

## Appendix B

### Permission to Use Community Service Attitudes Scale for Master's Thesis

Participants: tjkalahar@eiu.edu, mary.tucker@ohio.edu, tucker.mary@gmail.com,  
amccarthy02@gw.hamline.edu

#### Open conversation in Gmail

**Mary Tucker** Mon, May 12, 2014 at 6:28 PM

Hello, Tyler:

You have our permission to use the Community Service Attitudes Scale. Best wishes in your research.

Kind regards,

Mary

Mary L. Tucker, Professor of Management

Associate Director, International Business Undergraduate Programs

Ohio University College of Business

Athens, Ohio 45701

mary.tucker@ohio.edu

740-707-5018 (C)

## Appendix C

Hello!

My name is Tyler Kalahar. I'm conducting research on the motivational attitudes of different types of volunteers. I am looking at the self-reported differences between students who feel they are mandated to volunteer and those that volunteer through goodwill. You have indicated that you fall into one of these categories with the Student Community Service Office during the Fall 2014 semester.

My research consists of a survey that is about 15 minutes in length. There are no foreseeable risks in your participation in this study. Your participation in this study is completely voluntary. If at any point during the survey you don't feel comfortable answering a question you can stop taking the survey or skip that particular question. Please click here to access the survey: [http://eiu.co1.qualtrics.com/SE/?SID=SV\\_eycQniOwXJFqKUD](http://eiu.co1.qualtrics.com/SE/?SID=SV_eycQniOwXJFqKUD)

Your survey results will help the Student Community Service Office at {redacted} best meet the needs of its student volunteers, which will help Student Community Service make a larger impact to the local community as a whole. In addition, the office will better be able to understand the motivations of two volunteer populations (mandated and altruistic).

All responses that you give to the survey will be completely confidential. There will be nothing to link your survey responses back to you. This also means that once you start the survey you have given consent to use the survey. Once the survey is completed there will be no way for me to delete you data because there will no way to identify it.

Data will be stored online with the Qualtrics survey program. The data will be password protected through my log-in information. I can assure you that your results will be handled with extreme care: The only time that they may leave the online database will be on a password protected flashdrive. In addition, my thesis supervisor and I will be the only ones who will individual survey results.

If you have any additional questions for the researchers, here is my own contact information and that of my research advisor.

### **Principal Researcher**

Tyler Kalahar

Daytime Phone: {redacted}

E-mail: {redacted}

**Research Advisor**

Dr. Dena Kniess

Daytime Phone: {redacted}

E-mail: {redacted}

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

{Redacted}

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with {redacted}. The IRB has reviewed and approved this study.

Thank you for your time! Again, please click here to access the survey.

(Please click here to opt out of any future e-mails from this address.)

## Appendix D

### IRB Certification of Exemption - Kalahar, #14-088

May 19, 2014

Tyler Kalahar

Counseling and Student Development

Thank you for submitting the research protocol titled, "Differences Between Mandated and Altruistic Volunteers Motivational Factors" for review by the {Redacted} Institutional Review Board (IRB). The IRB has reviewed this research protocol and effective 5/19/2014, has certified this protocol meets the federal regulations exemption criteria for human subjects research. The protocol has been given the IRBnumber 14-088. You are approved to proceed with your study.

The classification of this protocol as exempt is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at {Redacted}, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board

c/o Office of Research and Sponsored Programs

Telephone: {redacted}

Fax: {reacted}

Email: {redacted}

Thank you for your cooperation, and the best of success with your research.

{Redacted}, Chairperson

Institutional Review Board

Telephone: {Redacted}

Email: {Redacted}