

William N. Whitt. Age-Related Differences in Public Library Volunteers' Motivations for Volunteering. A Master's Paper for the M.S. in L.S degree. November, 2006. 43 pages. Advisor: Evelyn Daniel

This study employs a functional perspective in assessing the motives of volunteers for volunteering in public libraries. A 30-item survey instrument, the Volunteer Functions Inventory (VFI), was completed by 28 volunteers at three branches of the Wake County Public Library system to determine whether motivations varied according to age.

Although the intent of the study was to compare three age groups of volunteers (under 20 years old, 20 to 55 years old, and over 55 years old), too few surveys were returned to allow such a comparison. The most surveys were returned from the oldest age group and results from this group are consistent with past research in that older volunteers tended to be motivated heavily by their values and far less so by career concerns. Suggestions for improving future research with public library volunteers are given along with information on how to improve volunteer outreach and recruitment.

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AGE-RELATED DIFFERENCES IN PUBLIC LIBRARY VOLUNTEERS'
MOTIVATIONS FOR VOLUNTEERING

by
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Acknowledgments

This is the section of my paper that I've looked most forward to writing. Not because it signifies a completed paper (although that's nice, too), but because there are so many people deserving of so much thanks. This paper is a cumulative product: it's the result of a lot of good advice and assistance that I've tried to make the most of. Although some people prognosticate the demise of libraries, I hope that's never the case. Sure, we'd miss the books, the quiet spaces, and that venerable civic institution—but most importantly, we'd lose some of the finest and most helpful individuals I've had the privilege of coming across.

Dr. Evelyn Daniel agreed to supervise this paper, kept me on track for completing it, and provided encouragement when I thought it might never get off the ground.

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Introduction

Volunteers, defined as people who perform “long-term, planned, prosocial behaviors that benefit strangers and usually occur in an organizational setting” serve an important and active role in public libraries through a variety of tasks and functions (Penner, 2002, p. 447). Although the National Center for Education Statistics does not present any data about the overall use of volunteers in American public libraries in their most recent edition of *Public Libraries in the United States*, other publications indicate that volunteers have a significant presence in libraries. An article in *Florida Libraries* reports that 50,000 people volunteer each year in Florida public libraries (2000, p.18). The same article, drawing on a survey performed by the State Library of Florida, reports that volunteers contribute a combined 29,000 hours of labor per year with a value of over \$1.5 million (estimated at \$10 per hour). In addition to the obvious fiscal savings, volunteer programs can serve as a public relations strategy to publicize and illustrate how the library is involved in a community (Manning, 1996).

The public library system of Wake County, North Carolina reports similar savings in its use of volunteers. The Wake County Public Library (WCPL) System’s *Business Plan FY06-FY06* reports that “volunteers contribute the equivalent of 19 full-time staff members” within the library system (Wake County Community Services Department, 2005, p.14). The enduring value of volunteers is further echoed

in the WCPL's long-term plan for library services in the 21st century. Volunteers are seen as a "cornerstone for operating the Wake County Public Library System" and have grown in importance over time to a point that operating a library system of the county's size without volunteers is deemed implausible (Wake County Public Library Advisory Commission, 2002, p.70). That long-term plan notes that volunteers save the library an estimated \$350,000 annually while they also raise \$59,000 for the library system through staffing and sorting materials for the library system's annual book sale.

These specific regional examples hint at the fiscal value and importance of volunteers, but the phenomenon of volunteers within libraries is by no means limited regionally or even nationally. Canadian libraries have a strong tradition of utilizing volunteers in libraries (examples of which will be found in the literature review to follow). Public libraries in the United Kingdom have been aggressively encouraged by the government to increase their use of volunteers, and many British libraries use volunteers (Cookman & Streatfield, 2001; Gale, 1999; Jervis, 2000).

Cookman and Streatfield (2001) also hint at a universal challenge of using volunteers: "many organisations are competing for the same pool of volunteers, so it is important that libraries find a unique hook to attract people with the range of skills required (2001, p. 108). Furthermore, libraries are competing against not only other organizations for volunteers' time but against the hectic personal and career schedules of volunteers themselves. Myriad books and articles decry the loss of leisure time at the expense of increased hours at work. Yet even as this happens, community service remains valued as an important and respected societal contribution. Recent national statistics show that about a quarter of women and a third of men in the United States

perform voluntary service each year (U.S. Bureau of Labor Statistics, 2004). In this marketplace for a person's available volunteer hours, libraries can use research on the phenomenon of volunteerism to determine (a) what kinds of people are interested in volunteering at libraries, (b) how different people choose to volunteer for different reasons, and (c) how to tailor recruitment messages to appeal to the motivations of potential volunteers.

Volunteers in libraries come from an enormous variety of backgrounds and volunteer for an assortment of reasons. Many people volunteer in libraries as part of court-ordered restitution and libraries have systems in place to deal with record-keeping and issues related to these volunteers (see Driggers & Dumas, 2002, for more detailed information). One of the most well-known volunteer organizations connected to libraries are Friends of the Library groups, composed of citizens "who value the service of libraries and volunteer to help them" (Friends of Libraries U.S.A, 2006). These organizations vary in the what they provide for the library they are connected to, but they are generally tax-exempt organizations that often help raise funds for libraries and special library programs, assist libraries with special programming, and serve as "connecting links" between a community and its library (Friends of Libraries U.S.A, 2006).

One variable that may be seen to have a significant effect on differences in motivation for library volunteers is age. Although other variables like ethnicity and socioeconomic status may play an important part in determining the motivation of volunteers, age is one of the most salient differences seen in public library volunteers. Traditionally, library volunteers have been drawn heavily from two age groups—teenagers and seniors. Considering that these volunteers are at vastly different points in

life, it would follow that they would have different priorities in life and these different priorities would lead to different motivations for volunteering. Age has been shown to make a significant difference in the motivation to volunteer in a number of settings, ranging from animal shelters and homeless shelters (Ferrari, Loftus, & Pesek, 1999) to Habitat for Humanity chapters (Okun & Schultz, 2003). Such differences, especially when considered in tandem with the fact that age can make a difference in the roles performed by volunteers (Black & Kovacs, 1999), lead to age being deserving of investigation into the difference it makes in motivation in a public library setting.

Using the theoretical framework of a functional perspective on volunteer motivation combined with socioemotional selectivity theory (where priorities are re-evaluated along the life-cycle), age is posited in this paper as an important factor for volunteers and the libraries benefiting from their service. The research question at hand is if people in different age groups have different motivational priorities for volunteering in public libraries. General patterns of motivational importance within age groups can guide libraries toward more efficient recruitment and utilization of volunteers. This is very important when considering that volunteers who are not utilized tend to volunteer less in the future (Sampson, 2006) and that volunteers who are more satisfied with their work tend to remain as active volunteers for longer periods of time (Omoto & Snyder, 1995).

Literature Review

Research on the Use of Volunteers in Libraries

Library literature regarding library volunteers consists largely of articles listing examples of individual library volunteer programs (e.g., Freund, 2005) or how-to-do-it manuals (e.g., Driggers & Dumas, 2002; Reed, 1994). While these are obviously of great use to librarians looking to implement volunteer programs, their utility to researchers looking at volunteerism from the volunteer's perspective within libraries is limited. Few research-based articles dealing with volunteers in libraries exist. Articles tend to focus on the prevalence of volunteer use within libraries and the attitudes of librarians toward the use of volunteers. For the librarians, these articles help answer practical, important, and simple questions: "Should I use volunteers in my library and how are they used elsewhere?"

Roy's (1988) pilot study of volunteers in public libraries surveyed the attitudes of library directors toward the use of volunteers and gauged the extent to which volunteers were used in Illinois public libraries. Volunteers were found to be prevalent in public libraries (75% of 51 libraries responding were using volunteers or planned to use volunteers) and these volunteers helped perform clerical tasks, outreach services, fundraising, collection maintenance, and functional tasks like book-repair and reference service. In general, library directors endorsed the use of volunteers within structured volunteer programs as a supplement to paid staff.

In the more traditionally unionized Canadian and British library settings, both Gale (1999) and Curry (1996) found through surveys that the potential use of volunteers was a significant labor relation issue. Curry, in a study of libraries in British Columbia,

found that volunteers were most commonly used in libraries without unionized staffs and in less populated areas. Additionally, the range of tasks performed by volunteers varied based on the demographics of the area surrounding the library. In areas with larger populations, the tasks performed by volunteers were largely clerical and analogous to those described by Roy. In smaller areas, however, volunteers tended to perform a larger variety of tasks, including reference work and story-telling for children. Gale's survey of libraries in metropolitan London found that volunteers were commonly used. She found that increased community involvement and the ability to accomplish projects that could not otherwise have been done were major advantages for using volunteers. The common disadvantages cited by surveyed libraries, aside from potential union disputes, were the possibility of staff resistance and the additional work necessary in support, recruiting, and administration for success with a volunteer program.

Following the pattern of studies looking from the library's perspective toward volunteers, McDiarmid and Auster (2005) looked at the attitudes of librarians and administrators toward volunteers in hospital libraries. Results paralleled those of other researchers in that a majority of libraries responding to a self-report survey used volunteers. The most cited reason for librarians not choosing to use volunteers was a limited amount of staff time to supervise volunteers. Limited staff time may prohibit librarians from constructing the kinds of structured volunteer programs that Roy (1988) found were needed for using volunteers successfully and effectively. McDiarmid and Auster also found that librarians who did not think that their libraries had adequate staffing tended to use volunteers.

These articles demonstrate the emphasis within library literature on the position of volunteers as an operating component of library functioning. But the perspective of the volunteer—why a volunteer would choose to invest his/her free time with the library instead of another organization—has been ignored. Such an analysis can help librarians in determining recruitment strategies, as has been done in other non-profit organizations (Clary, Snyder, & Ridge, 1992; Clary et al., 1998).

Motivation to Volunteer from the Functional Perspective

On a given Saturday morning, in communities across the United States, volunteers are gathering somewhere to help build a house with Habitat for Humanity. The assortment of volunteers gathered and their various reasons for volunteering can serve as an example of what is meant by motivation to volunteer in the functional perspective. Although the volunteers are all participating in a similar activity, they have different reasons for participating. A carpentry apprentice could be there to help improve the skills pertinent to a future career. A college student may be volunteering because friends from a school are doing it and he/she wants to be with the group. Another person may feel obligated to improve the life of someone else because he/she feels so fortunate in life. The motivations are not mutually exclusive; a person may choose to volunteer for a variety of reasons. Some reasons, however, may have overarching importance for the individual. So while all of the people in the example may be doing the same activity on Saturday morning, like framing a house or applying vinyl siding, they are doing it to meet different psychological needs and goals.

A functional perspective toward motivation to volunteer is chiefly concerned with the “why” of volunteerism. Following the lead of Clary et al. (1988), the “central tenet of

functional theorizing is that people can and do perform the same actions in the service of different psychological functions” (1517). Clary and colleagues have established a six-factor model using the functional perspective to describe motivation to volunteer. In the above example, the person gaining carpentry skill for future work is seen to be satisfying the *career* function. The student volunteering with fellow students is seen as satisfying the *social* function, with the final person satisfying the *protective* function. These functions, along with the three remaining ones from the model of Clary and colleagues will be described later in the paper.

A substantial body of literature exists regarding theories of volunteer motivation and the measurement of volunteer motivation. A one-dimensional model of volunteer motivation has been proposed by Cnaan and Goldberg-Clen (1991) where volunteers are motivated by an overall “rewarding experience” (p. 281). The Motivation to Volunteer Scale (MVS) they propose measures motivation with a 22-item scale. Latting (1990), following work with the differences among volunteers, volunteer motivation into two factors: *altruism* and *egoistic*.

A more robust instrument for measuring volunteer motivation is the Volunteer Functions Inventory (VFI) developed by Clary and colleagues (Clary et al., 1998). The six factors of the VFI are *values*, *understanding*, *social*, *career*, *protective*, and *enhancement*. Each factor is measured by five items of a 30-question, self-report survey instrument. Factor analysis validates the six factor model of the VFI (Clary et al; Okun, Barr, and Herzog, 1998), and the reliability of the VFI has been established through test and re-test consistency among diverse samples (Clary et al.). The six factors in the VFI are *values* (where volunteering expresses a person’s concern for helping others),

understanding (where volunteering is a chance to have new learning experiences), *social* (where volunteering deals with relationships with other people), *career* (where volunteering leads to acquisition of new career skills), *protective* (where volunteering helps one escape negative feelings, assuage guilt over feeling fortunate, or forget personal troubles), and *enhancement* (where volunteering helps boost a person's self-worth).

Allison, Okun, and Dutridge (2002) compare the VFI to an open-ended probe and found three more motives for volunteering: *enjoyment*, *religiosity* (which they cite as having overlap with the values function of the VFI), and *team building*. One could also argue that the team-building motive could be encompassed by a combination of understanding and possibly career from the VFI. Regardless of the overlap between motives from the VFI and those found by Allison and colleagues, the open-ended probe reveals more nuanced aspects of motivation and the tendency of motivations to overlap and interact. In the open-ended probe, volunteers “presumably are providing an explanation that justifies serving as a volunteer,” which contrasts the functional perspective with the symbolic perspective, where motives are seen as justifications for actions (Allison, Okun, & Dutridge, 2002, p.45).

The Significance of Age in Volunteering

People of all ages are engaged in volunteer activity. According to the U.S. Bureau of Labor Statistics (2005), the age group most likely to engage in volunteer service consists of those from age 35 to 44. Of this group, 34.5% of people engaged in volunteer service annually. This percentage is very similar to participation rates of people between 35 and 44 years old (34.5%) and teenagers (30.4%). Although people age 65 and older

had a lower frequency of volunteering (24.8%), they have the highest rate of volunteer hours annually (96 on average).

Okun and Schultz (2003) use socioemotional selectivity theory to account for differences in the motivation to volunteer in different age groups. Socioemotional selectivity theory posits that as people age, they shift the priority of their social goals. When teenagers are beginning to think about their resumes and the potential direction of their worklife, seniors are often transitioning to a period of a reduced workload, a transition with possible associations to volunteerism and less emphasis on career (Herzog & Morgan, 1993).

In light of this, Okun and Schultz, predict that career and understanding motives would be inversely correlated with age, and that values and social motives would be positively correlated with age. This stands in contrast to other studies that show motives for volunteers remaining similar across age groups (Black & Jirovic, 1999; Black & Kovacs, 1999). Okun and Schultz did find the hypothesized relationship between a person's age and their score on the VFI for career, understanding, and social motives in their study of a Habitat for Humanity affiliate. Age, however, did not serve as a factor in enhancement, protective, or values motivation.

The existence of such variables in the lives of volunteers encourages research. The question of whether volunteers vary in their motivations because of age is important to libraries because of the significant differences between age groups. Teenagers often make decisions about their volunteering based on the decisions of their peers and family (McLellan & Youniss, 2003). Former long-time library employees attest to the satisfaction and supplemental income they find in working reduced part-time hours upon

retirement (Hill, 2004) and as stated earlier, this situation can lead to volunteering (Herzog & Morgan, 1993). Other former library employees find similar satisfaction in providing their expertise on a voluntary basis, assisting with managerial functions in a variety of library settings both in and out of their local community (Grey, 2004).

Shmotkin, Blumstein, and Modan (2003) find that even when other factors are accounted for, volunteering has unique health and well-being effects of seniors over 70.

Volunteering also gives seniors “a sense of autonomy and self-worth” and “improves both the lives of older adults and society at large” (Narushima, 582, p. 582).

Braun (2001) suggests that teens can provide successful voluntary training in technology to other library users. Teens who are taught how to use technology—and then subsequently taught how to teach others to use the same technology—gain a valuable skill and their retention is improved by teaching others. Along with Braun, Hinds (2000) also provides suggestions on training teens and what can be expected from them as volunteers.

These articles hint at differing benefits and differing functions that volunteering plays for people of different ages. As such, it can be seen from the literature that age has been shown to make a difference in volunteer motivation. Age differences deserve inquiry into how they affect motivation within a library setting for volunteers.

Methodology

Organization

The study was conducted with volunteers from three branches of the Wake County Public Library System. The Wake County Public Library System serves a fast-growing county with a population of 730,138 (U.S. Census Bureau, 2006) that includes the state's capital, Raleigh. The library system is unique in that it is not anchored by a large central downtown library. Instead, the system employs a three-tiered system of libraries: regional libraries, community libraries, and specialized facilities (Wake County Community Services Department, 2005). The regional libraries, of which there are six, are designed to serve 50,000 to 200,000 people (Wake County Community Services Department). These are supplemented by the community libraries (10), which are designed for smaller collections than the regional libraries, and specialized facilities (bookmobile services, a history center, and an electronic information center).

Sample

Three branches of the WCPL were selected as sites for the study—the Cary Public Library (CRY), the Eva Perry Regional Library (EVA), and North Regional Library (NOR). Unlike North and Eva Perry, the Cary Public Library is not one of the six regional libraries in the WCPL, but it is consistently among the system's busiest in terms of circulation. These libraries were chosen because they all use volunteers and they serve demographically similar areas (see Table 1). The similar demographics help minimize the effects of intervening variables.

All participating libraries use two major categories of volunteers: those who are performing volunteer service as part of court-ordered service and those who are not. Since the reason for court-ordered volunteers performing library service is ostensibly to fulfill a legal mandate, these volunteers were excluded because the major motive for their service has been determined.

TABLE 1: DEMOGRAPHICS OF ZIP CODES WHERE LIBRARIES ARE LOCATED

Library	Total Pop.	White%	Black%	Asian%	Median Age	Median Household Income	Over 65 yrs %
CRY (27511)	45,130	84.2	5.9	5.6	36.3	68,382	8.2
EVA (27502)	44,147	83.4	9.4	4.2	33.2	71,885	4.4
NOR (27615)	40,424	83.7	9.7	3.7	37.0	71,166	8.3

Note: Data from U.S. Census Bureau, 2006

Procedure

The Volunteer Functions Inventory (VFI), with the addition a request for the participant's age (see Appendix A for a copy of the questionnaire used and the scoring system for it), was completed by library volunteers at the selected branches of the WCPL. Respondents were placed into three groups to be analyzed for differences in motivation to volunteer:

1. Under 20 years old
2. 20 to 55 years old
3. Over 55.

The survey instrument consisted of 30 items, each of which could be answered in terms of relative importance on a 7-point Likert-type scale. Although the VFI has been used by researchers to examine the motives for volunteering in many populations, including medical students (Fletcher & Major, 2004; Switzer, Switzer, Stukas, & Baker, 1999), legally appointed guardians (Athlene, 2005), and Habitat for Humanity volunteers (Okun & Schultz, 2003), it has not to date been used with public library volunteers. The VFI has been shown to have both strong validity and reliability (Clary et al, 1998). Pilot testing by the researcher showed that the survey normally takes no longer than ten minutes to complete.

Advertisements (see Appendix B) were distributed within the libraries, and these advertisements requested the participation of volunteers. Library employees also helped recruit participants through dissemination of information and information about the study was provided. Volunteers were told by staff members that a graduate student was conducting research about library volunteers and they were invited to take part in the completely optional survey. Following UNC-Chapel Hill Institutional Review Board (IRB) policy, an assent form for minors was required for minors to participate along with a required consent form for their parents (see Appendix C and D). Consent was verified by a unique number given on the questionnaire, parental consent form, and minor assent form. For adults, a fact sheet (see Appendix E) explained the voluntary nature of participation. Complied consent was specified to exist if they returned a completed survey.

Packets containing the VFI, information about the study, consent forms, and parental consent forms for minors were prepared and distributed to librarians. Separate

packets were made for minors, and librarians were asked to give these special packets to minors where the volunteer said they were under 18 years old. A total of 20 survey packets for adults and 10 survey packets for minors were given to each of the three libraries.

Volunteers interested in the study were told to ask librarians for information, which was supplied by the researcher in paper form (see Appendix F).. The survey was open for approximately 25 days from mid October 2006 until early November 2006. Completed surveys, assent forms, and consent forms were deposited into locked drop-boxes at each location.

Results

Of the 60 total survey packets distributed, 28 questionnaires were returned, yielding a response rate of 47 percent. From these, seven questionnaires were not included in results for analysis because of incomplete data and or because they were completed by participants who identified themselves as minors but did not have accompanying parental consent forms.

For the age group of volunteers over 55 years old, 14 surveys were returned. For the age group of volunteers between 20 and 55 years old, seven surveys were returned. Unfortunately, no data from the under 20 years old group could be used because of a lack of parental consent form being returned; no volunteer gave their age as being between 18 and 20 years old.

Because of a lack of data, it was not feasible to perform inferential statistical tests among groups. This fact alone is pertinent as it shows that research with volunteers, especially those who are minors, can be a tricky endeavor. One youth adult services librarian said that while his library gets a great deal of teen volunteers, many of them volunteer in a one-time only situation. Considering this, a better research approach might be to talk to librarians to get a list of frequent volunteers and employ a qualitative design, such using an interview or a case study, to get insight into motivations for volunteering. Also, the parental consent process may have been a hassle for youth volunteers who are undoubtedly busy. In short, a more simple process would likely improve the response rate in the younger age group.

Results from the other age groups, again because of small sample size, have to be taken cautiously. For conclusive inferences to be drawn, a larger sample would be necessary. As such, the results here are more suggestive than authoritative.

In light of this, similarities can be seen between the results of the small sample of older volunteers (mean age = 70) in this study and other studies of motivation to volunteer with older adults. The results here can be seen to parallel those in studies of older volunteers. Clary et al. (1988) surveyed older volunteers (mean age = 70 years old) in a community hospital in Indiana. In both that study and this one, *values* and *enhancement* were most important to the motivation of volunteers. Similarly, Okun, Barr, and Herzog (1998) studied two samples of volunteers: (a) older volunteers (minimum age = 50) at health care facilities operated by Scottsdale Memorial Health System Incorporated (SMSHI) and (b) older volunteers (minimum age = 50 years old) involved in the Maricopa County, Arizona, chapter of the Retired Senior Volunteer Program (RSVP). RSVP matches volunteers with programs needing volunteers. In both their samples, *values* and *enhancement* had the highest priority with *career* being the least important.

TABLE 2: DESCRIPTIVE STATISTICS FOR OVER 55 GROUP COMPARED TO OTHER VFI STUDIES USING OLDER VOLUNTEERS

Scale	Whitt, 2006 Over 55 years old group (N=14)		Clary et al., 1998 (N=61)		Okun, Barr, & Herzog, 1998 (SMHSI, N=409)		Okun, Barr, & Herzog, 1998 (RSVP, N=372)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Values	4.77	1.50	6.04	0.86	5.44	1.32	5.67	1.39
Enhancement	3.51	1.42	4.98	1.22	4.55	1.48	4.66	1.64
Protective	3.35	1.91	3.92	1.66	3.13	1.56	3.53	1.61
Understanding	3.15	1.49	4.36	1.46	4.35	1.55	4.61	1.65
Social	2.68	1.81	3.90	1.78	2.92	1.44	3.32	1.05
Career	1.05	0.17	1.42	0.98	1.36	0.79	1.48	1.11

Two potential biases were present in the study: *self-deceptive positivity response* where self-reports are honest but overly positive (Paulhus, 1984), and *impression management response bias*, where respondents try to appear favorable to an audience. Although intervening variables like socioeconomic status or ethnicity could be somewhat controlled by drawing from similar libraries, these biases could not be controlled for and results had to be considered with these biases in mind.

One aim of the study was to gauge what kind of response a survey given to library volunteers would receive. In past library studies dealing with volunteers, it is the librarians and not the volunteers who are surveyed. Although librarian surveys yield high response rates, if this study is an indicator, it is much more difficult to get the library's volunteers to participate.

A major priority of looking into the motivation to volunteer is to help libraries understand better why their volunteers choose to donate their services to a library. This can help libraries segment their volunteer population and shape recruiting messages to specific groups. While Callow (2004) acknowledges that it might be unrealistic for libraries to develop separate campaigns for each target market, he suggests that organizations first identify their most important market. The research of this paper suggests that altruistic, value-based tasks could be targeted to older volunteers. Regardless, libraries should keep in mind that volunteers contribute service for different reasons and that motivation is an important aspect of the volunteer process.

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Appendix A: Volunteer Functions Inventory(VFI) Questionnaire and Scoring Formula

VOLUNTEERISM QUESTIONNAIRE

Reasons for Volunteering

Using the 7-point scale below, please indicate how important or accurate each of the following possible reasons for volunteering is for you in doing volunteer work at this organization. Record your answer in the space next to each item.

<u>Rating</u>	not at all important/ accurate for you	1	2	3	4	5	6	7	extremely important/ accurate for you
___	1.								Volunteering can help me get my foot in the door at a place where I'd like to work
___	2.								My friends volunteer.
___	3.								I am concerned about those less fortunate than myself.
___	4.								People I'm close to want me to volunteer.
___	5.								Volunteering makes me feel important
___	6.								People I know share an interest in community service.
___	7.								No matter how bad I've been feeling, volunteering helps me to forget about it.
___	8.								I am genuinely concerned about the particular group I am serving.
___	9.								By volunteering, I feel less lonely.
___	10.								I can make new contacts that might help my business career.
___	11.								Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
___	12.								I can learn more about the cause for which I am working.
___	13.								Volunteering increases my self-esteem.
___	14.								Volunteering allows me to gain a new perspective on things.
___	15.								Volunteering allows me to explore different career options.
___	16.								I feel compassion toward people in need.
___	17.								Others with whom I am close place a high value on community service.
___	18.								Volunteering lets me learn through direct "hands on" experience.
___	19.								I feel it is important to help others.
___	20.								Volunteering helps me work through my own personal problems.
___	21.								Volunteering will help me succeed in my chosen profession.
___	22.								I can do something for a cause that is important to me.

- ___ 23. Volunteering is an important activity to the people I know best.
- ___ 24. Volunteering is a good escape from my own troubles.
- ___ 25. I can learn how to deal with a variety of people.
- ___ 26. Volunteering makes me feel needed.
- ___ 27. Volunteering makes me feel better about myself.
- ___ 28. Volunteering experience will look good on my resume.
- ___ 29. Volunteering is a way to make new friends.
- ___ 30. I can explore my own strengths.

Demographic Information

What is your age _____

Appendix B: Recruitment Ad

Library volunteers: Help us learn more about you

A researcher at the University of North Carolina at Chapel Hill wants to learn more about why people choose to volunteer at public libraries.

You may be able to take part in this research study if:

- You have volunteered or are volunteering at this public library,
- AND you are not performing your volunteer service as part of a court-mandated service program.

If you take part in this study you will answer a brief questionnaire about your reasons for deciding to volunteer at this public library.

The survey will take about 5 minutes to complete.

***To take part in this study or for more information, contact a
library staff member or
Nathan Whitt at
(919) 401-9590***

The principal investigator is Nathan Whitt, a graduate student in the School of Information and Library Science at the University of North Carolina at Chapel Hill.

Taking part in the study is voluntary.

Appendix C: Assent for Minor Participants



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Student Research Project
School of Information and Library Science
Phone# (919) 962-8366
Fax# (919) 962-8071

The University of North Carolina at Chapel Hill
CB# 3360, 100 Manning Hall
Chapel Hill, N.C. 27599-3360
info@ils.unc.edu

IRB Study #06-0508

Assent Form Version Date: 10/5/2006

Minor Assent Form

Title of Study: Age-Related Differences in Public Library Volunteers' Motivations for Volunteering

Person in charge of study: William Nathan Whitt

Where they work at UNC-Chapel Hill: School of Information and Library Science

Study contact phone number: 919-401-9590

Study contact Email Address: wnwhitt@email.unc.edu

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your parent, or guardian, needs to give permission for you to be in this study. You do not have to be in this study if you don't want to, even if your parent has already given permission. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this assent form. You should ask the researchers named above, or staff members who may assist them, any questions you have about this study at

any time.

What is the purpose of this study?

The reason for doing this research is to help people understand why different people decide to volunteer at the library. This can help libraries decide how to make work fun for volunteers and how they can recruit new volunteers. You are being asked to participate because you are volunteering at the library.

How many people will take part in this study?

If you decide to be in this study, you will be one of approximately 90 people in this research study.

How long will your part in this study last?

Your participation in this study will involve completing a questionnaire which should take approximately 5 minutes to complete. There is no follow-up or future commitment.

What will happen if you take part in the study?

You will be asked to complete a questionnaire regarding your reasons for volunteering in a public library. You may choose not to answer any question you wish, and you may stop participating in the study at any time.

What are the possible benefits from being in this study?

Research is designed to benefit society by gaining new knowledge. You may not benefit personally from being in this research study.

What are the possible risks or discomforts involved from being in this study?

There are no known risks in this study.

How will your privacy be protected?

When you receive your questionnaire, a red number will be written in the corner. That is the same number written on this form. The same number will be on the form that your parents will be asked to sign to allow you to participating in the study. The reason for that number is to ensure that all questionnaires have an accompanying form of consent.

Completed questionnaires and consent forms will be deposited into a locked drop box for which only the researcher has a key. At the conclusion of the study, all paper forms will be destroyed.

The researcher will know your identity in order to guarantee that parental consent has taken place, but personal information will be kept confidential.

Participants will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some

cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies for purposes such as quality control or safety.

Will you receive anything for being in this study?

You will not receive anything for taking part in this study.

What if you have questions about this study?

You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

What if you have questions about your rights as a research participant?

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

-

Participant's Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

Your signature if you agree to be in the study

Date

Printed name if you agree to be in the study

Appendix D: Parental Consent Form for Minor Participants



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Student Research Project
School of Information and Library Science
Phone# (919) 962-8366
Fax# (919) 962-8071

The University of North Carolina at Chapel Hill
CB# 3360, 100 Manning Hall
Chapel Hill, N.C. 27599-3360
info@ils.unc.edu

IRB Study #06-0508

Consent Form Version Date: 10/5/2006

Parental Permission for a Minor to Participate in a Research Study

Title of Study: Age-Related Differences in Public Library Volunteers' Motivations for Volunteering

Principal Investigator: William Nathan Whitt

Email Address: wnwhitt@email.unc.edu

Contact telephone number: 919-401-9590

Faculty Advisor: Dr. Evelyn Daniel

What are some general things you should know about research studies?

You are being asked to allow your child to take part in a research study. To join the study is voluntary. You may refuse to give permission, or you may withdraw your permission for your child to be in the study, for any reason. Even if you give your permission, your child can decide not to be in the study or to leave the study early.

Research studies are designed to obtain new knowledge. This new information may help people in the future. Your child may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you and your child can make an informed choice about being in this research study.

You will be given a copy of this permission form. You and your child should ask the researchers named above, or staff members who may assist them, any questions you have about this study at any time.

What is the purpose of this study?

The purpose of this research study is to learn why volunteers choose to volunteer at public libraries and to understand what they get out of volunteering.

Your child is being asked to be in the study because of they have volunteered at a public library.

How many people will take part in this study?

If your child is in this study, your child will be one of approximately 90 people in this research study.

How long will your child's part in this study last?

Your child's participation in this study will involve completing a questionnaire which should take approximately 5 minutes to complete. There is no follow-up or future commitment.

What will happen if your child takes part in the study?

Your child will be asked to complete a questionnaire regarding their reasons for volunteering in a public library. Your child may choose not to answer any question they wish, and they may stop participating in the study at any time.

What are the possible benefits from being in this study?

Research is designed to benefit society by gaining new knowledge. Your child may not benefit personally from being in this research study.

What are the possible risks or discomforts involved from being in this study?

There are no known risks in this study.

How will your child's privacy be protected?

When your child receives his/her questionnaire, a red number will be written in the corner. That is the same number written on this form. The same number will be on the form he/she will be asked to sign to agree to participate in the study. The reason for that number is to ensure that all questionnaires have an accompanying form of consent. The researcher will know the identity of minor participants in order to guarantee that parental consent has taken place, but personal information will be kept confidential.

Completed questionnaires and consent forms will be deposited into a locked drop box for which only the researcher has a key. At the conclusion of the study, all paper forms will be destroyed.

Participants will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the

University, research sponsors, or government agencies for purposes such as quality control or safety.

Will your child receive anything for being in this study?

Your child will not receive anything for taking part in this study.

Will it cost you anything for your child to be in this study?

There will be no costs for being in the study

What if you are a UNC student?

You may choose not to give permission for your child to be in the study or to stop being in the study before it is over at any time. This will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if your child takes part in this research.

What if you are a UNC employee?

Your child's taking part in this research is not a part of your University duties, and refusing to give permission will not affect your job. You will not be offered or receive any special job-related consideration if your child takes part in this research.

What if you or your child has questions about this study?

You and your child have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

What if you or your child has questions about your child's rights as a research participant?

All research on human volunteers is reviewed by a committee that works to protect your child's rights and welfare. If you or your child has questions or concerns about your child's rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Parent's Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily give permission to allow my child to participate in this research study.

Printed Name of Research Participant (Child)

Signature of Parent

Date

Printed Name of Parent

Appendix E: Consent Form for Adult Participants



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Student Research Project
School of Information and Library Science
Phone# (919) 962-8366
Fax# (919) 962-8071

The University of North Carolina at Chapel Hill
CB# 3360, 100 Manning Hall
Chapel Hill, N.C. 27599-3360
info@ils.unc.edu

IRB Study #06-0508

Consent Form Version Date: 10/5/2006

Parental Permission for a Minor to Participate in a Research Study

Title of Study: Age-Related Differences in Public Library Volunteers' Motivations for Volunteering

Principal Investigator: William Nathan Whitt

Email Address: wnwhitt@email.unc.edu

Contact telephone number: 919-401-9590

Faculty Advisor: Dr. Evelyn Daniel

What are some general things you should know about research studies?

You are being asked to allow your child to take part in a research study. To join the study is voluntary. You may refuse to give permission, or you may withdraw your permission for your child to be in the study, for any reason. Even if you give your permission, your child can decide not to be in the study or to leave the study early.

Research studies are designed to obtain new knowledge. This new information may help people in the future. Your child may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you and your child can make an informed choice about being in this research study.

You will be given a copy of this permission form. You and your child should ask the researchers named above, or staff members who may assist them, any questions you have about this study at any time.

What is the purpose of this study?

The purpose of this research study is to learn why volunteers choose to volunteer at public libraries and to understand what they get out of volunteering.

Your child is being asked to be in the study because of they have volunteered at a public library.

How many people will take part in this study?

If your child is in this study, your child will be one of approximately 90 people in this research study.

How long will your child's part in this study last?

Your child's participation in this study will involve completing a questionnaire which should take approximately 5 minutes to complete. There is no follow-up or future commitment.

What will happen if your child takes part in the study?

Your child will be asked to complete a questionnaire regarding their reasons for volunteering in a public library. Your child may choose not to answer any question they wish, and they may stop participating in the study at any time.

What are the possible benefits from being in this study?

Research is designed to benefit society by gaining new knowledge. Your child may not benefit personally from being in this research study.

What are the possible risks or discomforts involved from being in this study?

There are no known risks in this study.

How will your child's privacy be protected?

When your child receives his/her questionnaire, a red number will be written in the corner. That is the same number written on this form. The same number will be on the form he/she will be asked to sign to agree to participate in the study. The reason for that number is to ensure that all questionnaires have an accompanying form of consent. The researcher will know the identity of minor participants in order to guarantee that parental consent has taken place, but personal information will be kept confidential.

Completed questionnaires and consent forms will be deposited into a locked drop box for which only the researcher has a key. At the conclusion of the study, all paper forms will be destroyed.

Participants will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the

University, research sponsors, or government agencies for purposes such as quality control or safety.

Will your child receive anything for being in this study?

Your child will not receive anything for taking part in this study.

Will it cost you anything for your child to be in this study?

There will be no costs for being in the study

What if you are a UNC student?

You may choose not to give permission for your child to be in the study or to stop being in the study before it is over at any time. This will not affect your class standing or grades at UNC-Chapel Hill. You will not be offered or receive any special consideration if your child takes part in this research.

What if you are a UNC employee?

Your child's taking part in this research is not a part of your University duties, and refusing to give permission will not affect your job. You will not be offered or receive any special job-related consideration if your child takes part in this research.

What if you or your child has questions about this study?

You and your child have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

What if you or your child has questions about your child's rights as a research participant?

All research on human volunteers is reviewed by a committee that works to protect your child's rights and welfare. If you or your child has questions or concerns about your child's rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

Parent's Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily give permission to allow my child to participate in this research study.

Printed Name of Research Participant (Child)

Signature of Parent

Date

Printed Name of Parent

Appendix F: Information About the Study for Potential Participants

ABOUT THE STUDY

A study is being performed by a graduate student from the School of Information and Library Science at UNC-Chapel Hill. The research study aims to understand why volunteers choose to volunteer at public libraries.

Volunteers eligible for the study are those who are not volunteering as part of a court-ordered volunteer service program. Volunteers of all ages are welcome to participate, but if you're under 18, you will need to fill out a form agreeing to participate and your parents will also need to fill out a form giving you permission to participate.

To participate, you will complete a short questionnaire which will take about **5 minutes**. Again, if you're under 18, you will need to sign a form saying that you agree to be in the study and your parents will also need to sign a form allowing you participate. You'll need to return those forms, along with the questionnaire, and deposit them in the locked drop-box.

Adults participating will be given a fact sheet about the study and a questionnaire. Adults need only read over the fact sheet and return their questionnaire if they choose to participate.

All forms will be destroyed after the study is over.

Your participation in this study is voluntary. If you have any additional questions concerning the research study, please call Nathan Whitt at (919) 401-9590. The study has been approved by the UNC-Chapel Hill Institutional Review Board (#06-0508).