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Effects of Perceived Costs and Rewards on Motivation and Retention of Rape Crisis Center Volunteers

Amanda Grissom
Western Kentucky University

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EFFECTS OF PERCEIVED COSTS AND REWARDS ON MOTIVATION
AND RETENTION OF RAPE CRISIS CENTER VOLUNTEERS

A Thesis

Presented to

the Faculty of the Department of Psychology

Western Kentucky University

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In Partial Fulfillment

of the Requirements for the Degree

Specialist in School Psychology

by

Amanda Le'Ann Grissom

August 2003
EFFECTS OF PERCEIVED COSTS AND REWARDS ON MOTIVATION
AND RETENTION OF RAPE CRISIS CENTER VOLUNTEERS

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Director of Thesis

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EFFECTS OF PERCEIVED COSTS AND REWARDS ON MOTIVATION AND RETENTION OF RAPE CRISIS CENTER VOLUNTEERS

Amanda Grissom August 2003 69 Pages

Directed by: Debra A. Crisp, Carl Myers, and Jacqueline Pope

Department of Psychology Western Kentucky University

Abstract

The purpose of this study was to obtain information that may assist Rape Crisis Center (RCC) volunteer coordinators and executive directors in the recruitment and retention of volunteers. The major hypotheses guiding this study are as follows: (a) the reasons that initially motivated volunteers to volunteer at the RCC will be the same as their reasons for why they are continuing to volunteer at the RCC and (b) volunteers at RCCs continue to volunteer because the perceived costs of volunteering do not exceed the perceived rewards of volunteering. Using a modified version of Black's (1989) questionnaire, respondents were asked to report on several aspects of their volunteer experience such as (a) reasons for volunteering and reasons for remaining a volunteer; (b) the importance of acceptance by other volunteers, staff, and clients; (c) level of satisfaction with their volunteer experience; (d) perceived costs and rewards of volunteering; and (e) demographic characteristics. In support of the first hypothesis, “to help persons in need” had the highest mean score for both the motivations for volunteering and the motivations for continuing to volunteer. Twelve out of the fourteen reasons that initially motivated volunteers to volunteer at the RCC were the same reasons for why they continue to volunteer at the RCC. Contrary to expectations of the second
hypothesis, an independent samples $t$ test revealed that length of volunteer service at the agency was not significantly affected by the perceived rewards and costs of volunteering. Rather, the decision to continue to volunteer at the program was tied to a desire to support issues of the women’s movement, a desire to stop the problem of rape, and due to a research interest. Limitations of the current study and directions for future research are also discussed.
CHAPTER 1

Introduction

A nonprofit organization is a group of people organized for purposes other than generating profit and wherein no part of the organization's income is distributed to its members, directors, or officers (Legal Information Institute, n.d.). Organizations of this kind include churches, public schools, public charities, public clinics and hospitals, political organizations, legal aid societies, volunteer services organizations, labor unions, professional associations, research institutes, museums, and some governmental agencies (Legal Information Institute, n.d.).

Nonprofit organizations rely heavily on volunteerism in order to operate effectively. "Volunteerism is recognizing that a need exists and responding to that need out of one's own initiative; it is not an act following a certain mandate dictated by an authority" (McGuckin, 1998, p. 1). One can be considered a volunteer if he or she freely gives of his or her time, service, energy, and money. McGuckin (1998) reported that "individual Americans donate more than $105 billion annually to charity; 22 million Americans give at least 5% of their income to charitable and community-based organizations" (p. 122). Furthermore, approximately 50% of Americans report volunteering their services to nonprofit organizations, and 25 million report volunteering five or more hours per week (a total of 20 billion hours per year). The types of
volunteerism vary as much as the need itself. Reading to children at a homeless shelter, donating money to a favorite charity, tutoring students, bringing food to those who are home bound, helping out at a child’s school, working with the local Special Olympics program, and working at a rape crisis center are all examples of volunteer activities.

According to the Legal Information Institute (n.d.), volunteers are individuals who engage in behavior of their own free will, and do not expect any compensation in return. However, this definition does not address why people decide to volunteer. Blau (1964) suggested the social exchange theory could explain volunteer motivation by the returns their voluntary actions are expected to bring, even though the manner of the return may not be material or previously decided upon. For instance, paid employees perform their jobs with the expectation that they will receive a paycheck at the end of the pay period from their employer, while volunteers are motivated by rewards that are not usually tangible (Blau, 1964). The rewards may include personal satisfaction, appreciation from peers, or receipt of class credit, yet it is understood by the volunteers that the rewards are not administered directly by the volunteer organization. For instance, some of the rewards (or exchanges) volunteers at Rape Crisis Centers received for their efforts included feelings of acceptance from staff, other volunteers and clients, and feelings of accomplishment and satisfaction from volunteering to help others (Black, 1989).

Rape and Sexual Assault

The magnitude of reported accounts of rape and attempted rape or sexual assaults in the U.S. is disquieting. According to the latest figures provided by the Kentucky Association of Sexual Assault Program (KASAP, 2002), 261,000 cases were reported in
2000. Of that number, 90,186 were victims of completed rape. It is estimated that 62.7 of every 100,000 females in the U.S. were victims of rape in 2000 (U.S. Department of Justice, 2001).

There were 1,107 incidences of rape reported in Kentucky for the year 1998 (KASAP, 2002), according to the most recent data. These numbers mean that one rape occurs every 7 hours and 55 minutes in Kentucky (KASAP). According to data compiled by the Rape Crisis and Prevention Center, Inc. (RCPC, n.d.), a local rape crisis center (RCC) that provides services to several counties in Kentucky, a standard victim profile does not exist:

1. Twenty-nine percent of rape victims are under 11 years of age.
2. Between 10-14% of all married women have been raped by their husbands.
3. In the commonwealth of Kentucky, the oldest victim of rape was 94 years old, and the youngest was just 48 days old.
4. One in three females and one in seven males are sexually assaulted before they reach the age of 18.

After a rape, or attempted rape, occurs, the victim is in a state of crisis. Symptomotology of crisis includes short-term anxiety and confusion to the extent that previously successful coping methods breakdown and ineffective decision-making and behaviors may take their place. In crisis, a victim may experience a sense of helplessness, shame, anger, doubt, and decreased self-esteem (Crowell & Burgess, 1996). The victim may also experience denial concerning the abuse or assault. Other consequences experienced by the victim may include physical symptoms such as chronic pelvic pain, premenstrual syndrome, gastrointestinal disorders, chronic headaches, chronic back pain,
and chronic facial pain. The psychological consequences of rape may include depression, suicidal ideation, suicide attempts, guilt, shame, anxiety, alcohol and drug abuse, and posttraumatic stress disorder (Crowell & Burgess, 1996). Furthermore, family and friends of survivors may be affected as well. For instance, female friends and family members of survivors become more fearful of becoming a victim of sexual assault themselves, and sexual dysfunction may affect relationships with intimate partners (Crowell & Burgess, 1996). In addition, significant others often feel anger towards the assailant, difficulty expressing feelings, frustration with the legal and law enforcement systems, and a sense of helplessness from not protecting the victim from the rape (The Aurora Center for Advocacy & Education, n.d.).

Rape Crisis Centers

Volunteers at rape crisis centers face emotionally charged situations on a daily basis. Although accounts of rape have been reported throughout history, it was not until the early 1970's that the anti-rape movement began to emerge in the United States. The first RCCs were established in 1972 in San Francisco, California (Bay Area Women Against Rape) and Washington, DC (DC Rape Crisis Center). Prior to this time, recovery from sexual assault often depended on the victim's ability to overcome crisis, the competence of local hospital procedures, and the advice of private physicians (Koss & Harvey, 1991). Feminist groups and participants in the women's movement initially established rape crisis centers in the United States as a way to combat an occurrence that negatively impacts the lives of its victims. These individuals recognized that rape was a common occurrence, which negatively impacted the lives of women. The movement was energized in 1973 when the National Organization for Women (NOW) turned their
attention to creating RCCs and task forces (Koss & Harvey, 1991). In 1976, the federal government established the National Center for the Prevention and Control of Rape (NCPCR) in order to sponsor research, demonstration, and training programs that would shed light on the causes of sexual assault, its mental health impact on victims, and the efficacy of varied treatment and prevention strategies (Koss & Harvey, 1991). Although the NCPCR has undergone several reorganizations since its inception, the RCC movement continues to sweep across the nation while maintaining attention on rape prevention, service reform, and legal advocacy.

The first Rape Crisis Center in Kentucky began serving survivors of rape and sexual assault in 1971. Three more RCCs were established in the commonwealth between 1972 and 1979. These four centers were the only ones of their kind in Kentucky between 1971 and 1986. By 1996, the number of RCCs had risen to thirteen in the commonwealth.

According to the KASAP (2002), the number of victims and survivors of sexual assault served by Kentucky’s RCCs has increased 203% over the past decade. The Kentucky RCCs serve more than 9,000 victims and family members annually; approximately 5,800 of those served are child and adult survivors of sexual abuse and assault (KASAP, 2002).

Rape crisis centers are administered by full-time professional staff, but volunteers are the primary source of labor for RCCs. Mills (1977) noted that the typical RCC staff is composed of forty persons, thirty-six of whom are volunteers. Rape crisis centers tend to rely heavily on a staff of volunteers to provide victim assistance around the clock on a daily basis. These services typically include a 24-hour crisis line; accompanying victims to emergency rooms, police stations, and court; community education; counseling for
rape survivors; counseling for the friends and relatives of survivors; support groups for survivors of rape; advocacy and information concerning law enforcement, criminal justice, and medical systems to survivors of rape; and assistance in Victim Compensation Claims (RCPC, n.d.).

In order to understand the nature of volunteerism and how it pertains to RCCs, it is important to ascertain the motivations for initially volunteering and the incentives for continuing to volunteer. There are several reasons cited in the literature as motivations for volunteering. Black (1989) wrote that motivations could be classified as intrinsic and extrinsic. Intrinsic motives inspire a person to volunteer for the sake of volunteering. Intrinsic motivations could include belief in a cause or desire to serve an organization. Extrinsic motives usually involve a value associated with the activity, such as gaining experience or receiving class credit.

On the other hand, the intention to continue to volunteer at the RCC or leave the RCC may be examined in light of social exchange theory. According to Smith (1982), social exchange theory could further aid in our understanding of the costs and rewards associated with volunteering. Smith wrote:

There is always some kind of cost to the individual for volunteer activity, if only the opportunity cost involved in not being able to do something else that would bring greater rewards, tangible and intangible. Levels of volunteerism seem to be directly and positively associated with the ratio of benefits to costs. Hence, as a volunteer organization demands more volunteers, creating greater contribution costs for them, it must provide
Correspondingly greater rewards of various kinds in order to retain (or attract) the kinds of volunteers it needs. (p. 39)

Pell (1972) delineated six volunteer needs that may impact their satisfaction and retention. Those needs include the need for recognition as an individual, the need for accomplishment, a sense of belonging, the need for fair treatment, the need to be heard, and the need to maintain status. While studying volunteers of RCCs and shelters for battered women, Black (1989) noted that volunteers often desired more training, closer relationships, and better communication between paid staff and volunteers, such as briefings and future planning meetings. The intention of this study was to obtain information that may assist RCC volunteer coordinators and executive directors in recruitment of volunteers and retention of volunteers for longer periods of service.

This exploratory study focused on RCC volunteers, and investigated the factors that initially motivate a person to volunteer. The study also examined volunteer's perceived costs and rewards of volunteering that effect their decision to remain with the organization. It was important to examine volunteer satisfaction and retention to ascertain how the volunteers perceive their experiences in order to allow agencies to create a more conducive environment that meets volunteers' needs. "While high turnover might be the most objectively apparent maintenance problem, it may be easier to think in terms of ways to improve satisfaction or of ways to decrease burnout than it may be to think of ways to keep volunteers from quitting" (Jaffe, 1983, p. 79). Based on the literature, the research questions guiding this study are as follows:

1. What motivates individuals to volunteer their time at RCCs?
2. Are the reasons that initially motivated them to volunteer at the RCC different from their reasons for why they are continuing to volunteer?
3. What are the perceived costs of volunteering?
4. What are the perceived rewards of volunteering?
5. Is there a relationship between how long they continue to volunteer and the perceived costs and perceived rewards of volunteering?

Definitions Used in the Current Study

Burnout – Psychological exhaustion and diminished efficiency resulting from overwork or prolonged exposure to stress. In a volunteer setting, burnout is the result of extensive dealings with other human beings, especially when they are troubled or are having problems (Capner and Caltabiano, 1993).

Costs – The loss, sacrifice, suffering, or effort involved in volunteering (Jaffe, 1984).

Extrinsic Motivation – Motives that usually involve a value associated with the activity, such as gaining experience or receiving class credit (Black, 1994).

Intrinsic Motivation – Motives that inspire a person to volunteer for the sake of volunteering. Intrinsic motivations could include belief in a cause or desire to serve an organization (Black, 1994).

Rape Crisis Center (RCC) – Professionals and trained volunteers at RCCs provide an array of victim services: telephone counseling, information about medical and legal procedures, support during court trials, conduct public awareness and educational activities through speakers’ bureaus, and provide materials and training for police, medical and other agency personnel. (Black, 1989, p. 11)
Retention – The act of continuing to serve at a volunteer organization (Jaffe, 1984).

Rewards – To be worth the effort or attention that is given when one volunteers. Something positive that results from volunteering and acts to encourage volunteer behavior (Jaffe, 1984).

Satisfaction – The feeling of pleasure that comes when volunteers’ needs or desires are fulfilled (Black, 1994).

Social Exchange Theory – Social exchange embodies the principle of reciprocity such that one person will perform a favor for another person with the expectation of a future return; however, it is often understood that the exact nature of the return is not specified in advance (Blau, 1964).

Turnover – Change in volunteers: the number of volunteers in an organization who leave and are replaced over a given period (Jaffe, 1984).

Volunteerism – “Volunteerism is recognizing that a need exists and responding to that need out of one’s own initiative; it is not an act following a certain mandate dictated by an authority” (McGuckin, 1998, p. 1).
CHAPTER 2

Literature Review

The rape crisis center movement has sought to change the manner in which society addresses rape prevention, service reform, and legal advocacy in order to empower survivors as regards medical, mental health, and legal practices. Two schools of thought have been used to confront rape prevention (Koss & Harvey, 1991). The first approach involves community education that addresses the prevailing value structure, myths associated with rape and its survivors, and creating a better understanding of rape and survivors of rape. The second approach involves creating a greater awareness of safety issues and self-defense mechanisms for at-risk populations (e.g., women, college students, and adolescent girls).

Rape crisis centers are also dedicated to reformation of the services provided to survivors of sexual assault. Advocates of reform tend to focus their efforts on changing the prevailing practices of medical, mental health, and law-enforcement agencies. Change in the medical field would involve altering the emergency room rape protocols. These alterations would consist of, but are not limited to, training medical staff to be more sensitive to the emotional needs of the victim, offering more privacy for victims by reducing the number of service providers who interact with the victim, implementing invasive medical procedures more carefully to prevent further trauma for the victim,
offering explanations about the purpose of certain invasive procedures, allowing the victim to make choices about their own treatment, and allowing the victim to have an accompaniment during the treatment (Koss & Harvey, 1991). Mental health services are also a focus of reform by the RCC community. There are three mental health ideologies that advocates of rape survivors have attempted to change: (a) blaming the victim, (b) assuming the victim’s emotional response to having been raped is somehow psychopathological, and (c) the supposition that the psychological attributes of the victim in any way resulted in the assailant’s behavior (Koss & Harvey, 1991). Reform efforts have been focused on law-enforcement agencies as well. Too often law enforcement agencies have shown an inadequate level of concern for rape victims. Unless there has been an extremely blatant case of aggravated sexual abuse, law-enforcement agencies have often approached victims with skepticism and disinterest (Koss & Harvey, 1991). Officers and prosecutors have tended to be overly concerned with successful prosecution, and often doubt victims if they appear uncooperative with the system (Koss & Harvey, 1991).

Finally, advocates of reform have lobbied for legal advocacy and criminal justice reform in order to provide a clearer definition of sexual abuse, and to limit the level of discretion used by police and prosecuting attorneys when working with survivors of rape. These two goals have been met to a great extent as a result of legal reforms that (a) secure legal definitions that focus on the assaultive nature of rape and on the use of force by an offender; (b) eliminate a burdensome and victim-blaming standard of proof (i.e., of nonconsent and ongoing resistance); (c) change the treatment of rape victims by law-enforcement officials; and (d)
improve the arrest, prosecution, and conviction statistics of reported rape cases. (Koss & Harvey, 1991, p. 131)

The aforementioned reforms are aimed at empowering the survivors to make their own choices regarding their treatment. Advocates maintain that by empowering the survivor to once again have the right to choose what happens to her, the healing process can begin (Koss & Harvey, 1991). The main proponents of reform have been an integral part of the rape crisis center movement. Many of the changes that benefit survivors today can be traced back to the movement.

Victims of sexual abuse often contact rape crisis centers before contacting other community services (Black, 1989). Professionals and trained volunteers at the RCCs provide an array of victim services:

Telephone counseling immediately following the assault and throughout the victim’s adjustment process, information about medical and legal procedures, and support during court trials. Many volunteers are on call 24 hours a day to accompany victims to hospitals or the police. . . . Their purpose is to be supportive and nonjudgmental and to help victims integrate the assault into their lives. In addition to direct service, many rape crisis centers conduct public awareness and educational activities through speakers’ bureaus and provide materials and training for police, medical and other agency personnel. (Black, 1989, p. 11)

Volunteer Screening and Training

Since RCCs are often the first point of contact for survivors of sexual assault, it is important that volunteers are adequately prepared to handle difficult situations with
appropriate levels of tact, concern, and knowledge. The recruitment of new volunteers, the selection/screening process of deciding who would be a competent volunteer, and the volunteer training program are all important aspects of producing competent and satisfied volunteers.

Mills (1977) suggested that there are many techniques used to recruit volunteers: radio, television, and newspaper ads/articles; news segments on television; recruitment appeals made to university classes, university groups, church groups, and women’s groups; word of mouth from volunteers and staff of the agency; and public awareness campaigns. Volunteer recruitment typically occurs at times that mark the beginning of a new training period, even though requests to become a volunteer are made throughout the year. Once a potential volunteer has been recruited, it is necessary to screen the recruits for characteristics related to becoming an effective rape crisis volunteer. Researchers have found that effective volunteers possess:

A willingness to work; sensitivity to people; concern for women; expertise in counseling/nursing/caring; ability to actively listen to a caller in a way that focuses on the caller’s feelings and concerns; knowledge of the subject; stable life situation; aware of own feelings and able to share them or set them aside in an appropriate manner; motivation; commitment; flexibility; willingness to learn; . . . conveys a nonjudgmental attitude; conveys empathy; have interpersonal skills; . . . warmth; desire to work with and for women; common sense; ego strength; and responsibility.

(Mills, 1977, p. 31)
Applicants may be screened in a variety of ways. Screening of potential volunteers usually involves an in-person interview and/or a questionnaire regarding the applicant’s views on an array of current issues (e.g., sexuality, abortion, drug and alcohol use, and personal history). Screening may also occur during training. For example, an applicant might not embody the necessary characteristics of an effective volunteer, or the applicant might remove himself or herself from the selection process once they learn more of what is expected of them.

Once a volunteer has been selected for duty, he/she is required to undergo training before working with victims of sexual assault. Although RCCs operate in different manners, one commonality is the type of training in which volunteers must participate. The training program is usually composed of three modalities of teaching effective skills: (a) the didactic mode focuses on familiarizing volunteers with crisis theory, psychological reactions of the rape victim, medical procedures, and legal procedures; (b) the growth group is used to develop a sense of openness, personal awareness, and introductory communication skills; and (c) role-playing sessions (Mills, 1977).

Role-play enables volunteers to practice the skills they have learned during the course of their training, receive feedback concerning their apparent strengths and weaknesses, and build confidence in their ability to handle a crisis situation in the presence of staff and other volunteers. Role-playing “should be a time for trying things out, finding out what works and what doesn’t, making and correcting mistakes, and generally becoming comfortable with the responses the volunteers will be using with rape victims” (Mills, 1977, p. 42). Feedback about role-play activities from volunteer coordinators should be detailed, expeditious, and concise.
Social Exchange Theory

Once a volunteer is trained and ready for service, social exchange theory may help explain volunteer motivation. Blau (1964) used the term “social exchange” to refer to the “voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others” (p. 91). Social exchange embodies the principle of reciprocity such that one person will perform a favor for another person with the expectation of a future return; however, it is often understood that the exact nature of the return is not specified in advance (Blau, 1964).

Blau (1964) noted that every social exchange interaction involves costs and rewards in that “the rewards an individual obtains from a social association cost him the opportunity to devote the time (and other limited resources) spent to another association where he could have obtained rewards” (p. 101). Therefore, a volunteer must perceive the rewards that he/she receives surpass, or at least compensate for, the personal costs if they are to remain a volunteer. If the rewards do not meet the expectations of the volunteer, then social exchange theorists predict the volunteer will be more likely to leave his/her post than a volunteer who is satisfied with the rewards.

Motivations for Volunteering

An important aspect of understanding the nature of volunteerism is understanding the motivation for volunteering. There are several reasons cited in the literature as motivations for volunteering. Lewis (1978) identified eleven categories of volunteer motivations:

1. Recognition—achieved through one’s extrinsic rewards from others.
2. Skill maintenance—expressed particularly by individuals who had temporarily left paid employment.

3. Social needs—expressed by interpersonal interaction, group identity, personal reinforcement and feedback.

4. The expectations of others—peer pressure.

5. Knowledge for its own sake—a need for learning.

6. Loyalty to a cause—belief in the purpose of an organization.

7. Debt repayment—repayment made by helping others in circumstances similar to those the volunteer had experienced previously.

8. Martyr syndrome—drawing attention to personal sacrifices through volunteer work.

9. Selfless desire to serve—putting the goals of the organization above self.

10. Volunteer for credit—in school, community service club, etc.


Black (1989) wrote that motivations could be further classified as intrinsic and extrinsic. Intrinsic motives inspire a person to volunteer for the sake of volunteering. Intrinsic motivations could include belief in a cause or desire to serve an organization. Extrinsic motives usually involve a value associated with the activity, such as gaining experience or receiving class credit.

Black and DiNitto (1994) studied the degree of influence that 14 different reasons had on a volunteer’s decision to volunteer at RCCs and shelters for battered women. They reported that “psychic or altruistic motivation of helping others in need more
strongly motivates their volunteering than any other motivation studied" (Black & DiNitto 1994, p. 92). The following 14 reasons for volunteering are rank-ordered from the most influential to little or no influence:

1. Help persons in need.
2. Help stop the problem (of battering/rape).
3. Fulfill a civic responsibility.
4. Support issues of the women’s movement.
5. Have unique expertise to contribute that the program needs.
6. To gain work or educational experience.
7. To fulfill a religious obligation.
8. I have a friend who has been battered/raped.
9. Heard from a friend that volunteering was a good experience.
10. I was seeking personal support.
11. Research interest in this area.
12. I have a relative who has been battered/raped.
13. I personally have been battered/raped.
14. I have been helped by a volunteer(s) in the past and wanted to give something back. (Black & DiNitto, 1994, p. 84)

*Volunteer Satisfaction and Retention*

Since volunteers play such an important role at RCCs, it is important to understand factors involved in volunteer satisfaction and factors that effect the decision to continue to volunteer. Pell (1972) identified six issues that may impact a volunteer’s
satisfaction with the organization, and his/her desire to stay with the organization. The
issues are as follows:

1. Need for recognition as an individual (individual’s personal interests, likes
   and biases are known).
2. Need for accomplishment (takes pride in work, feels wanted, feels part of a
team, receives praise, receives feedback).
3. Sense of belonging (feels like an integral part of the organization; included in
awards, uniforms and social activities).
5. Need to be heard (complaints and suggestions are listened to).
6. Need to maintain status (do not put volunteers in positions where they will
   lose face or status or feel inferior).

Black (1989) found that RCC volunteers who felt accepted by staff members
predicted longer periods of service as volunteers. In addition, a strong desire to support
women’s issues correlated negatively with predicted period of volunteer service. Other
issues that correlated negatively with predicted period of volunteer service include
"volunteers who did group counseling with adult female clients, volunteers who
counseled individually with children, volunteers who had a relative who had been raped
or battered, and those whose volunteering had been motivated by a desire for personal
support or by a desire to gain educational credit or work experience" (Black, 1989, p.
136). This finding would suggest that some of the reasons listed by Black and DiNitto
(1994) as motivations for volunteering may in fact be a negative predictor of length of
volunteer service.
As noted earlier, social exchange theorists suggest that volunteers who incur costs that equal or outweigh the benefits they receive from volunteering would be less likely to continue their service. Black (1989) supported this position. Some of the rewards or exchanges that volunteers received for their efforts included feelings of acceptance from staff, other volunteers and clients and feelings of accomplishment and satisfaction from volunteering to help others. Black (1989) also noted that "most volunteers reported volunteering for altruistic reasons ...; the decision to continue volunteering, though, appears to be evaluated more in terms of costs and rewards" (pp. 143-144).

Clary and Orenstein (1991) studied altruistic motivation and perspective taking of crisis-counseling volunteers. They found volunteers who had completed their original commitment period reported higher levels of altruistic motivation (e.g., concern for others) for volunteering at the beginning of training than did early terminating volunteers. Early terminating volunteers reported higher levels of egoistic motivation (e.g., personal growth, a chance to meet new people, increase self-confidence, etc.) for volunteering at the beginning of training. Thus, it could be argued that egoistic motivation results in less persistence or commitment because over time personal benefits may vary, while personal costs such as time and effort tend to increase.

It is important to understand volunteer motivation, satisfaction, and retention in order to allow agencies to create a more favorable environment that meets volunteers’ needs. Cyr and Dowrick (1991) created guidelines, based on results of their study, designed to reduce burnout and increase overall satisfaction. They noted that benefits from the volunteer work, supervisor support, feeling appreciated by the supervisor, sufficient training, being cognizant of individual importance and effectiveness to clients,
realizing that clients cannot or do not always make the most of help available, realizing that not all clients will profit from intervention, and required attendance at a reasonable number of volunteer meetings were factors chosen by volunteers as managing burnout. In addition, volunteer turnover, lack of contact with peer volunteers, lack of discussion about work stresses, lack of standards to evaluate success, feeling incompetent in your own counseling skills, lacking strategies identified by the volunteer group to manage burnout, expecting appreciation from others, and not being able to see the results of volunteer efforts were factors chosen by volunteers as contributing to burnout (Cyr & Dowrick, 1991).

The first guideline that Cyr and Dowrick (1991) created focused on educating volunteers about the predictors of burnout, developing better counseling capabilities and competencies among volunteers, stressing the importance of helping victims, and identifying personal rewards derived from volunteering. The second guideline was aimed at promoting group solidarity through scheduling two or more volunteers per shift, developing a volunteer “buddy” system, increasing attendance at staff meetings and social events and allowing the volunteers to have an informal input into how the organization is run. The third guideline involved supervisors supporting the volunteers, recognizing their contributions, periodically assessing their performance, and creating challenging experiences. Finally, the fourth guideline included periodic evaluation of predefined goals set by the agency for individuals or groups of volunteers, providing contracts to volunteers that specify level of commitment, and rewarding volunteer contributions to the organization.
Costs of Volunteering

If social exchange theorists are correct about the concept of reciprocity, then RCC volunteer coordinators and executive directors would desire that volunteers view their experiences as being more rewarding than costly. However, the costs of volunteering at RCCs often outweigh the rewards. Black (1989) found that volunteers reported the shifts were too long and they found calls in the night disruptive. For their service, many volunteers requested “more training, more and better communication with staff and more expression of gratitude” (Black, 1989, p. 144). In a similar study, Black (1991) found that volunteers at RCCs enjoyed the sense of having made a positive change in the lives of others and the personal benefits of volunteering (i.e., fellowship, sense of family, socialization with others, etc.). However, in the same study, Black found that volunteers least liked the lack of resources, emotional pain, inconveniences and distractions from their lives, and the perceived lack of support.

Another cost of volunteering that may lead to turnover is burnout. Maslach (1986) defined burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” (p. 182). Jaffe (1984) found that volunteer intentions to leave the organization were directly affected by burnout and overall satisfaction with their experience.

Ross, Greenfield, and Bennett (1999) assessed predictors of dropout and burnout in AIDS volunteers. They reported the following findings:

1. The best predictors of volunteer dropout could be categorized as (a) stress due to client problems, role ambiguity, emotional overload, and organizational
factors, and (b) depersonalization intensity (defined as becoming callous towards individuals).

2. Stresses of volunteering did lead to volunteer turnover, and the rewards of volunteering did not prevent volunteer dropout. However, volunteer dropout could be prevented if volunteer stress can be confirmed and moderated by organization directors. (p. 730)

Capner and Caltabiano (1993) also looked at factors affecting the progression toward burnout among some professionals and volunteer counselors. Stressors shared by professionals and volunteers included too much work and/or too little pay, clients who were emotionally demanding, and demands made to one's social life. However, some stressors were identified that were specific to volunteer counselors. These included moderately to extremely stressful loneliness and lack of client feedback. Emotional exhaustion also played a role in the progression toward burnout, and it appeared to provide evidence as to why volunteers left their position early or soon after their established period of obligation (Ference, 1999).

Purpose of Study

This exploratory study was designed to obtain information that may assist Rape Crisis Center (RCC) volunteer coordinators and executive directors in the recruitment and retention of volunteers. RCC volunteers were asked to describe various aspects of their volunteer experiences. Respondents were asked to identify the level of influence different reasons for volunteering had on their decision to volunteer; rate the importance of acceptance by other volunteers, staff, and clients in their decision to continue volunteering; rate their level of satisfaction with their volunteer experience; and include
information concerning demographic characteristics, previous volunteer experiences, and training experiences.

The hypotheses guiding this study are based on the assumptions that in volunteer agencies the motivations that volunteers cite at the beginning of their volunteer experiences will be the same as they continue with the agency, and that social exchange theory would predict that volunteers who perceive greater rewards than costs will plan to volunteer for longer periods of time. The major hypotheses of the study are as follows:

1. The reasons that initially motivated volunteers to volunteer at the RCC will be the same as their reasons for why they are continuing to volunteer at the RCC.
2. Volunteers at RCCs will continue to volunteer because the perceived costs of volunteering do not exceed the perceived rewards of volunteering.
CHAPTER 3

Method

Participants

Participants eligible for the study were volunteers who currently provide services at a local rape crisis center in south central Kentucky. All current volunteers at the RCC were asked to participate in the study. Consent forms and questionnaires were mailed to all volunteers of the center by the researcher and handed out to the volunteers that were not on the address list by the volunteer coordinator and research director. Of 65 potential participants, a total of 33 volunteers participated in this study. No surveys were discarded due to respondent error. Demographic characteristics of the sample are outlined in Table 1. All respondents were female, 68.8% were between the ages of 20 and 35, while 31.3% were aged 36 and older. The mean age of the respondents was 33 years old. A majority of the respondents were Caucasian (92.9%), while 7.1% were African American. Thirty-three percent of the respondents were married, while 40% of the respondents were single. The average range of annual income of the respondents was $19,000 to $25,999. Approximately 65% of the respondents had earned at least a college degree.

Materials

A questionnaire (see Appendix A) developed by Black (1989) was adapted for use in the current study. Permission to use the questionnaire was granted by Black
Table 1

**Demographic characteristics of the respondents (N=33)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/Ethnic group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>92.9</td>
<td>26</td>
</tr>
<tr>
<td>African American</td>
<td>7.1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Current marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>33.3</td>
<td>10</td>
</tr>
<tr>
<td>Divorced</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>Single</td>
<td>40.0</td>
<td>12</td>
</tr>
<tr>
<td>Separated</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>Widowed</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>Committed relationship</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>100.0</td>
<td>32</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-35</td>
<td>68.8</td>
<td>22</td>
</tr>
<tr>
<td>36 and older</td>
<td>31.3</td>
<td>10</td>
</tr>
<tr>
<td>Annual income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$11,999 and below</td>
<td>23.3</td>
<td>7</td>
</tr>
<tr>
<td>$12,000 - $18,999</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>$19,000 - $25,999</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>$26,000 - $32,999</td>
<td>20.0</td>
<td>6</td>
</tr>
<tr>
<td>$33,000 - $39,999</td>
<td>10.0</td>
<td>3</td>
</tr>
<tr>
<td>$40,000 and above</td>
<td>26.7</td>
<td>8</td>
</tr>
<tr>
<td>Number of years of education completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>High school diploma/GED</td>
<td>3.1</td>
<td>1</td>
</tr>
<tr>
<td>Some college</td>
<td>21.9</td>
<td>7</td>
</tr>
<tr>
<td>2 years associate’s degree</td>
<td>9.4</td>
<td>3</td>
</tr>
<tr>
<td>4 year bachelor’s degree</td>
<td>34.4</td>
<td>11</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>21.9</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>9.4</td>
<td>3</td>
</tr>
<tr>
<td>Other degree or education</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>
(see Appendix B). Minor formatting changes were made to Black's questionnaire in order to address the hypotheses guiding this study. A section for volunteers to rate why they remain at the agency was added, along with two Likert scales that measure how much the volunteers' perceived costs and rewards effect their decision to continue to volunteer.

RCC volunteers were asked to rate various aspects of their volunteer experiences. Specifically, respondents were asked (a) to identify the amount of influence different reasons for volunteering had on their decision to volunteer, and their decision to remain a volunteer; (b) to rate the importance of acceptance by other volunteers, staff, and clients in their decision to continue volunteering; (c) to rate their level of satisfaction with their volunteer experience; (d) to rate how much their perceived costs and rewards of volunteering effect their decision to remain a volunteer; (e) to identify how many hours they volunteer each month, how many months they have volunteered at the agency, and how much longer he or she expected to volunteer; and (f) to include information concerning demographic characteristics and training experiences.

**Procedure**

Permission to conduct the study was approved by the Human Subjects Review Board at Western Kentucky University (see Appendix C). A brief summary of the study was published in the RCC monthly newsletter before questionnaires were sent out so that the volunteers would be familiar with the study when they received the questionnaires and consent forms (see Appendix D) in the mail. The RCC volunteers were informed that participation was entirely voluntary and that they could withdraw from the study at any time. They were also directed to not include any identifying information.
Both qualitative and quantitative analyses were performed. Analyses were conducted to address the research questions related to the following areas: motivation for volunteering, perceived costs and rewards of volunteering, volunteer acceptance and satisfaction, and open-ended responses.

Hypothesis 1 – motivation. Volunteers were provided a list of reasons for volunteering and asked to identify the amount of influence each reason had on their decision to volunteer. Using 5-point Likert scales, volunteers were asked to respond by selecting one of five possible responses ranging from “no influence” (0 points) to “very high influence” (4 points). The reasons for volunteering were rank-ordered according to the mean degree of influence calculated from all responses. Spearman rho correlations were used to look at whether or not the reasons that initially motivated volunteers to volunteer at the RCC were the same as their reasons for why they continued to volunteer at the RCC.

Hypothesis 2 – costs and rewards. Volunteers were asked to rate how much the perceived costs and rewards of volunteering impacted their decision to remain at the program. Using 7-point Likert scales, volunteers were asked to respond by selecting one of seven possible responses ranging from “not very much” (1 point) to “very much” (7 points). Volunteers were also asked how much longer they expected to continue volunteering at the program. Independent samples t tests were used to determine if volunteers at RCCs expected to continue to volunteer (dependent variable) as long as the perceived costs of volunteering did not exceed the perceived rewards of volunteering (independent variable).
Acceptance and satisfaction of volunteers. Using 5-point Likert scales (with 0 being “not well” and 4 being “very well”), volunteers were asked to rate the following: (a) acceptance felt by other volunteers at the agency, (b) acceptance felt by the agency’s staff, and (c) acceptance felt by clients. Volunteers were asked to rank the relative importance of acceptance by other volunteers, acceptance by staff, and acceptance by clients in their decision to continue volunteering. Respondents were also asked to rate their level of satisfaction with their volunteer experience using a 5-point Likert scale (with 0 being “very low level” and 4 being “very high level”). Spearman correlations were used to look for associations among different categories of volunteers (e.g., marital status, age, annual income, or education completed). Volunteer categories were created according to demographic characteristics (e.g., marital status, age, annual income, or education).

Open-ended responses. Qualitative analyses were used to report information gathered from volunteers’ descriptions of their experience with the agency. Some of the information requested included how many hours they volunteer each, how many months they have volunteered at the agency, how much longer they plan on volunteering, reasons for continuing to volunteer at the RCC, reasons for not continuing to volunteer at the RCC, what they enjoy most about volunteering at the RCC, what they enjoy least about volunteering at the RCC, whether or not they believe continuing education is needed, and how could the RCC program be improved.
CHAPTER 4

Results

Hypothesis 1 - Motivation

The degree of influence of various motivations (i.e., reasons) for volunteering and motivations for continuing to volunteer is described in Table 2. Of 14 reasons, “to help persons in need” had the highest mean score for both the motivations for volunteering and the motivations for continuing to volunteer.

Spearman rho correlations were used to look at whether the reasons that initially motivated volunteers to volunteer at the RCC were the same as their reasons for continuing to volunteer at the RCC. Statistically significant (p < .05) Spearman rho correlations between the reasons for volunteering and reasons for remaining a volunteer are reported in Table 3. Significant correlations were found for “to help persons in need,” “have a friend who has been raped,” “I’ve been raped,” “to support issues of the women’s movement,” “have/had a research interest in this area,” “want to gain work or educational experience,” “have a relative who has been raped,” “have been helped by a volunteer in the past,” “have an unique expertise to contribute,” “to fulfill a civic responsibility,” “have a religious obligation,” and “stop problem of rape.” Twelve out of the 14 motivations positively correlated with each other (i.e., 12 out of 14 of the reasons that
Table 2

*Degree of influence of various motivations (i.e., reasons) for volunteering and motivations for continuing to volunteer*

<table>
<thead>
<tr>
<th>Reason for volunteering</th>
<th>M</th>
<th>Reason for continuing to volunteer</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons in need</td>
<td>3.45</td>
<td>Persons in need</td>
<td>3.59</td>
</tr>
<tr>
<td>Stop problem of rape</td>
<td>2.70</td>
<td>Heard from friend</td>
<td>3.34</td>
</tr>
<tr>
<td>Work/edu experience</td>
<td>2.09</td>
<td>Stop problem of rape</td>
<td>2.94</td>
</tr>
<tr>
<td>Civic responsibility</td>
<td>2.00</td>
<td>Civic responsibility</td>
<td>2.28</td>
</tr>
<tr>
<td>Women’s movement</td>
<td>1.97</td>
<td>Work/edu experience</td>
<td>2.16</td>
</tr>
<tr>
<td>Unique expertise</td>
<td>1.70</td>
<td>Women’s movement</td>
<td>2.16</td>
</tr>
<tr>
<td>Research interest</td>
<td>1.53</td>
<td>Unique expertise</td>
<td>1.97</td>
</tr>
<tr>
<td>Heard from friend</td>
<td>1.41</td>
<td>Personal support</td>
<td>1.35</td>
</tr>
<tr>
<td>I’ve been raped</td>
<td>0.84</td>
<td>Research interest</td>
<td>1.26</td>
</tr>
<tr>
<td>Friend been raped</td>
<td>0.67</td>
<td>Religious obligation</td>
<td>0.82</td>
</tr>
<tr>
<td>Religious obligation</td>
<td>0.67</td>
<td>I’ve been raped</td>
<td>0.77</td>
</tr>
<tr>
<td>Personal support</td>
<td>0.55</td>
<td>Friend been raped</td>
<td>0.65</td>
</tr>
<tr>
<td>Been helped by a vol.</td>
<td>0.47</td>
<td>Been helped by a vol.</td>
<td>0.58</td>
</tr>
<tr>
<td>Relative been raped</td>
<td>0.44</td>
<td>Relative been raped</td>
<td>0.41</td>
</tr>
</tbody>
</table>

*Note.* The higher the mean, the greater the influence.
Table 3

*Spearman rho correlations between the reasons for volunteering and reasons for remaining a volunteer*

<table>
<thead>
<tr>
<th>Reasons</th>
<th>$r_s$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal support</td>
<td>.351</td>
</tr>
<tr>
<td>Persons in need</td>
<td>.661*</td>
</tr>
<tr>
<td>Friend been raped</td>
<td>.482*</td>
</tr>
<tr>
<td>I've been raped</td>
<td>.945*</td>
</tr>
<tr>
<td>Women’s movement</td>
<td>.923*</td>
</tr>
<tr>
<td>Research interest</td>
<td>.784*</td>
</tr>
<tr>
<td>Work/edu experience</td>
<td>.880*</td>
</tr>
<tr>
<td>Relative been raped</td>
<td>.999*</td>
</tr>
<tr>
<td>Heard from friend</td>
<td>-.108</td>
</tr>
<tr>
<td>Been helped by a vol.</td>
<td>.729*</td>
</tr>
<tr>
<td>Unique expertise</td>
<td>.897*</td>
</tr>
<tr>
<td>Civic responsibility</td>
<td>.849*</td>
</tr>
<tr>
<td>Religious obligation</td>
<td>.919*</td>
</tr>
<tr>
<td>Stop problem of rape</td>
<td>.758*</td>
</tr>
</tbody>
</table>

*Correlation is significant at $p < .01$ level (2-tailed).

Initially motivated volunteers to volunteer at the RCC were the same reasons they continue to volunteer at the RCC. These findings support the first hypothesis.

Spearman correlations were run to determine if any associations could be made between reasons for volunteering; and hours volunteered at the program each month, total.
32 months volunteered at the program, and how much longer the volunteers expected to continue at the program. Significant positive correlations were found between volunteering to support issues of the women's movement and how much longer they expect to continue to volunteer \((r_s = .208, p = .044)\); volunteering because of a research interest and how long they expect to continue \((r_s = .397, p = .033)\); and volunteering to stop the problem of rape and how much longer they expect to continue \((r_s = .584, p = .001)\). This finding suggests that supporting issues of the women's movement, having a research interest, and having a desire to stop the problem of rape are all positively correlated with how much longer a volunteer expects to continue with the agency.

In addition, significant negative correlations were found between volunteering to gain personal support and total months volunteered \((r_s = -.416, p = .016)\) and volunteering because of a research interest and volunteer hours per month \((r_s = -.349, p = .050)\). This finding suggests that volunteering to gain personal support and volunteering because of a research interest are negatively correlated with how many hours a respondent volunteer per month.

**Hypothesis 2 – Costs and Rewards**

Volunteers were asked to rate how much the perceived costs and rewards of volunteering impacted their decision to remain at the program. Of the volunteers who answered the questions, 44.4% stated that the reasons (rewards) “very much” impacted their decision to continue volunteering at the program, and 38.1% stated that the reasons (costs) “very much” impacted their decision to not continue volunteering at the program.

Independent samples \(t\) tests were used to determine if volunteers at RCCs expected to continue to volunteer (dependent variable) as long as the perceived costs of
volunteering did not exceed the perceived rewards of volunteering (independent variable). However, based on the independent samples t test, how much longer the volunteer expected to continue to volunteer at the agency was not significantly affected by the perceived rewards ($t [5] = .649, p = .099$) and costs of volunteering ($t [4] = -2.500, p = .561$). This finding did not support the second hypothesis.

Additional analyses were run to determine if the total hours volunteered each month and the total months volunteered at the agency were affected by the perceived rewards and costs of volunteering. The total hours volunteered each month were significantly affected by the perceived rewards ($t [25] = .976, p = .012$), but not the costs of volunteering ($t [19] = .602, p = .825$). Moreover, the total months volunteered at the agency were not affected by the perceived rewards ($t [25] = -.958, p = .099$) and costs of volunteering ($t [19] = .046, p = .422$). This finding suggests that only the total hours volunteered each month were affected by the perceived rewards of volunteering, and that the perceived costs of volunteering did not affect the total hours volunteered each month nor did it affect the total months volunteered at the agency.

**Acceptance and Satisfaction of Volunteers**

Analyses were also run to determine how satisfied the volunteers were with the activities at the agency (see Table 4); how well accepted the volunteers felt by other volunteers, staff, and clients at the agency (see Table 5); and the influence of acceptance upon their decision to continue to volunteer at the agency (see Table 6). Of the volunteers surveyed, 50% reported to be highly satisfied with the volunteer activities at the agency, 33.3% reported to be very highly satisfied with the volunteer activities at the agency, and 16.7% reported to be moderately satisfied with the volunteer activities at the agency.
Approximately half of the volunteers (46.4%) felt well accepted by other volunteers, 32.1% felt very well accepted by other volunteers, and 21.5% felt moderately well accepted by other volunteers. Some of the reasons cited by volunteers that negatively influenced how well accepted they felt by other volunteers included living far away from other volunteers, being busy with their personal lives, and lack of contact with other volunteers. Respondents reported that they felt more acceptance from staff and clients than other volunteers. Nearly three quarters of the volunteers (74.2%) felt very well accepted by the staff at the agency, and 72% felt moderately to well accepted by the clients. In addition, 30% rated the level of acceptance from clients to be the greatest influence upon their continuing to volunteer. Fifty-eight percent rated the level of acceptance from staff to be the greatest influence upon their continuing to volunteer. The remaining 13.3% of respondents rated level of acceptance from other volunteers to be the greatest influence upon their continuing to volunteer.

Table 4

*Current satisfaction with volunteer activities*

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low level of satisfaction</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate level of satisfaction</td>
<td>16.7</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td>50.0</td>
<td>15</td>
</tr>
<tr>
<td>Very high level of satisfaction</td>
<td>33.3</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 5

*Perception of acceptance from volunteers, staff, and clients*

<table>
<thead>
<tr>
<th>Level of acceptance</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance from volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Slight</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately well</td>
<td>21.5</td>
<td>6</td>
</tr>
<tr>
<td>Well</td>
<td>46.4</td>
<td>13</td>
</tr>
<tr>
<td>Very well</td>
<td>32.1</td>
<td>9</td>
</tr>
<tr>
<td>Acceptance from staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Slight</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately well</td>
<td>6.5</td>
<td>2</td>
</tr>
<tr>
<td>Well</td>
<td>19.4</td>
<td>6</td>
</tr>
<tr>
<td>Very well</td>
<td>74.2</td>
<td>23</td>
</tr>
<tr>
<td>Acceptance from clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not well</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>Slight</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately well</td>
<td>36.0</td>
<td>9</td>
</tr>
<tr>
<td>Well</td>
<td>36.0</td>
<td>9</td>
</tr>
<tr>
<td>Very well</td>
<td>24.0</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 6

*Influence of perceived acceptance on decision to continue at the agency*

<table>
<thead>
<tr>
<th>Influence of acceptance</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance from clients</td>
<td>30.0</td>
<td>9</td>
</tr>
<tr>
<td>Acceptance from staff</td>
<td>58.1</td>
<td>18</td>
</tr>
<tr>
<td>Acceptance from volunteers</td>
<td>13.3</td>
<td>4</td>
</tr>
</tbody>
</table>

Spearman correlations were used to determine if demographic variables such as marital status, age, annual income, or education completed significantly correlated with the influence of client, staff, and volunteer acceptance on their decision to continue volunteering. The only significant correlation found was between the amount of education completed and the influence of staff acceptance ($r_s = .391, p = .030$), in which the greater the amount of education completed positively correlated with the influence of staff acceptance upon their decision to continue to volunteer at the agency.

*Open-ended Responses*

The average number of hours the respondents volunteer was 36.7 hours per month. Specifically, 51.5% of respondents volunteer 1 to 30 hours per month, and 48.5% of respondents volunteer at least 31 hours per month. On average, volunteers have been with the RCC for 27.1 months. In particular, 30.3% of the respondents have volunteered between 1 to 12 months, 30.3% of the respondents have volunteered between 13 to 24 months, and 39.4% of the respondents have volunteered 25 or more months at the agency. One third of the volunteers, 33.3%, indicated they were unsure how much longer they would continue to volunteer with the agency, 26.7% of the respondents said 1 to 12
months, 6.7% of the respondents said 13 or more months, and 33.3% of the respondents said indefinitely.

Spearman correlations were used to determine if demographic variables such as marital status, age, annual income, or education completed significantly correlated with how many hours the respondents volunteer each month at the agency. No significant correlations were found among these variables. Spearman correlations were also used to determine if marital status, age, annual income, or education completed significantly correlated with how much longer they plan on volunteering. No significant correlations were found among these variables as well. Finally, Spearman correlations were used to determine if marital status, age, annual income, or education completed significantly correlated with how many months they have volunteered at the agency. Significant correlations were found between annual income and total months volunteered ($r_s = .433$, $p = .017$) and education completed and total months volunteered ($r_s = .559$, $p = .001$).

This finding suggests that the higher the income of the volunteer and the greater the amount of education completed by the volunteer positively correlated with the total months volunteered at the agency.

Respondents were asked to respond to several questions about their volunteer experience. First they were asked what motivated them to continue to volunteer at the RCC. The three reasons reported most often for continuing to volunteer were: (a) helping people (33.3%), (b) there's a need (14.8%), and (c) it feels good to help others/volunteer (14.8%). They were also asked what would motivate them to sever their relationship with the RCC. The four reasons reported most often for not continuing to volunteer were: (a) lack of time (28.6%); (b) personal reasons such as moving, graduating, or starting a
family (28.6%); (c) other volunteers not doing their part (9.5%); and (d) not feeling respected/appreciated (9.5%).

Second, they were asked what they enjoy most about volunteering at the RCC and what they enjoy least about volunteering at the RCC. The two aspects that respondents most enjoyed about volunteering were experiences with staff, volunteers, and board members of the agency (57.1%), and helping others (28.6%). The one aspect that 28.6% respondents enjoyed least about their volunteer experience was feeling guilty about not doing enough (i.e., lack of familiarity, lack of impact, and not being able to the right words). Other aspects that respondents enjoyed least about volunteering included being asked to pick up extra shifts, schedule conflicts, living far away from the center, late night phone calls, obscene phone calls, and unnecessary phone calls (i.e., phone calls that are not rape crisis situations).

Finally, respondents were asked whether they believe continuing education is needed and how the RCC program could be improved. Almost three quarters (72%) of the respondents reported that continuing education was needed. Approximately 64% of the respondents said that continuing education should encompass up-to-date information regarding rape laws and other information pertinent to rape and survivors of rape.

When asked how the volunteer program could be improved, 33.3% of the volunteers wanted more volunteers to help ease the workload. Volunteers also suggested that more hands-on practice during training, adding a mentoring program, more continuing education classes, greater board participation, focusing more on the volunteers’ needs, and volunteers taking their responsibilities seriously would all improve the program.
CHAPTER 5

Discussion

The purpose of this exploratory study was to obtain information to assist Rape Crisis Center (RCC) volunteer coordinators and executive directors in the recruitment and retention of volunteers. The major hypotheses guiding this study were as follows:

1. The reasons that initially motivated volunteers to volunteer at the RCC will be the same as their reasons for why they are continuing to volunteer at the RCC.

2. Volunteers at RCCs continue to volunteer because the perceived costs of volunteering do not exceed the perceived rewards of volunteering.

*Hypothesis 1 – Motivation*

It was hypothesized that the motivations volunteers cited as having the most influence on their initial decision to volunteer at the agency would also be the same for their decision to continue to volunteer at the agency. In support of the first hypothesis, significant correlations were found between 12 of the 14 reasons that initially motivated volunteers to volunteer at the RCC and the corresponding reasons for why they continue to volunteer at the RCC. However, significant correlations were not found for “volunteering to gain personal support” or “heard from a friend that volunteering was a good experience.” This finding suggests that volunteers may not have received the personal support that they were looking for, or they may not have found the volunteer
experience as fulfilling nor rewarding as they thought it would be. As a result, these motivations were not cited as reasons for why they continue to volunteer at the RCC.

Among the 14 motivations cited for volunteering at the RCC, respondents in the present study ranked “to help persons in need” as having the most influence on their initial decision to volunteer and their decision to continue to volunteer at the RCC. Similarly, Black and DiNitto (1994) studied the degree of influence that 14 different factors had on a volunteer’s decision to volunteer at RCCs and shelters for battered women. They reported that “psychic or altruistic motivation of helping others in need more strongly motivates their volunteering than any other motivation studied” (Black & DiNitto 1994, p. 92). Taking into account that “volunteerism is recognizing that a need exists and responding to that need out of one’s own initiative” (McGuckin, 1998, p. 1), it is no wonder that respondents ranked “to help persons in need” as having the most influence on their decisions.

The 14 reasons for volunteering reported in this study can be further categorized as intrinsic and extrinsic. Intrinsic factors that influenced the current respondents to volunteer at the RCC included helping persons in need, having a friend who has been raped, having been raped, supporting issues of the women’s movement, having a relative who has been raped, previously been helped by a volunteer, having a unique expertise to contribute, fulfilling a civic responsibility, fulfilling a religious obligation, and helping to stop the problem of rape. Extrinsic factors that influenced the current respondents to volunteer at the RCC included receiving personal support, having a research interest, gaining work or educational experience, and hearing that volunteering was a good experience. Correspondingly, Black (1989) wrote that motivations for volunteering could
be classified as intrinsic and extrinsic. Intrinsic motives inspire a person to volunteer for the sake of volunteering. Intrinsic motivations could include belief in a cause or desire to serve an organization. Extrinsic motives usually involve a value associated with the activity, such as gaining experience or receiving class credit.

In the current study, correlations were used to determine if the motivations for volunteering corresponded to how much longer the respondents expected to continue volunteering at the agency, the total months volunteered at the agency, or the volunteer hours per months. Significant positive correlations were found between volunteering to support issues of the women's movement and how much longer respondents expected to continue to volunteer ($r_s = .208, p = .044$) and between volunteering to stop the problem of rape and how much longer they expect to continue volunteering ($r_s = .584, p = .001$). This finding supports what Pell (1972) found in his research regarding factors that may impact a volunteer’s satisfaction with the organization, and his/her desire to stay with the organization. One of the factors was the need for accomplishment (i.e., takes pride in work, feels wanted, feels part of a team, receives praise, receives feedback). It could be theorized that volunteers take pride in their effort to support issues of the women’s movement and to stop the problem of rape. As a result, they are motivated to continue to volunteer at the RCC because the need still exists.

Significant positive correlations were also found between volunteering because of a research interest and how long the respondents expect to continue to volunteer at the RCC ($r_s = .397, p = .033$). This finding may be because research is often times an ongoing endeavor for students and researchers alike. Similarly, one factor identified by Lewis (1978) that may impact a volunteer’s decision to volunteer is volunteering for
credit (i.e., class credit, community service club, etc.). Lewis’ finding is comparable to the present finding that having a research interest is positively correlated with how much longer a volunteer expects to continue volunteering at the RCC.

A significant negative correlation was found between volunteering to gain personal support and total months volunteered in the current study ($r_s = -.416, p = .016$). This negative aspect may be because volunteering can be emotionally taxing and may not always provide the personal support that some volunteers expect to receive. Cyr and Dowrick’s (1991) study delineated some of the costs associated with volunteering. Some of the costs identified by Cyr and Dowrick were also endorsed by the current respondents (i.e., lack of standards to evaluate success, insecurity about one’s own counseling skills, expecting appreciation from clients, and not seeing the results of their effort).

Consequently, respondents in the current study might have been displeased with the costs that they encountered while volunteering at the RCC and did not receive the personal support that they had anticipated.

Lastly, a significant negative correlation was also found between volunteering because of a research interest and volunteer hours per month ($r_s = -.349, p = .050$). If a volunteer is motivated to volunteer at an RCC as a result of a research interest in the RCC, then he or she might not be as psychologically connected to the volunteer experience, and thus less likely to devote more time each month than is necessary to meet his or her research needs. In addition, those with a research interest are more likely to volunteer as a board member, which is a role that is not as time consuming as answering crisis line phone calls or making hospital visits with rape survivors.
Hypothesis 2 – Costs and Rewards

Based on the assumptions of social exchange theory, it was predicted that volunteers who perceive greater rewards than costs would plan to volunteer for longer periods of time. Counter to expectations, the volunteers’ expectations about how much longer they expected to continue to volunteer at the agency were not significantly affected by the perceived rewards ($t[5] = .649, p = .099$) and costs of volunteering ($t[4] = -2.500, p = .561$). These conflicting findings may be explained, in part, in response to an open-ended question on the current survey. In response to the question “what reasons do you have (or would you have) for not continuing to volunteer at this agency,” 28.6% of the volunteers noted personal reasons (i.e., moving, graduation from college, and family obligations) while 28.6% of the volunteers noted time constraints as considerations. Thus, the reasons noted for not continuing to volunteer in the current study reflected life circumstances in addition to the perceived costs of volunteering.

The three reasons noted most often by RCC volunteers in the current study for continuing to volunteer were (a) helping people, (b) there’s a need, and (c) it feels good to help others/volunteer. This viewpoint may be because respondents in the present study ranked “to help persons in need” as having the most influence on their initial decision to volunteer and their decision to continue to volunteer at the RCC. These findings are similar to Black’s (1991) results in which she also studied the costs and rewards of volunteering. She found that volunteers at RCCs enjoyed the sense of having made a positive change in the lives of others and the personal benefits of volunteering (i.e., fellowship, sense of family, socialization with others, etc.). Thus, volunteers are not only
motivated by the idea of helping others in need but they also find helping others a rewarding experience.

On the other hand, the four costs endorsed most often by RCC volunteers in the current study for not continuing to volunteer were (a) lack of time; (b) personal reasons such as moving, graduating, or starting a family; (c) other volunteers not doing their part; and (d) not feeling respected/appreciated. This finding supports what Black (1991) found in a similar study. She found that what volunteers liked least about their volunteer experience was a perceived lack of support, lack of resources, emotional pain, inconveniences and distractions from their lives. Likewise, the respondents noted costs that encompass the loss, sacrifice, suffering, or effort involved in being a volunteer.

The aspect that the current respondents enjoyed least about their volunteer experience was feeling guilty about not doing enough. The guilt was reported to be internal and not due to outside factors (i.e., feedback from RCC staff and volunteers). Other negative aspects of the volunteer experience included being asked to pick up extra shifts, scheduling conflicts, living far away from the center, late night telephone calls, obscene telephone calls, and unnecessary telephone calls. However, less than half of the volunteers (42.8%) in the current study noted reasons that were considered factors that may lead to volunteer burnout as identified by Cyr and Dowrick (1991). This finding may be due to the fact that what respondents enjoyed least about their volunteer experience reflected life circumstances and not overwork or prolonged exposure to stress, which are factors that may lead to burnout.
Acceptance and Satisfaction of Volunteers

Of the volunteers surveyed in the current study, 50% reported to be highly satisfied with the volunteer activities at the agency. Some of the volunteer activities they reported enjoying most were interactions with the staff, helping others in need, supporting a cause, having a sense of purpose, and the volunteer experience. Respondents were also asked to report what they most enjoyed about volunteering at the agency. They mostly enjoyed experiences with staff, volunteers, and board members, and helping others. Cyr and Dowrick (1991) noted that benefits from volunteer work may help manage burnout. Consequently, these findings are important for volunteer coordinators and executive directors to consider in their pursuit to retain volunteers.

In addition, volunteers in the current study reported feeling greater levels of acceptance by both the staff at the agency and by the clients than by the other volunteers. The respondents also rated the level of acceptance by the staff to have a greater influence upon their decision to continue to volunteer at the agency rather than the level of acceptance by other volunteers and clients. Both of these findings may be due in part as the respondents reported to have more contact with the staff than other volunteers and clients. For example, some volunteers reported having little or no contact with other volunteers and clients. As a result, the volunteers may view the staff as role models and/or peers. Pell (1972) noted that volunteer acceptance plays a role in volunteer satisfaction. Volunteer acceptance can be described as a sense of belonging (i.e., feels like an integral part of the organization; included in awards, uniforms and social activities). Therefore, volunteer satisfaction, acceptance, and burnout can be determined in part by the volunteer’s experience at the agency.
Implications for practice

The purpose of this exploratory study was to obtain information that may assist Rape Crisis Center (RCC) volunteer coordinators and executive directors in the recruitment and retention of volunteers. Since significant correlations were found between 12 of the 14 reasons that initially motivated volunteers to volunteer at the RCC and the corresponding reasons for why they continue to volunteer at the RCC, it would be wise for agencies to ask their volunteers what motivated them to volunteer in the first place. It would be important to then use that information to explore how realistic the motivations are and how the volunteer may go about fulfilling his/her needs. For example, if a prospective volunteer is motivated to volunteer in order to stop the problem of rape, then the volunteer coordinator could explain to that person the possibilities and limitations, if any, of this goal.

In the present study, the three factors most strongly endorsed by volunteers for continuing to volunteer were (a) helping people, (b) there is a need, and (c) altruism (i.e., it feels good to help others/volunteer). Respondents reported that they most enjoyed interactions with staff, volunteers, and board members. When considering this information, it would be important to maximize the positive aspects of volunteering (e.g., allowing the volunteers to have more experiences helping others in need; and providing more opportunities for positive interactions with staff, volunteers, and board members such as social activities, fundraisers, meetings, and providing mentors). The aforementioned findings are similar to Black’s (1989) research, who found that some of the rewards, or exchanges, volunteers received for their efforts included feelings of
acceptance from staff, other volunteers and clients and feelings of accomplishment and satisfaction from volunteering to help others.

The four factors most strongly endorsed for not continuing to volunteer in the current study were (a) lack of time; (b) personal reasons such as moving, graduating, or starting a family; (c) other volunteers not doing their part; and (d) not feeling respected/appreciated. The aspect that current respondents enjoyed least about their volunteer experience was feeling guilty about not doing enough. Other negative aspects of the volunteer experience were being asked to pick up extra shifts, scheduling conflicts, living far away from the center, late night phone calls, obscene phone calls, and unnecessary phone calls. Volunteer coordinators and executive directors could minimize the negative aspects of volunteering by stressing the importance of following through on commitments, recognizing the efforts of the volunteers, and continuing to recruit new volunteers so that current volunteers do not feel overwhelmed.

If social exchange theorists are correct in their view of reciprocity, then RCC volunteer coordinators and executive directors would desire that volunteers view their experiences as being more rewarding than costly to prevent volunteer turnover. However, the costs of volunteering at RCCs often outweigh the rewards. Similar to the present findings, Black (1989) found that volunteers reported the shifts were too long and they found calls in the night disruptive. For their service, many volunteers requested “more training, more and better communication with staff and more expression of gratitude” (Black, 1989, p. 144). In a similar study, Black (1991) found that what volunteers liked least about their volunteer experience was a perceived lack of support, lack of resources, emotional pain, inconveniences and distractions from their lives. The aforementioned
findings regarding the negative aspects of volunteering in the current study reflect Black’s finding.

In order to increase retention of crisis line volunteers, Cyr and Dowrick (1991) created guidelines, based on results of their study, designed to reduce burnout and increase overall satisfaction. It would be wise for RCC volunteer coordinators and executive directors to consider applying these suggestions in their volunteer programs. The first guideline that Cyr and Dowrick created focused on educating volunteers about the predictors of burnout, developing better counseling capabilities and competencies among volunteers, stressing the importance of helping victims, and identifying personal rewards derived from volunteering. The second guideline was aimed at promoting group solidarity through scheduling two or more volunteers per shift, developing a volunteer “buddy” system, increasing attendance at staff meetings and social events, and allowing the volunteers to have an informal say in how the organization operates. The third guideline involved supervisors supporting the volunteers, recognizing their contributions, periodically assessing their performance, and creating challenging experiences. The fourth and final guideline included periodically evaluating predefined goals set by the agency for individuals or groups of volunteers, providing contracts to volunteers that specify level of commitment, and rewarding volunteer contributions to the organization (Cyr & Dowrick, 1991).

Similar to Cyr and Dowrick’s (1991) study of volunteers, the current respondents also seem to endorse a more structured volunteer experience. Nearly three quarters (72%) of the respondents reported that they would value continuing education experiences. In addition, the respondents indicated a desire for more volunteers, more hands-on practice
during training, the addition of a mentoring program, greater board participation, focus more on the volunteers’ needs, and volunteers taking their responsibilities seriously. These findings can be accomplished by using Cyr and Dowrick (1991) guidelines designed to reduce burnout and increase the overall satisfaction of volunteers.

Limitations

There are a number of limitations of this study that should be considered. Of the 65 questionnaires that were sent out, 33 volunteers (50%) responded to the questionnaire. Therefore, this sample is a relatively small one and generalizability is an issue. All respondents were female; thus the findings cannot be generalized to male RCC volunteers. In addition, 92.9% of the respondents were Caucasian, while 7.1% were African American, resulting in a cultural diversity issue. Finally, volunteers were selected at a single site in south central Kentucky. Though the volunteers serve a ten county area, findings should not be generalized to larger metropolitan areas.

Future Research

For future research in this area, it would be beneficial to increase the sample size of the survey and to survey volunteers at other RCC centers around the country in order to make the results more representative of a diverse population. It would also be wise to conduct a study that incorporates volunteers who have discontinued their service at the RCC. For example, data could be obtained to ascertain a more definitive answer of why they no longer volunteer at the agency, and an exact answer to how long they volunteered at the RCC. This information would provide RCCs with a different perspective regarding volunteer satisfaction, acceptance, and retention than the information provided by current volunteers.
In addition, it may be wise for volunteer coordinators to maintain exit information from volunteers (e.g., length of volunteer experience, satisfaction with volunteer experience, and how the volunteer experience could have been improved). This feedback could provide agency officials with data from volunteers who leave the agency. The information could then be used to implement interventions that address their findings in order to increase the recruitment and retention of volunteers.

Relying on data collected at the end of the volunteer’s term by the volunteer coordinator may also increase the amount of data that a researcher is able to collect and analyze, thus improving the generalizability of the feedback provided to RCCs regarding volunteers’ experiences. Ultimately, the goal of future research should focus on assisting RCC volunteer coordinators and executive directors as regards volunteer experiences.
References


(UMI No. 8920664)


http://www1.umn.edu/aurora/significantotherrv.html


http://www.fbi.gov/pressrel/pressrel01/cius2000.html
INSTRUCTIONS: This survey consists of several questions about your volunteer work and some demographic information. Some questions ask you to circle an appropriate category, and some questions ask you to fill in a blank; directions are given at each step in the survey. Please feel free to write additional comments in the margin or on the back of the page if you feel it would be helpful or if it would allow you to more accurately respond to a question. Please make any written comments legible.

1. Why did you become a volunteer at this particular agency? Please indicate how much each of the following reasons influenced your decision to volunteer. Please circle the one most appropriate response beside each possible reason.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No Influence</th>
<th>Some Influence</th>
<th>Very High Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was seeking personal support.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I wanted to help persons in need.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have a friend who has been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I personally, have been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I wanted to support issues of the women’s movement.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have/had a research interest in this area.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I wanted to gain work or educational experience.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have a relative who has been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I heard from a friend that volunteering was a good experience.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have been helped by a volunteer(s) in the past and wanted to give something back.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have an unique expertise to contribute That the program needs.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I wanted to fulfill a civic responsibility.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I wanted to fulfill a religious obligation.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
I wanted to help stop the problem of rape.

Please describe any additional reasons that led to your becoming a volunteer at this agency, if any.

(a) 

(b) 

(c) 

2. Why do you remain a volunteer at this particular agency? Please indicate how much each of the following reasons influences your decision to remain a volunteer. Please circle the one most appropriate response beside each possible reason.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No Influence</th>
<th>Some Influence</th>
<th>Very High Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I receive personal support.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I want to help persons in need.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have a friend who has been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I personally, have been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I want to support issues of the women’s movement.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have/had a research interest in this area.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I want to gain work or educational experience.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have a relative who has been raped.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I find that volunteering is a good experience.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have been helped by a volunteer(s) in the past and wanted to give something back.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
I have an unique expertise to contribute that the program needs.

I want to fulfill a civic responsibility.

I want to fulfill a religious obligation.

I want to help stop the problem of rape.

Please describe any additional reasons that influence your decision to remain a volunteer at this agency, if any.

(a) ____________________________________________

(b) ____________________________________________

(c) ____________________________________________

3. Did any specific event or circumstance trigger your decision to volunteer? If so, please describe it briefly.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

4. About how many hours each month do you volunteer at this program?

_______ hours per month

5. How long have you volunteered at this program, so far?
   Please report the total number of months.

_______ months (round to the nearest month)

6. How much longer do you expect to continue volunteering at this program?

_______ (Please estimate the number of months or state another appropriate answer, such as, “indefinitely” or “uncertain”).
7. What reasons do you have (or would you have) for continuing to volunteer at this program? If any, please describe them briefly.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

8. Please rate how much these reasons impact your decision to continue volunteering at this program.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

9. What reasons do you have (or would you have) for not continuing to volunteer at this program? If any, please describe them briefly.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

10. Please rate how much these reasons impact (or would impact) your decision for not continuing to volunteer at this program.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

11. Is there a specific hour requirement that you must volunteer each month?

__________ hours per month
12. What volunteer activities do you perform in this center? Choose only those that apply to you.

<table>
<thead>
<tr>
<th>Volunteer Activity</th>
<th>% of Volunteer Time Devoted to Each Activity (should equal 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filing, typing, or answering the telephone.</td>
<td></td>
</tr>
<tr>
<td>Answering telephone crisis calls.</td>
<td></td>
</tr>
<tr>
<td>Accompanying victims to court.</td>
<td></td>
</tr>
<tr>
<td>Accompanying victims to police station.</td>
<td></td>
</tr>
<tr>
<td>Accompanying victims to other social service agencies.</td>
<td></td>
</tr>
<tr>
<td>Accompanying victims to the hospital.</td>
<td></td>
</tr>
<tr>
<td>Fundraising.</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify____________________________________).</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 100%

13. Please mark (X) one of the following three categories to indicate which best describes your volunteer work.

- Volunteer work is my main career or work activity; it is the key part of my work life (which may also include school, homemaking, etc.).

- Volunteer work is a supplement to the other parts of my work life.

- Volunteer work is a way to prepare me for a new (or changed) career, or to maintain skills and contacts in a career I am not actively pursuing at this time.

14. Please rate your current satisfaction with your volunteer activities at this agency by drawing a circle around one of the numbers on the scale below.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low Level Of Satisfaction</td>
<td>Moderate Level Of Satisfaction</td>
<td>Very High Level Of Satisfaction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. What thing(s) do you enjoy most about volunteering at this center?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

16. What thing(s) do you like least about volunteering at this center?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. Please rate how well other volunteers at this center accept you by drawing a circle around one of the numbers on the scale below.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Well</td>
<td>Moderately Well</td>
<td>Very Well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain why you feel this way.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. Please rate how well you feel the agency’s staff accept you by drawing a circle around one of the numbers on the scale below.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Well</td>
<td>Moderately Well</td>
<td>Very Well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain why you feel this way.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
19. Please rate how well you feel the clients in this center accept you by drawing a circle around one of the numbers on the scale below.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Well</td>
<td>Moderately Well</td>
<td>Very Well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain why you feel this way.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

20. Of the following three choices, place a number “1” beside the response which has the greatest influence upon your continuing to volunteer at this agency. Place a “2” beside the second most important influence, and a number “3” beside the remaining choice.

_____ The level of acceptance felt from the clients in this agency.

_____ The level of acceptance felt from the staff in this agency.

_____ The level of acceptance felt from other volunteers in this agency.

21. How did you learn about the volunteer opportunity at this center? Please check all that apply.

_____ recruitment appeals to university class

_____ recruitment appeals to university group

_____ recruitment appeals to church group

_____ friend told me about the center

_____ agency volunteer told me about his/her experience

_____ agency staff told me about the center

_____ news segments on television

_____ other (please specify)

22. How many hours of training were provided for you by the staff of this shelter before you first worked as a volunteer? _________________________

23. How many hours of training did you attend? _________________________
24. Are you required to attend continuing education (more training)? If so, how much?

25. If you are not required to attend continuing education, do you believe that it is needed?

Yes. If yes, how much? Why?

No. Why?

26. How could the volunteer program in this organization be improved?

Please answer the following questions about yourself.

27. Current occupation (be as specific as possible)

28. Racial or ethnic group

29. Current marital status:

   Married
   Divorced
   Single
   Separated
   Widowed
   Committed Relationship

30. Sex: Male  Female

31. Age

32. Annual Income (check appropriate category)

   $11,999 and below
   $12,000 - $18,999
   $19,000 - $25,999
   $26,000 - $32,999
   $33,000 - $39,999
   $40,000 and above
33. Number of years of education completed:
   ____ less than a high school diploma
   ____ high school diploma/GED
   ____ some college
   ____ 2 years associate’s degree
   ____ 4 year bachelor’s degree
   ____ master’s degree
   ____ Doctoral degree
   ____ other degree or education, please specify ________________________________

If you have any additional comments that you think would be helpful in this study, please write them below with your responses. Thank you for your time and your thoughts. I appreciate your contribution.
Appendix B
To: Amanda Grisson

From: Beverly Black

Re: Questionnaire for volunteers in Rape Crisis Centers

Date: March 14, 2001

Amanda Grissom has permission to use my questionnaire for volunteers in rape crisis centers to further conduct research on volunteerism in rape crisis centers. I request that you acknowledge or cite me as the author of the questionnaire where appropriate.
Appendix C
Amanda Grissom
2007 Westview Drive
Owensboro, KY 42301

Dear Amanda:

Your research project, “Effects of Perceived Costs and Rewards on Motivation and Retention of Rape Crisis Center Volunteers,” was reviewed by the HSRB and it has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects’ welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that: (1) signed informed consent will be obtained from all subjects. (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data. (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

a. Your research therefore meets the criteria of Expedited Review and is Approved.

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Sponsored Programs at the above address. Please report any changes to this approved protocol to this office. A Continuing Review protocol will be sent to you in the future to determine the status of the project.

Sincerely,

[Signature]

Phillip E. Myers, Ph.D.
Director, OSP and
Human Protections Administrator

c: Human Subjects File Grissom HS03-011
Dr. Debra Crisp

HSApprovalGrissomHS03-011
Appendix D
I, ____________________________, agree to participate in a research project studying the issues faced by rape crisis center volunteers, which is being conducted by Amanda L. Grissom, a School Psychology specialist student [(270) 683-8183; room 255, Tate Page Hall, Western Kentucky University]. I understand that my participation is entirely voluntary and I can withdraw from participating at any time. If I withdraw, results from my participation will not be included in the research and will be destroyed upon my request.

The following information has been made known to me:

1. The purpose of this study is to gather information about issues I have faced as a volunteer at a rape crisis center.

2. Participation will require that I spend approximately 10 to 15 minutes answering questions concerning my experience as a rape crisis center volunteer.

3. Emotional distress is not anticipated, but a list of referrals will be made available at the completion of the questionnaire.

4. The information I give will be used only for research. My answers will be completely anonymous. Consent forms remain confidential and separate from questionnaires and will not be released to anyone for other purposes, unless required by law.

5. Questions about the study will be answered by the researcher now and/or during the course of the project. I may contact the researcher or her advisor [Dr. Crisp; (270) 745-3159; room 409, Potter Hall, Western Kentucky University] if I have any further questions.

Note: I am aware that I am participating in a research project. The instruments I respond to are used only to collect data and provide descriptions of everyday, normal issues faced by rape crisis center volunteers. Individual personality assessment is not a goal of this research and results from assessment instruments are anonymous and will not be available to me, if I so desire. Results from the study are expected to be available in May 2003.

The nature and purpose of this research has been satisfactorily explained to me.

_____________________________  ____________________________
Participant                                      Researcher