

Family Volunteering: An Exploratory Study of the Impact on Families



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INTRODUCTION

The vision of the *FAMILY MATTERS* initiative, a national program of the Points of Light Foundation (POLF), is to make family volunteering the norm in the United States. To accomplish this vision, *FAMILY MATTERS* has focused on developing models of family volunteering, building capacity of nonprofits to engage families in volunteer activities, and raising awareness of the values gained from families volunteering together.

The Center for Urban Policy and the Environment (Center) conducted a process evaluation of the implementation of the *FAMILY MATTERS* program.¹ Examining the impact of volunteering on the families was outside the scope of that evaluation. Proponents of family volunteering have stated that the benefits to families from family volunteering include sharing quality time together, transmission of values, modeling of compassion and civic engagement by parents, and improved communication between family members. While all of these results may be benefits of family volunteering, there may be others. In addition, we would like to determine why families volunteer. The purpose of this paper is to present the results of exploratory research that has been conducted to inform the conceptual framework of a study of the impact of family volunteering on families.

METHODOLOGY

In June 2002, the Center conducted a focus group with three winners of the National Family Volunteer Award, given annually by the Foundation to families and organizations participating in notable family volunteering experiences. The findings from the focus group were used to design a structured telephone interview instrument with open-ended questions to survey other families who volunteer together. The Foundation provided contact information of a small sample of families recognized for outstanding volunteering. These families were contacted in September 2002. In addition, the Center conducted a literature review to identify research related to family volunteering and family interaction. The results of the interviews and the literature review will inform the design of a pre- and post-test instrument to measure the impact of family volunteering on the concepts that were identified through the focus group and interview process.

¹ Littlepage, L., & Perry, J. (2001). *Final Report: An Evaluation of FAMILY MATTERS for Points of Light Foundation*. Indianapolis: Indiana University–Purdue University Indianapolis, School of Public and Environmental Affairs, Center for Urban Policy and the Environment.



FOCUS GROUP RESULTS

On June 10, 2002, as part of the National Conference Community Volunteering and National Service, Center staff facilitated a focus group with three winners of the National Family Volunteer Award, given annually by the Foundation to families and organizations participating in notable family volunteering experiences. The following is a summary of the volunteers' responses to open-ended questions about their family volunteering experience.

Benefits

When asked about the benefits of volunteering together as a family, the participants identified several themes:

- Brings the family closer together
- Value system strengthened by volunteering; children see parents are involved
- Builds extended family among youth and other youth as well as youth and adults
- Get something back from volunteering; self-satisfaction; makes you feel good
- Strength in numbers; family gets more done than individual
- Benefits to youth—such as helps with job and college applications
- Children see how lucky they are
- Positive influence on the people they help
- Fun; social; gives children/youth something to do

Costs

When asked about the costs of family volunteering, the participants identified financial costs (transportation, supplies, lost work time, etc.) and personal costs:

- Doors to volunteering open more slowly for families
- Personal time; late nights and early mornings
- Emotional cost; get attached to the people and they move or pass on; whole family feels it
- Coordinating volunteering has extra stress from the responsibility of having children there

Differences between Parents and Children

Parents and children identified different costs and benefits. For parents, an identified benefit was leaving a legacy behind, and they did not identify any additional costs. In contrast, the youth identified the benefit of expanding their world and getting them ready for the real world, and they identified several costs. For youth, volunteering with parents can be a social stigma, especially for teenagers (“You’re doing work and not getting paid?” “You think you’re better than us because you’re helping us.” “Geek.”) Because of this stigma, family volunteering can drop off during the teenage years. Also, teenagers may see volunteering as a penance if it is required by their school or religious organization.

Benefits and Costs to Society

When asked about the benefits and costs to society from family volunteering, the participants identified several benefits. These benefits included holistic benefits and the fact that volunteering can be preventive (things like Columbine would not happen if students had volunteered and seen others in need; people do positive things vs. negative). The importance of modeling family volunteering to society, agencies, and other families was identified, as well as the ripple effect and the fact that the costs are minimal compared with the benefits. Costs, per se, were not identified, but rather societal issues such as the job market and the need for society to support time for family volunteering; the need for society to recognize all types of families; and the belief that family volunteering is not seen as important by society. Other comments from families included:



- Family volunteering saved the family
- Conference and Awards validates their service and make the family experience stronger
- Publicity about family volunteering helps other families see things they could do and gives them a goal to strive for
- Shows that there are volunteer opportunities everywhere
- Family volunteering opens a door of opportunity that brings out a natural strength in families

RESULTS FROM PHONE INTERVIEWS WITH FAMILIES

Methodology

The results of the focus group, discussed above, were used to design two instruments (one adult, one youth) that were used in phone interviews with families that volunteer (see Attachment A). These families were identified by Family Matters staff because they were previous winners or nominees for various family volunteering awards. A letter was sent from the Foundation to the families informing them of the study and giving them the option of not participating. Center staff then contacted the families, interviewed the parent(s), and asked permission to interview the children. This process resulted in 15 complete interviews (10 adults and 5 children).

Motivations to Volunteer

When asked why they volunteer together, adults identified being a good role model and transmitting their values, to have fun, to spend quality time together, and religious reasons. In contrast, while the children identified religious reasons, fun, quality time together, and giving back to the community, none of the children identified transmission of values or being a good role model as a reason to volunteer together.

Benefits of Family Volunteering

When asked about benefits of volunteering together, many of the same concepts came up, but adults also identified a general benefit of volunteering: the children focusing on someone other than themselves. The children also identified a general benefit of volunteering: it makes you feel good, the feeling of giving, it cheers other people up, and it's good to help others.

The only drawback that was raised from volunteering together as a family by adults was the time and scheduling issue. Children raised drawbacks related to being with the family, such as, they were not as independent when volunteering with family, they would rather be with friends than family, and they may not want to spend more time with their siblings if they just had a fight.

Effects on Family Relationships

When asked if they feel any differently about their parents because of volunteering with them, children mentioned appreciating and respecting them more and seeing how much they care for the community. When asked about their siblings, a few mentioned seeing them as role models. If there was no change in how they viewed their sibling, it was usually because they respected the sibling before and this experience did not change the way they felt about them. When adults were asked if volunteering changed their relationship with their children, they mentioned that it has been a bonding experience and they have become more of a team. Parents also noticed a change in their children's attitudes towards each other; they get along better and see that they need each other for success.



Effects on Future Plans/Goals

Adults were less likely to say that volunteering has changed their plans or goals, although it was mentioned that they are more focused on people than things. Children said that volunteering helped them to see how many other things can be accomplished if they do not waste time, as well as influencing their future plans. One young respondent indicated the possibility of being a teacher, and another one, a social worker or a nurse, as a result of their volunteer work.

LITERATURE REVIEW

As part of the research needed in developing survey instruments to measure the concepts we identified during the focus groups and phone interviews, a review of the literature was conducted. Attachment B is an annotated bibliography of that review. It is separated into two general categories: family volunteering and family interaction. A review of the relevant literature in family volunteering indicates that this study, if conducted as designed, would advance the study of the impact of family volunteering on families.

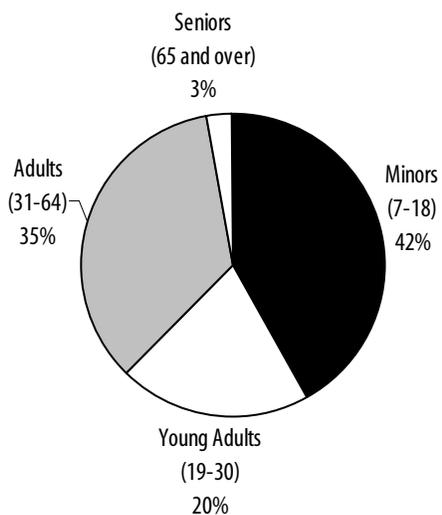
SURVEY CONDUCTED ON NATIONAL FAMILY VOLUNTEER DAY

Using the results of the focus groups and the interviews, we developed an instrument (Attachment C) that was administered by seven Volunteer Centers on a one-time, anonymous basis to 2002 National Family Volunteer Day (NFVD) service activity participants. Surveying a group of families that volunteer episodically will help to inform the design of the next stage of research. It also provides some early indications of possible findings of the larger scale research. It should be noted that this is a small sample of NFVD participants (88 participants) who were not randomly selected. Even so, the results do provide interesting preliminary findings.



As Figure 1 illustrates, 42 percent of the survey respondents were 18 or under, while young adults comprised 20 percent and adults 35 percent.

Figure 1: Ages of Survey Respondents



As Figure 2 illustrates, while the most frequent answer to the question, “Who are you volunteering with today?” was “a friend,” when you add together parent, child, spouse, and sibling, family volunteering as a whole was greater. It should be noted that the numbers add to more than 88 because respondents could choose more than one answer.

Figure 2: Who Respondents Volunteered with on National Family Volunteer Day 2002

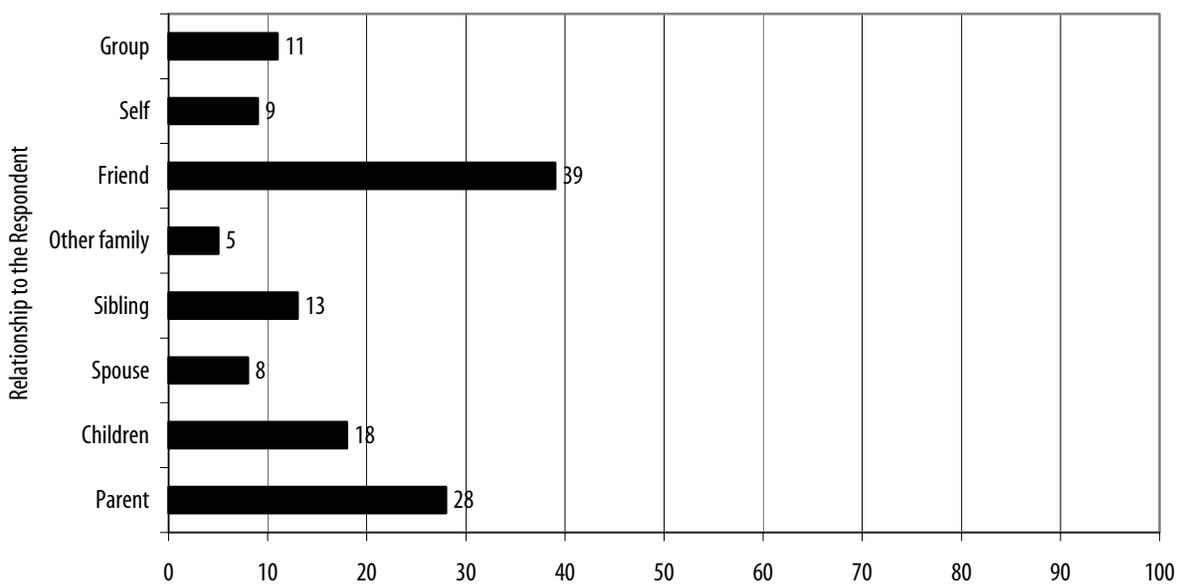
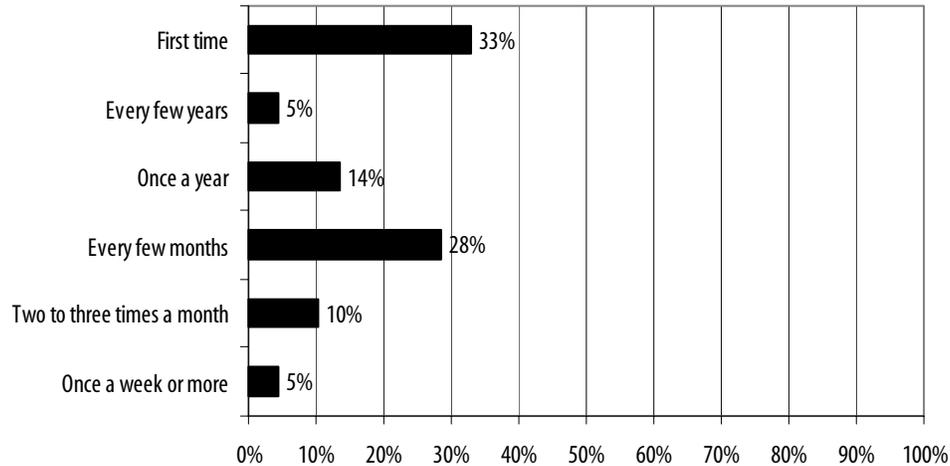




Figure 3 shows that for one-third of the respondents, this was their first time volunteering with their family, but 43 percent volunteer with their family at least every few months, if not more frequently.

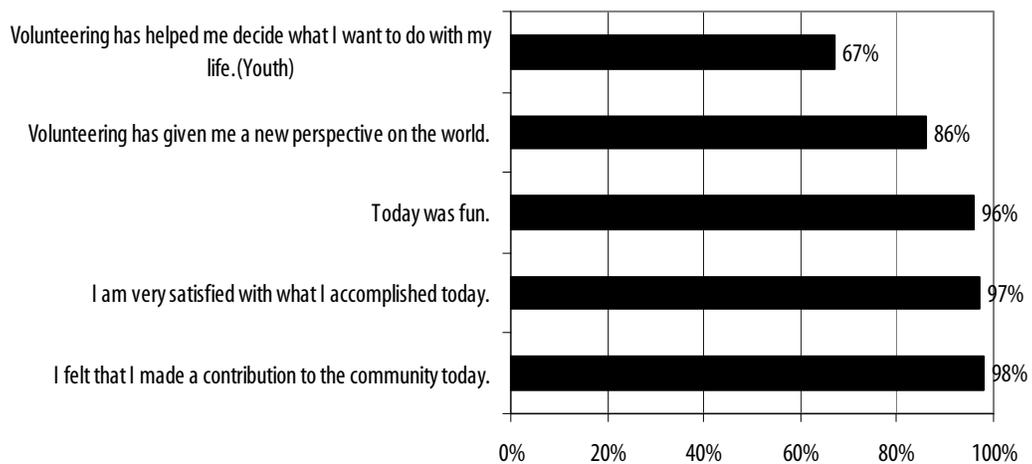
Figure 3: Survey Respondents' Frequency of Volunteering with Their Family



Respondents' Attitudes toward Volunteering

Almost every respondent strongly agreed or agreed with statements positively describing the day (see Figure 4). In addition, most (86 percent) indicated that volunteering "has given me a new perspective on the world." Another positive benefit from youth volunteering is seen in the two-thirds of youth who strongly agreed or agreed that "volunteering has helped me decide what I want to do with my life."

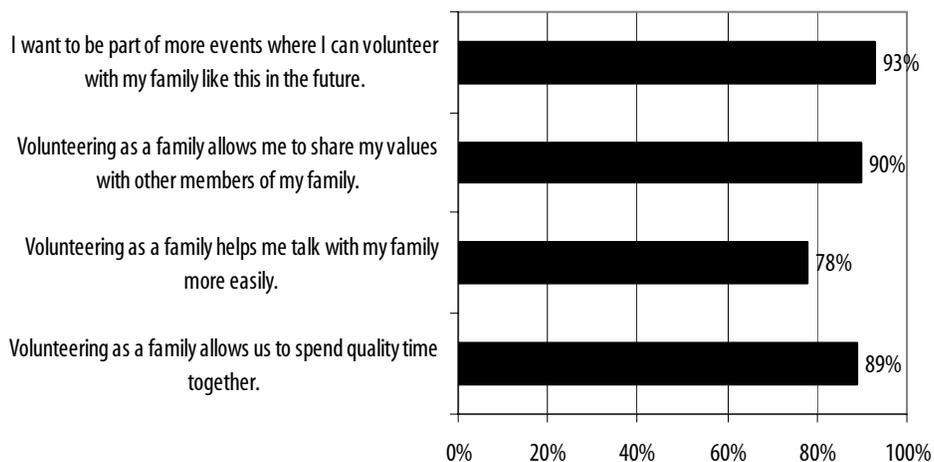
Figure 4: Respondents' Attitudes toward the Day's Activities and Volunteering 2002





As Figure 5 illustrates, most respondents agreed or strongly agreed that family volunteering allows them to share values, talk more easily with their family, and spend quality time together. Most of the respondents (93 percent) said that they want to be part of similar events in the future.

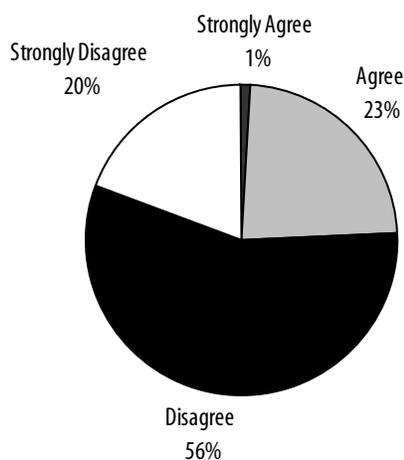
Figure 5: Attitudes toward Family Volunteering



Possible Drawbacks of Family Volunteering

During the focus group and interview process, a few people mentioned that volunteering does take time and can make life hectic. We included a question to measure this perception. While Figure 6 illustrates that it is not true for most of the respondents, 24 percent either strongly agreed or agreed that volunteering does make their life more hectic. This issue should be taken into consideration by those coordinating family volunteer efforts.

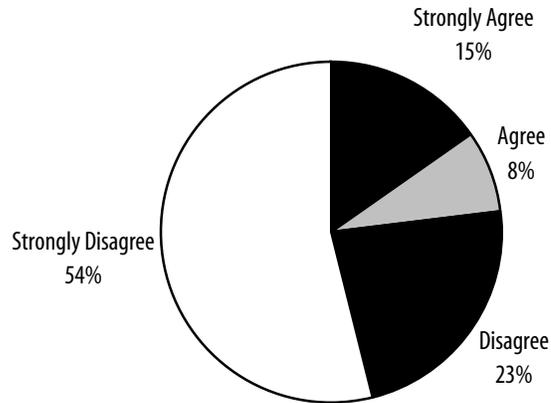
Figure 6: Level of Agreement to: “Volunteering makes my life more hectic.”





During the focus groups and interviews, a few youth indicated that their friends make fun of them for volunteering. As Figure 7 indicates, most disagreed with this statement, but 23 percent strongly agreed or agreed that their friends make fun of them for volunteering. Again, volunteer coordinators should realize that this could be an issue for some youth volunteers.

Figure 7: Youth Level of Agreement to: “My friends make fun of me for volunteering.”





Motivations for Volunteering

There are many motivations to volunteer and Clary, Snyder, Ridge, et al. (1992)² have identified six motivations (Social, Value, Career, Understanding, Protective, and Esteem). In this survey we included the scales for two of their identified motivations: social and value. Social describes those whose motivations are a reflection of the influence of friends, family, or a social group they hold in esteem. They volunteer because others expect it. Value describes those whose motivation to volunteer is to act on deeply held beliefs about the importance of helping others. Volunteering allows those people to express their values in a meaningful way and receive satisfaction from knowing that their service is a true expression of those values. We chose the two motivations because we wanted to determine if families volunteer together because of social motivation or if they want to express their values, or both. As Table 1 illustrates, respondents to this survey seemed much more motivated by their values than by social motivations.

Table 1: Respondents' Motivations to Volunteer

How important each of the reasons for volunteering is:	Very Important	Somewhat Important	Not Too Important	Not At All Important
<i>Social Motivation Scale Questions</i>				
My friends volunteer.	16%	39%	29%	16%
People I'm close to volunteer.	22%	42%	28%	7%
People I know share an interest in community service.	26%	51%	23%	0%
People close to me place a high value on community service.	31%	43%	21%	5%
Volunteering is an important activity to the people I know best.	30%	39%	25%	6%
<i>Value Motivation Scale Questions</i>				
I am concerned about those less fortunate than myself.	68%	29%	2%	0%
I am genuinely concerned about the particular group I am serving.	46%	43%	8%	4%
I feel compassion toward people in need.	73%	26%	1%	0%
I feel it is important to help others.	80%	19%	1%	0%
I can do something for a cause that is important to me.	70%	26%	4%	0%

² Clary, E.G, Snyder, M., & Ridge, R. (1992). Volunteers' Motivations: A Functional Strategy for Recruitment, Placement and Retention of Volunteer. *Nonprofit Management and Leadership* 2 (4) 333–350.



PRELIMINARY FINDINGS

We conducted focus groups and phone interviews of families to help design the instrument distributed on National Family Volunteer Day. While still preliminary, the findings from both the focus groups and phone interviews are similar to that of the survey respondents. Respondents to the survey indicated that:

- Almost half volunteer with their family at least every few months.
- Most respondents were satisfied with their accomplishments and enjoyed the day.
- Most felt that volunteering has given them a new perspective on the world.
- Two-thirds of youth strongly agreed or agreed that volunteering has helped them decide what they want to do with their life.
- Most respondents felt that volunteering helped them to share values and talk more easily with their family, and it allows them to spend quality time together.
- Even so, almost one-fourth of respondents indicated that volunteering makes their life more hectic, and almost one-fourth of youth respondents indicated that their friends make fun of them for volunteering. These are both issues that volunteer coordinators should be aware of and possibly address.
- Most families seem to be motivated to volunteer because of their concern for others rather than for social reasons.

NEXT STEPS IN MEASURING IMPACT OF FAMILY VOLUNTEERING

Instrument Development

The next step in this process is to refine the survey instrument for episodic volunteers and develop instruments to measure the impact of long-term family volunteering. The concepts that we will measure in these instruments include:

- satisfaction with volunteering experience,
- modeling of behavior, transmission of values,
- motivations to volunteer,
- improved communication,
- family closeness/bonding,
- costs—time cost, social stigma for youth,
- youth—expand their world, influence future plans.

A program will be identified that can provide a sample of families who volunteer on an ongoing basis. Instruments will be administered to these families (youth and adult versions) when beginning a family volunteering commitment, such as family mentoring, and again after a reasonable interval, such as after six months or one year. Second, an instrument will be administered on a one-time, anonymous basis to a larger group of 2003 National Family Volunteer Day participants. Surveying this group of families that volunteer episodically will allow us to compare the impact of volunteering as a family occasionally to that of a more intensive level of commitment.



**ATTACHMENT A:
INTERVIEW INSTRUMENTS FOR FAMILY VOLUNTEERS**





Family Name _____ **Parent's First Name** _____ **Phone** _____

Introduction: Hello, my name is _____ with the Indiana University Center for Urban Policy and the Environment. Hopefully, you received a letter from the Points of Light Foundation saying we would be calling. Is this a good time for you to talk? (Ask about their children and if they would mind if we talked to at least one of them—again make an appointment if necessary.) As you know, we have been asked by FAMILY MATTERS to talk to you about family volunteering. They want to find out why families volunteer, and the positives and negatives associated with family volunteering. You were selected because you have participated in National Family Volunteer Day and you have knowledge of family volunteering. Your comments are confidential and will not be attributed to you in any report.

- 1) Approximately, how many hours a month does your family volunteer together and who volunteers? (Get ages.)
- 2) Why do you volunteer together? (If they say quality time, ask them to define it.)
- 3) What are the benefits to your family from volunteering together?
- 4) What are the costs (negatives) to your family from volunteering together?
- 5) Are there any differences in benefits (or positives) between adults and children from volunteering as a family?
- 6) Whose idea was it for you to volunteer together as a family? (If parents, were the children willing participants from the start?)
- 7) Are there any differences in costs (or negatives) between adults and children from volunteering as a family?
- 8) Are there any benefits to society from families volunteering together?
- 9) Are there any negatives to society from families volunteering together?
- 10) Has volunteering as a family inspired you to change something in your life or change your goals? (If yes, what?)
- 11) Has volunteering as a family changed your relationship with your children? (If yes, how so)
- 12) Has volunteering as a family changed your children's relationship with each other? (If yes, how so?)
- 13) Is there anything I missed that's important to know about family volunteering? Is there anything that you wanted to say that you didn't get a chance to say?



Family Name _____ **Child's Name** _____

Child's Age _____ **Phone** _____

Questions for children:

Introduction: Hello, my name is _____ with Indiana University Center for Urban Policy and the Environment. Your parents said that we could talk to you about your family volunteering together. Do you mind talking to me for a few minutes? (If yes, proceed—if no, thank them and hang up.)

We have been asked by FAMILY MATTERS to talk to you about family volunteering. They want to find out why families volunteer. You were selected because you volunteer with your family. Remember, there are no wrong or right answers and we won't tell anyone what you said. I'm going to ask you 7 questions.

- 1) Why do you volunteer with your family?

- 2) Whose idea was it for you to volunteer together as a family? (If parents, did you want to do it when they first suggested it?) If they suggested it, why?)

- 3) What would you say are the good things about volunteering with your family?

- 4) The bad things?

- 5) Do you feel any differently about your parents because of volunteering with them? (If yes, what?)

- 6) (If they have brothers or sisters) Do you feel any differently about your brothers or sisters by volunteering with them? (If yes, what?) (Are your brothers or sisters older or younger?)

- 7) Has volunteering given you any ideas about what you might want to study in college or do for a job? (If yes, what?)



**ATTACHMENT B:
REVIEW OF LITERATURE RELATED TO FAMILY VOLUNTEERING**





Family Volunteering

Title: *Family Volunteering: A Discussion Paper*
Authors: Paddy Bowen, A.J. McKechnie
Organization: Volunteer Canada

Relevant Information (in quotes):

Page 2—“Those that do volunteer indicate that the effective use of their time is an important element in their decision to contribute.”

Page 3—“Any group of two or more people that consider themselves to be a family: parents, children, siblings, foster parents, grandparents, aunts, uncles, cousins, friends, and any others who consider themselves a family.”

Page 4—“Parents are the role models in the family and their actions set the standard around civic stewardship and community responsibility. It is within our family units that we learn how to become citizens as well as individuals.”

Page 6—“Volunteer work exposes children to real life examples of values-driven action. Through it, children learn how to interact and respond to people in the community who are in need of their help as well as gaining a deeper understanding of the scope of community need.”

Page 9—“Approximately 40% of the 180,000 charities and non-profits in Canada have no paid staff at all and, at the other end of the spectrum, are perhaps 10,000 with relatively high ratios of paid staff to volunteers.”

Article Title: *Community Service Participation as Enrichment: Rationale, Outcomes, and Best Practices*
Authors: Elizabeth Caplan & Kathryn Schutte
Copyright: 2001 by Regional Research Institute for Human Services, Portland State University

Relevant Information (in quotes):

Page 1-2—“One avenue of positive youth development is through opportunities to participate meaningfully in the community. Perceiving oneself and being perceived by others as a valuable member of a group promotes social and emotional well-being (Bandura, 1977). The conception of youth as community servant not only represents a radical departure from focusing on the deficits of youth, but it also extends the philosophy of building on strengths. In this model of “enrichment reciprocity” youth are enriched through enriching others.”

Page 2—“Theories of individual and community resilience highlight how community service simultaneously develops, supports, and integrates individuals and community institutions (Benson, 1995). . . . Successfully participating in service ties young people to the community and to nurturing adults who are involved and efficacious. . . . The positive outcomes for youth that stem from participation in service learning have been the focus of a fair amount of empirical investigation. Research has shown that participation in service can increase youth’s self-esteem, moral reasoning and identity development (Giles & Eyler, 1994; Hamilton & Fenzel, 1988; Root, 1997). Evidence also links youth participation in service with decreases in negative behaviors such as drug use, violence and teen sex (Giles & Eyler, 1994; O’Donnell, et al., 1999), or with lowered risk factors associated with such negative behaviors (McNamara, 2000).”

Page 4—“Another strategy for positive youth development is giving young people the opportunity to serve in leadership capacities in partnership with adults. For example, inviting youth to sit on community and organizational boards, with a voting voice, is a powerful way to teach these youth where their potentials lie. At the same time, the adults who work with the young people are provided with invaluable opportunities to learn from the youth perspective. For youth who are experiencing emotional and behavioral challenges, this sort of experience—contributing positively to their community and gaining the respect of adults—can be particularly empowering.”



Title: *The Universal Benefits of Volunteering*
Author: Walter P. Pidgeon, Jr.
Copyright: 1998 by John Wiley & Sons, Inc.
City Printed: New York

Relevant Information (in quotes):

Page xxvii—definition of family volunteering, Family Volunteering: A method of volunteering where the entire family unit volunteers to perform a project or activity together. This is one of the fastest growing developments in the current volunteer movement.”

Page 36—“We need to provide stronger bridges to adult volunteering through more organized youth volunteering programs. The Independent Sector’s 1995 Giving and Volunteering in America report notes that individuals who volunteered in their youth tend to volunteer almost twice as much as adults Note exhibit 2.1.”

Page 37—“When people are asked the number one reason that they volunteer, almost all individuals respond that it is the self-satisfaction of helping others. In the National College Graduate Study on Volunteering, conducted from 1990 to 1991, of the 1305 responses returned, 1094 or 83.82 percent noted that self-satisfaction/helping others was the primary reason why they volunteered. Exhibit 2.2 illustrates that no other response even came close. All other areas were less than one percent. The only area of any size was the non-responses. This is a wonderful showing of what individuals think about the volunteer process. It also shows that individuals not only take the role of volunteering seriously, they do so with eagerness and joy as well. Since the survey was administered, a number of changes have occurred. Our personal lives have become more complicated through increased stress, less job security, and a number of other factors. This has affected the levels of volunteering. Yet, it is volunteering that could provide what is now missing in many of our lives.”

Page 38— “ A partial list of personal benefits or skills that volunteering can provide include:

A better understanding of the art of group dynamics;

The ability to work efficiently in a team driven environment;

Increased written and verbal communications skills; and

An opportunity to increase your network of friends and business contacts.

The list can go on and on. The return value will depend on what you seek, how much you are willing to put into the experience, and the quality of the experience itself.”

Page 41—“Exhibit 2.3 Characteristics of Volunteers

They volunteer . . .

Alone and with family but not with friends	8%
With friends and family but not alone	2%
Alone and with both family and friends	40%
Alone and with friends but not with family	33%
Only alone	17%

They volunteer . . .

Both informally and through an organization	17%
Only through an organization	53%
Only informally	30%”



Title: *Family Volunteering: The Ties That Bind: An Introduction to Preparing Your Agency for Family Volunteers*
Author: Kristen Porritt
Organization: Volunteer Action Centre of Kitchener-Waterloo and Area Voluntary Action Program Department of Canadian Heritage, Ottawa
1995
Web Site: <http://www.pch.gc.ca/cp-pc/ComPartnE/Family.htm>

Relevant information (in quotes):

Page 4—“To reach as many potential volunteers as possible, we should use a fairly liberal definition (of family): A family is any group of two or more people that considers itself to be a family: parents, children, siblings, foster parents, grandparents, aunts, uncles, cousins, friends, and any others who consider themselves a family.”

Title: *Care and Community in Modern Society: Passing on the Tradition of Service to Future Generations*
Author: Paul G. Schervish, Virginia A. Hodgkinson, Margaret Gates and Associates
Copyright: 1995, by Jossey-Bass, Inc.
City Printed: San Francisco

Relevant information (in quotes):

Page 17–18—“Hodgkinson bases the bulk of her analysis on the 1992 Independent Sector Survey of Giving and Volunteering among adults and its 1992 survey of teenagers twelve to seventeen years of age. She finds a number of strong positive forces that encourage philanthropic behavior. For both teens and adults, events and experiences from their youth such as volunteer experience or having parents who volunteer positively influence philanthropic commitment. Participation in organizations such as schools and youth groups and especially attendance at religious services also positively influence levels of giving and volunteering. Moreover, there is strong evidence that participation by teens and adults in volunteer activity provides a variety of rewards that encourage further commitment. Importantly, the kinds of benefits reported by teens are not so much instrumental rewards (such as learning new skills) as communal ones (such as learning to respect others and deriving satisfaction from their involvement). In addition, feeling a moral duty to help others and being concerned about the welfare of others are highly associated for both teens and adults with philanthropic participation. . . . teens and adults are far more likely to give money and volunteer time when they are linked to a social network in which they are explicitly asked or expected to contribute.”

See Page 24 & 25 for extensive table—Influence of Childhood experiences on Giving and Volunteering (Percentage of Respondents)

Page 26—“Certain events experienced during youth have an impact on adult behavior, both positively and negatively. Over 80 % of adult respondents who reported that they were members of a youth group, did some volunteer work, went door to door to raise money for a cause, saw a family member help others, saw an adult they admired help others, or were active in student government reported household contributions, and over 60% of these groups reported volunteering.”

Page 27—“These findings suggest that actual experience volunteering is the strongest predictor of later volunteering.”

Page 28—“The findings from the teen survey reveal that teens who had volunteered as children were more than three times more likely to volunteer as adolescents than those who had not volunteered as children. The same pattern was evident among adults: Adults who reported volunteering when they were young volunteered at nearly twice the rate of those who did not have the experience.”

Page 29—“Over time, role models are important. Six out of ten adults who reported that they saw members of their family help others when they were young currently volunteered, compared with slightly more than one-third among those who did not. Less than six out of ten adults remembered seeing a family member help others when they were young, yet among this group, two-thirds currently volunteered compared with four out of ten among those who did not have the experience. Less than half of adults reported that they had such an experience when they were young.”

See Table on Page 30

See Table on Page 38

See Table on Page 42

See Table on Page 44



Page 45—“When we examined people by level of household income, similar patterns occurred. Only 22 percent of respondents with average household incomes of \$10,000 or less were asked to volunteer compared with 58% of those with household incomes of \$50,000 or more. Seventy-five percent of respondents with low household incomes volunteered if they were asked. This was nearly four times the volunteer rate of those who were not asked.”

Page 47—“One of the most powerful findings of our research is that membership in religious institutions and other voluntary and membership organizations leads to exceptionally high participation rates in household contributions and volunteering. Its correlation is also revealing. Non-membership leads to low or exceptionally low participation.”

Page 49—“... volunteers are far more likely than non-volunteers to be concerned about others and about social causes, and the surveys also demonstrate that volunteers believe they can help to solve some of society’s problems and to improve the welfare of others.”

Page 53—“... the most important personal characteristic that leads to helping is a pro-social value orientation... three components: positive evaluation of human beings or human nature, a feeling of concern for others’ welfare, and a feeling of personal responsibility for the welfare of other people (Staub, 1978).”

Title: *Voice and Equality: Civic Voluntarism in American Politics*
Authors: Sidney Verba, Kay Lehman Schlozman, Henry E. Brady
Copyright: 1995 by Harvard University Press
City Printed: Cambridge

Relevant Information (in quotes):

See table on page 434

See graph on page 417

Title: *State of the State Survey: Helping Others: A profile of Michigan Volunteers*
Authors: Mark I. Wilson, Ph.D., Marc E. Tomlinson
Organizations: Institute for Public Policy & Social Research, Michigan State University
Date: May 1997

Relevant information (in quotes):

Page 3—Method: “A telephone survey of 975 adult residents in the state of Michigan was conducted by Michigan State University’s Institute for Public Policy and Social Research between February 18 and April 7, 1997. It was the tenth quarterly MSU State of the State Survey (SOSS). It focused on government performance, community needs and MSU Extension, charity and nonprofits, and assisted suicide. The overall sampling error is 3.1%...Approximately two in five Michiganians volunteer. Whites volunteer proportionately more than African Americans (44% compared to 20%); volunteerism increases with household income level and with educational attainment.”

See Page 4 for tables

Page 5—“Republicans (47%) and political independents (47%) volunteer more than Democrats (35%), who volunteer more than those with no political affiliation (30%). Catholics volunteer the most (49%) and those with no religious affiliation the least (23%). Over half of all East Central Michigan and Northern Michigan residents volunteer, while only a quarter of Detroit residents volunteer. Three out of five people say they do not volunteer for any charitable organization mainly because they do not have enough time.”



Family Interaction

Title: African American Fathers in Low Income, Urban Families: Development, Behavior, and Home Environment of Their Three-Year-Old Children
Authors: Maureen M. Black, Howard Dubowitz, and Raymond H. Starr, Jr.
Journal: *Child Development*, July/Aug. 1999, Volume 70, Number 4

Relevant Information (in quotes):

Page 2—"Support to the mothers may have direct benefits for children because mothers who feel supported are more sensitive to their children's cues. . . . Father involvement also may be influenced by the support that fathers feel and their perception of the quality of their relationship with the mother. For example, fathers who are more satisfied with their marital relationship and feel support in their paternal role are more involved with their children, less negative during interactions, and provide more guidance-oriented behavior management strategies. Thus, men who are satisfied with their marital relationship are likely to enjoy their role as a father and to demonstrate competent parenting behavior."

Page 3—"Bradley and Caldwell (1984) have shown that children who are raised in homes where caregivers are responsive and nurturant, with opportunities for stimulation during their preschool years, have better intellectual and achievement performance as they approach school age."

Page 4—"Child Behavior Checklist (CBCL; Achenbach, Edelbrock, & Howell, 1987)"

Page 5—"Parent Sense of Competence Scale (Gibaud-Wallston, & Wandersman, 1978; Johnson & Marsh, 1989)"

Title: *Evaluation of Intergenerational Programs: Why and How?*
Authors: Kathleen Bocain, Med, Sally Newman, Ph.D.
Copyright: 1989 by The Haworth Press, Inc.

Relevant information (in quotes):

Page 147-148—"Evaluation of intergenerational programs is necessary for a variety of reasons. These reasons include:

- To assess the program
- To define areas of needed program change
- To increase public knowledge about the program
- To garner community support for the program
- To determine the appropriateness of the program for replication
- To secure funding for expansion and/or maintenance of program"

Title: Correlates of Loneliness among Midwestern Adolescents
Authors: Diane Brage, William Meredith
Journal: *Adolescence*, Fall 93, Vol 28, Issue 111

Relevant Information (in quotes):

Page 3-4—"Rosenberg's Self-Esteem Scale (RSE). . . . The RSE is a 10-item, 5-point rating scale that measures adolescents' attitudes toward the self. . . . Family Strengths Inventory. The Family Strengths Inventory is a 12 item, 5 point rating scale which measures the extent to which families are able to cope with the inevitable problems and conflicts that arise in family living."

Page 5—"There was a significant negative relationship between loneliness and family strengths. Goswick and Jones (1981) reported similar findings among their sample of college students. In addition, loneliness was inversely related to mother-adolescent communication. However, loneliness was not associated with father-adolescent communication."



Title: Family Communication and Delinquency
Authors: Richard D. Clark, Glenn Shields
Journal: *Adolescence*, Spring 97, Vol 32, Issue 125

Relevant Information (in quotes):

Page 2—"Communication has also been identified as important for understanding delinquency. Hirschi (1969), in a study of self-reported delinquency among boys, noted that as the intimacy of communication between the parent and the child increased, the likelihood that the child will commit delinquent acts decreased. . . . Similar findings regarding the type of communication and its relationship to the delinquency were noted by Cernkovich and Giordano (1987) who reported that instrumental communication (i.e. talking about problems, plans for the future) was significantly related to lower levels of delinquency, while intimate communication (i.e., sharing of private thoughts and feelings) was unrelated to delinquent behaviors. . . . These two studies agreed that "types of family communication are important for understanding delinquency."

Page 2—"Parent-Adolescent Communication Scale"

Page 3—"The analysis revealed that having open communication with either of one's parents is significantly associated with less serious forms of delinquency."

Title: Parenting Self-Efficacy among Mothers of School-Age Children: Conceptualization, Measurement, and Correlates
Authors: Priscilla Coleman, Katherine Karraker
Journal: *Family Relations*, Jan 2000, Vol. 49, Issue 1

Relevant Information (in quotes):

Page 2—"High parenting self-efficacy seems to be strongly associated with the parental capacity to provide an adaptive, stimulating, and nurturing child-rearing environment."

Page 4—" . . . a new domain-specific measure of parenting self-efficacy suitable for administration to parents of school-age children was constructed for this study. The resultant 36-item instrument assesses task-specific parenting self-efficacy beliefs within five discrete categories of parenting tasks: encouragement of achievement in school, facilitation of the child's recreation and social development, provision of structure and discipline, nurturance of, and provision for, the child's emotional development, and maintenance of the child's physical health."

Page 6—"Self-efficacy addresses the extent to which parents believe they are capable of performing well and satisfaction focuses on the personal value, investment, and interest parents attach to their performance."

Page 8—"Self Efficacy for Parenting Tasks Index (SEPTI) . . . Parenting Sense of Competence Scale (PSOC)"

Title: *Family Communication: Cohesion and Change*
Author: Kathleen M. Galvin, Bernard J. Brommel
Copyright: 2000 by Addison-Wesley Longman, Inc.
City Printed: New York

Relevant Information (in quotes):

Page 5—"Generally we refer to family as networks of people who share their lives over long periods of time bound by ties of marriage, blood or commitment, legal or otherwise, who consider themselves as family and who share a significant history and anticipated future of functioning in a family relationship."

Page 30—"In their attempt to integrate the numerous concepts related to marital and family interaction, researchers Olson, Sprenkle, and Russell have developed what is known as the CIRCUMPLEX MODEL OF MARITAL AND FAMILY SYSTEMS (Olson, Sprenkle, and Russell, 1979; Olson, Russell, and Sprenkle, 1983; Lavee and Olson, 1991). This model bridges family theory, research, and practice. Two central dimensions of family behavior are at the core of the model: FAMILY COHESION AND FAMILY ADAPTABILITY. Each of these dimensions are divided into four levels matched on a grid to create 16 possible combinations. The four types in the center of the grid are called balance; the four extremes are seen as dysfunctional. The theorists suggest moderate scores represent reasonable functioning, whereas the extreme scores represent family dysfunction." "Over the past decade, the model has evolved to include three dimensions: (1) COHESION, (2) ADAPTABILITY, and (3) COMMUNICATION. The two central dimensions remain family cohesion



and family adaptability, which are perceived as the intersecting lines of an axis. The third dimension is family communication, a facilitating dimension that enables couples and families to move along the cohesion and adaptability dimension (Olson, McCubbin, & Associates, 1983)."

Title: Advancing an Intergenerational Agenda for the Twenty-First Century
Editors: Nancy Henkin and Eric Kingson
Journal name: *Keeping the Promise*
Date: Winter 1998-1999

Relevant information (in quotes):

Page 100—"Important social institutions can be retooled in a number of ways. Family. The family has served as the broker between individuals and other social institutions, the "linchpin of social order" (Hareven, 1994). Kin have always provided support for individuals over the life cycle; reciprocity across generations has been part of the fabric of our society."

Page 101—"Intergenerational programs are one way to meet the needs of the changing family. Though some intergenerational family mentoring and respite programs currently exist, the need for such supports far outweighs the supply."

Title: Reducing Alcohol and Other Drug Use by Strengthening Community, Family, and Youth Resiliency: An Evaluation of the Creating Lasting Connections Program
Authors: Knowlton Johnson, Ted Strader
Journal: *Journal of Adolescent Research*, Jan 96 vol. 11, Issue 1

Relevant information (in quotes):

Page 16—"It is important to define community in terms of viable social relationships rather than geographical or jurisdictional boundaries."

Title: *Family Observational Coding Systems*
Authors: (Editors) Patricia K. Kerig, Kristin M. Lindahl
Copyright: 2001 by Lawrence Erlbaum Associates, Inc.
City Printed: Mahwah, New Jersey

Relevant information (in quotes):

Page 7—"As Brody and Flor (1996) argued, processes involving the relationships among all family members—such as cohesiveness, engagement and harmony—are essential for optimal child development: The whole-family environment creates an arena of comfort for children and parents alike that fosters a sense of security and serves as a buffer against stressful life events. For children, this emotional comfort provides a springboard from which they can explore and shape their environment."

Title: Young Adolescents' Experiences with Parents and Friends: Exploring the Connections
Authors: Debra A. Madden-Derdich, Ana Ulloa, Lara J. Sales, Stacie A. Leonard, Kimberly Updegraff
Journal: *Family Relations*, Jan 2002, Vol 51, Issue 1

Relevant Information (in quotes):

Page 3—"According to structural family theory, the collapse of this hierarchy typically is manifested in three interaction patterns that reflect a lack of clarity in parent-child boundaries: peer level communication (i.e. child is elevated to role of confidante or peer to parents), coalition formation (i.e. child is pressured by parents to form alliances with one parent against the other), and maturity promotion (i.e. child is given responsibilities beyond those of his/her peers)."

Page 4—"As such, there may be some benefits to young adolescents' peer relationship skills when they are treated in a more adult and peer-like manner by parents."



Title: Parent-Adolescent Communication, Family Functioning, and School Performance
Authors: V.S. Masselam, R.F. Marcus
Journal: *Adolescence*, Fall 90, Vol. 25, Issue 99

Relevant Information (in quotes):

Page 2—“Olson, Russell, and Sprenkle (1979, 1983) articulated a theory of family functioning called the circumplex model which was based, in part, upon concepts drawn from Bertalanffy’s (1968) definition of a system as well as a conceptual framework drawn from developmental theories of the family life cycle. In this model, the family’s developmental stage affects family system functioning. Thus, for example, an “adolescent family” (i.e., a family with at least one adolescent at home) will experience changes as a result of the adolescent’s demands for greater independence and power. An adolescent who is succeeding at the developmental tasks related to emancipation from home, such as those in the academic and social domains, can expect to influence the family in positive ways. This adolescent also will be influenced by the family in positive ways. Conversely, an adolescent who is failing to achieve in school and progress socially will adversely influence and be influenced by the family system. . . The circumplex model proposes a system of classifying healthy and dysfunctional families on dimensions of cohesion, adaptability, and communication. Cohesion refers to the emotional bonding that family members feel toward one another and is measured along a four-level continuum: disengaged, separated, connected, and enmeshed. The second major dimension is adaptability, defined as the ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. The four levels of adaptability are: rigid, structured, flexible, and chaotic. Extreme levels of cohesion and adaptability are indicative of dysfunctional family interaction, while moderate (balanced) levels indicate healthy family functioning. The third dimension, communication, facilitates movement toward end maintenance of balanced levels of family cohesion and adaptability. Open and unproblematic communication between family members is conducive to healthy family functioning”

Page 4—“Family Adaptability and Cohesion Evaluation Scales. . . Parent-Adolescent Communication Scale.”

Page 6—“Research from the counseling literature indicates that there is reason to suspect a closer relationship between communication and cohesion.”

Title: *Parenting for Peace and Justice*
Author: Kathleen and James McGinnis
Copyright: 1990, by Orbis Books
City Printed: Maryknoll, NY

Relevant information (in quotes):

Page 94-- “In 1977 a group of concerned Christians, meeting in Detroit, issued a challenge: We recommend that all programs dealing with family life, at all levels, in the church, address in a special way the specific education of families in making them aware of the needs of others in their neighborhood, their local communities, or in the world community. These family life efforts will work with other social justice agencies to create environments and develop programs which encourage families to get involved in an action and reflection process in the service of others and the attainment of justice (The Call to Action, “Family”: II, 1).

Page 95-96—“First, we want (and the world needs) young people, including our elementary school-age children, to be hopeful—and with hope actually rooted in reality. We want them to know through experience that, difficult as it is, change is possible, and that they can help bring about that change. . . Second, we want our children to experience social action as a regular part of family life, not as something their class does once a year at Christmas or one semester in high school as part of a community-service course. If social action is experienced by children as a “special extra,” tacked on if there is time, then it may well remain that way for them as adults. This probably means that it will not be included in their life agenda. But if social action is integrated into the routine of family living, if it is experienced as an integral part of life. . . .”

Page 97-109—“Six Basic Principles (for including children in social action). . .

We regularly invite the children to join us in social action.

Broad exposure to advocates, victims, situations, is crucial.

We try to invite the children to actions that are within their capabilities.

We try to integrate fun whenever possible.

Social action involvement means “doing with’ rather than “doing for.”

Social action involves the works of justice as well as the works of mercy.



Title: *Resilient Families: Qualities of Families Who Survive and Thrive*
Author: Ben Silliman
Organization: University of Wyoming, June 1995

Relevant information (in quotes):

Page 2—“Traits that build family strengths: Commitment, Connectedness, Coherence, Cohesion, Adaptability, Communication, Spirituality, Time together, Individual Assets, Community Support.”

Title: *Advancing an Intergenerational Agenda for the Twenty-First Century*
Editors: Nancy Henkin and Eric Kingson
Journal name: *Keeping the Promise*
Date: Winter 1998-1999

Relevant information (in quotes):

Page 100—“Important social institutions can be retooled in a number of ways. Family. The family has served as the broker between individuals and other social institutions, the “linchpin of social order” (Hareven, 1994). Kin have always provided support for individuals over the life cycle; reciprocity across generations has been part of the fabric of our society.”

Page 101—“Intergenerational programs are one way to meet the needs of the changing family. Though some intergenerational family mentoring and respite programs currently exist, the need for such supports far outweighs the supply.”

Title: *Reducing alcohol and other drug use by strengthening community, family, and youth resiliency: An evaluation of the creating lasting connections program*
Authors: Knowlton Johnson, Ted Strader
Journal: *Journal of Adolescent Research*, Jan 96, Vol. 11 Issue 1

Relevant information (in quotes):

Page 16—“It is important to define community in terms of viable social relationships rather than geographical or jurisdictional boundaries.”

Title: *Intergenerational Communication across the Lifespan*
Authors: Angie Williams, Jon F. Nussbaum
Copyright: 200, by Lawrence Erlbaum Associates, Inc.
City Printed: Mahwah, New Jersey

Relevant information (in quotes):

Page 7—“Applying the life-span perspective to intergenerational communication suggests that communication between people who are of very different ages may be special and interesting to discuss in its own right. Communication between people who are developing quite differently in terms of their physical, cognitive, or psychosocial selves, and who have experienced quite different life events in unique historical contexts presents a rather large interactive challenge. In some senses, perhaps, we could even go as far as to suggest that many individuals belong to different developmental cultures and that some features of intergenerational communication can be likened to intercultural communication.”

Page 21—“Acton is constrained by the differential distribution of knowledge and resources, and may feed back into the system and eventuate in unintended consequences, which were not anticipated or intended by the original action . . . The social properties of social systems are said to be both enabling and constraining. The social structure provides both constraints for behavior and resources for social action. Because social norms may be used creatively in microinteractions, they may be transformed by actors. This relates to the intricate connection between structure and systems, and emphasizes that it is people who create and structure social systems by their social actions.”





ATTACHMENT C: SURVEY INSTRUMENT ADMINISTERED ON NATIONAL FAMILY VOLUNTEER DAY

