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Attachment Style and Motivation to Volunteer Among Emerging Adult College Students

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Attachment style and motivation to volunteer among emerging adult college students

By

Jennifer R. Smith

A Thesis
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
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Attachment style and motivation to volunteer among emerging adult college students

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Viewing motivation to volunteer through an attachment theory perspective may enhance understanding of volunteering motivations. A questionnaire was administered to (N=155) emerging adult college students using a Lykert-type scale (1 - 7) to assess attachment (Bartholomew & Horowitz, 1991) and motivation to volunteer (Omoto & Snyder, 1994). Five forward linear regression analyses were conducted to identify significant predictors of attachment style on motivation to volunteer. For each analysis, one of the five motivations to volunteer variables (values, understanding, esteem enhancement, personal development, community concern) was regressed on the combination of four attachment style variables (secure, avoidant, anxious ambivalent, dismissing avoidant). Findings indicate that Secure significantly predicted Values, Understanding, and Community Concern; Anxious Ambivalent predicted Understanding, Personal Development, Community Concern, and Esteem Enhancement; and Dismissing Avoidant predicted Understanding. These findings partially support the hypothesized notion that securely individuals would likely report selfless motivations; whereas, insecure individuals would likely report self-serving motivations.

DEDICATION

This work is dedicated to my devoted husband, Daniel L. Smith. Without his encouragement and support I never would have begun this educational journey.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Introduction

In 2013, 62.6 million Americans volunteered nearly 7.7 billion hours in local

communities nationwide, equivalent to nearly $173 billion (NCoC, 2014). According to

results from the 2013 Current population survey, one in four Americans participates in

volunteering on a monthly basis (USCB, 2014). Child Trends (2014) indicates that youth

planning to complete college are more likely to volunteer than are other youth. Research

has found that that higher levels of education are associated with higher volunteer rates

(BLS, 2014). In fact, the volunteer rate among 18 to 24 year-olds attending college is

higher than the rate of volunteering among this age group not enrolled in college.

Despite the fact that volunteering in adolescence and adulthood is associated with

positive outcomes (Child Trends, 2014; Thoits & Hewitt, 2001), the Bureau of Labor

Statistics reports volunteering participation during 2013 reflected the lowest rate since

2001 (BLS, 2014).

Statement of the Problem

Some research has been done to understand the process of how children develop

attitudes toward prosocial behavior such as volunteering (Fortuna & Knafo, 2014). But

little work has been done in exploring how individual perception of volunteering and

attitudes toward participating in volunteer type activities may change as adolescents transition into emerging adulthood. Understanding the formative process leading to underlying perceptions toward volunteering may provide insight for motivation to volunteering among individuals, as well as in communities and organizations.

Background

Early experiences impact relationships and beliefs later in the life course (Shaver & Hazan, 1994). According to the framework of attachment theory (Bowlby, 1969/1982, 1973, 1980, as cited in Shaver & Hazan, 1994), infants whose needs were met in a responsive and consistent fashion develop a feeling of safety and trust that their needs will be met in the future. This is known as a secure attachment. Individuals who develop a secure attachment with parents or caregivers are more likely to have a sense of safety, security, and belonging (Shaver & Hazan, 1994). On the other hand, individuals whose need for security were not met with parental consistency, dependability, warmth and affection develop an insecure attachment. In infancy, children develop coping mechanisms to deal with feelings of rejection and insecurity. Children who experience a particular form of insecurity develop certain patterns of behavior. These insecure patterns classifications vary according to researcher (Ainsworth 1978, as cited by Shaver & Hazan, 1997; Shaver & Hazan, 1994; Bartholomew & Horowitz, 1991) and it has been found that these early relationship patterns serve as a prototype for relationships security over the lifespan (Shaver & Hazan, 1994).

Feelings of security or insecurity may play a part in understanding the development of motivations to volunteer. As described by Omoto and Snyder (1995), motivations to volunteer vary from altruistic to more self-serving motivations. Research

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has investigated the pathways by which children form perceptions and attitudes toward volunteering. Among these include social modeling (Cassidy, 1999), discussions of "giving" behavior (Ottoni-Wilhelm, Estell, & Perdue (2014), and participation in volunteer activities from a young age (Obradovic & Masten, 2007). However, the study of the formation of attitudes and perceptions regarding volunteering in an emerging adult population has yet to be investigated in depth. Emerging adults are in the process of determining which values, attitudes, and behaviors they will espouse throughout adulthood (Arnett, 2000), including tendencies to participate in volunteer service.

Purpose of this Study

The purpose of this study was to explore the relationship between attachment style as it relates to self-identified motivations among volunteers in an emerging adult sample of college students. The study will investigate whether individuals who have formed secure relationship attachments differ in their motivations to volunteer as compared to individuals with insecure relationship attachments. As individuals with secure attachment styles have been exposed to an environment differing from an individual who has an insecure attachment style, it stands to reason that thoughts, perceptions and behaviors regarding volunteering may differ among these individuals.

Definitions

Within this work, volunteering is defined as work or service performed without monetary compensation (Planty, Bozick, & Regnier, 2006). Primarily, this work will refer to formal volunteering, or the process of helping others through the means of an organization such as a school, hospital, senior center, or other community or educational

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organization (Choi, Burr, Mutchler, & Caro, 2007) as opposed to informal volunteering, the practice of ongoing voluntary helping without the constraints of an organization (Finkelstein & Brannick, 2007). Attachment refers to the type of relationship a child has with a primary caregiver or, in later years, in close personal relationships as characterized by the responsiveness and sensitivity of a parent, including characteristics such as warmth, attention, dependability, and affection (Shaver & Hazan, 1994). These attachment styles can be described as secure, avoidant, anxious ambivalent, and dismissing avoidant, as determined through an interview process, observation, or self-reporting survey (Bartholomew & Horowitz, 1991). The term emerging adult describes individuals within the ages 18 to 25 in a developmental period known for practicing newly found adult independence (Arnett, 2000).

This work will discuss various aspects of volunteering, including motivating factors for those who volunteer, benefits that come to those who volunteer, and the identification of groups that have been shown to be more likely to volunteer. The period of emerging adult development (Arnett, 2001) will be discussed, along with an overview of Bowlby's attachment theory (Cassidy, 1999).

Theoretical Framework

Volunteering Attitudes and Attachment

Research indicates that attitudes regarding volunteer work may be "passed down" from parents to children (Mustillo, Wilson, & Lynch, 2004). Some studies have explored how children form perceptions and attitudes toward willingness or unwillingness to participate in volunteer type activities. A relationship exists between parenting and a child's development of prosocial behavior; however, the exact process leading to the

manifestation of a child's prosocial behavior is not fully understood (Fortuna & Knafo, 2014). Hoffman (1975, as quoted by Fortuna and Knafo, 2014) indicates three parental behaviors that help children develop prosocial behavior such as volunteering: modeling such behavior, using discipline aimed at helping the child to empathize with others, and consistent warmth and affection. The use of consistent warmth and affection, plays an integral part in developing a secure attachment in childhood.

Emerging Adulthood

Emerging adulthood is relevant to this study because it is during this period of development where adolescents merge into adulthood and make defining choices regarding future behaviors. Emerging adulthood is a period of development that encompasses the bulk of identity exploration (Arnett, 2000). Identity issues addressed in the emerging adulthood period include love, work, and worldviews (Arnett, 2000). Most emerging adults lack family obligations; thus, this developmental period is characterized as a self-focused age (Arnett, 2004). Arnett, Ramos, and Jensen (2001) summarize this period as a time where each individual decides to align with particular beliefs that will guide their life choices throughout adulthood

<center>**Significance of the Study**</center>

Volunteering benefits individuals as well as organizations and communities. Many organizations rely heavily on volunteers, to operate programs within local communities. The major contribution given by volunteers to various organizations is the significant savings in operating costs through donated labor. From the operation of local

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food pantries, Little League sports programs, parental partnerships within schools, to participation in 4-H programs, community programs benefit from volunteers.

In considering the unique developmental stage of emerging adulthood, gaining a greater understanding of particular pathways leading to the development of intrinsically motivated pro-social behavior could have wide implications. Understanding the pathways contributing to the development of perceptions toward volunteering, particularly the motivation to participate, may provide a beneficial component to community program volunteer recruitment and retention. In addition, understanding motivations that spur volunteering among emerging adults may lead to the creation or improvement of mechanisms, programs, education, and therapy designed to harness the reported beneficial effects associated with volunteer participation. Finally, this study is one of many that point to the long-lasting impact of early childhood development and may provide additional support for parent education.

Research Gap

In an evaluation of longitudinal data, Ottoni-Wilhelm, Estell, and Perdue (2014) found that adolescents whose parents volunteered or donated money to charity or had conversations with them about charitable giving were more likely to give and volunteer. Parental warmth and support were positively correlated with adolescent giving and volunteering behavior, but not as strongly as parent modeling and conversations. Ottoni-Wilhelm et al. (2014) suggest, as adolescents transition into emerging adulthood, factors such as parental warmth and support may have a greater influence on the adoption of positive social behaviors such as volunteering and giving, suggesting further investigation in this area of research.

This study seeks a greater understanding of motivations to volunteer present in emerging adulthood. As suggested by Ottoni-Wilhelm et al. (2014), further research is needed in understanding the relationship between parental warmth and support and volunteering among emerging adults. Through investigating the level of security or insecurity as manifested in attachment style, researchers anticipated finding a relationship between secure attachment and more altruistic motivations to volunteer.

CHAPTER II

LITERATURE REVIEW

Volunteering Attitudes and Early Childhood Experience

Attachment theory may offer some relevant insights into the motivation to volunteer among emerging adults. As noted in Chapter I, several parental behaviors contribute to the development of prosocial behavior in children, including modeling of prosocial behavior focusing on teaching empathy when employing disciplinary measures and providing a consistently warm and affectionate environment (Cassidy, 1999). This work will focus on the third parental component, consistent warmth and affection, one of the foundational constructs in attachment theory.

Theorists describe attachment as a phenomenon that occurs in infancy impacting relationships and development throughout the lifespan (Shaver & Hazan, 1994). Children who form more secure attachments with caregivers display more warmth and trust in all their relationships than children who form insecure attachments. Parents who are engaged with, accessible to, and responsible for their children are more likely to have children with secure attachments. Bowlby and Ainsworth posit that the infant-caregiver attachment may have long-term outcomes (as cited by Thompson, 1999). Attachment theory originated in John Bowlby's study of children without parents in post World War II England. He observed that, after children are separated from caring family members, a series of behaviors and emotions followed, including immense fear, attempts to remove

themselves from their current situation through escape, tantrums, or other means, and then a period of depression. If another primary relationship did not develop to replace the caregiver figure, children remained in a state of "detachment" indifferent to social relationships (Lightfoot, Cole, & Cole, 2009, p. 211).

Bowlby posited that attachment is developed during the first 2 years of life. During this time, the attachment figure becomes a "secure base" for the infant. Infants with a healthy attachment feel secure in the freedom to explore and feel reassured that, when they come in search of support and comfort, the attachment figure will be available to provide for these needs. Further, as a feeling of attachment is developed, so too is a pattern of social relationships, an "internal working model." This model construct, based on early experience and treatment from a childhood parent figure, serves to guide children in their relationships over the life course (Lightfoot et al., 2009).

The concept of attachment was further studied by Ainsworth, who discovered several styles of parent/child attachment (Ainsworth 1978, as cited by Shaver & Hazan, 1997). As assessed by Ainsworth's Strange Situation, attachment style is characterized by a the child's ability to explore the new laboratory environment when the mother is present, the child's degree of distress when the mother leaves for a brief period of time, and the child's ability to receive comfort when the parent returns. Children who are securely attached to parents are able to play freely when the parent is present, express distress when the parent leaves, and are comforted upon their return. Children with an avoidant attachment are indifferent both when the parent leaves and when the parent returns. A resistant attachment style is characterized by child anxiety even when the parent is present, distress when the parent leaves, and inability to receive comfort upon

the parent's return. Later theorists included a disorganized style in which the method through which the child deals with stress is inconsistent (Main & Soloman, 1990, as seen in Lightfoot et al., 2009).

In an effort to study adolescent and adult attachment and romantic love, Hazan and Shaver (1987) created a measure renaming Ainsworth's resistant style as anxious ambivalent. This study found 55% of participants rated themselves as secure, 25% rated themselves as avoidant, and 20% indicated anxious ambivalent. This study found that participants with a secure attachment style had positive models of self, viewed their partnership as trusting, and felt that people, as a whole, were good. Participants reporting anxious ambivalent attachment styles experienced a great deal of emotion, greater jealousy, and more intense sexual passion. Participants reporting avoidant attachments expressed a fear of being close and felt that relationships, in general, were doomed to fail. In this same study, a retrospective view of experiences during childhood revealed those categorized as secure viewed parents favorably, those categorized as avoidant felt rejected by parents, and anxious ambivalent participants felt their parents had been unfair, intrusive, and inconsistent. According to Hazan and Shaver (1987), these patterns fit with interactions Bowlby and Ainsworth observed between parents and their children.

Hazan and Shaver (1994) indicate that, in line with Bowlby's theory, attachment is one of many needs in the formation of social relationships. The social support, marriage satisfaction, stress, and depression experienced by a child's mother are related to the attachment security between the mother and child (Atkinson, Paglia, Coolbear, Niccols, Parker, & Guger, 2000). One study found that an expectant mother's attachment could predict the infant's attachment style while the infant was still in the womb (Shazer

& Hazan, 1994). McCarthy, Moller, & Fouladi (2001) found relationships between young adult attachment to caregiver and perceived stress and affect regulation, and they conclude this finding confirms the concept of the working model: Attachment bonds created early in life are related to social functioning and emotional ties in late adolescence and emerging adulthood.

Attachment through Development

In adulthood, attachment is often assessed using the Berkeley Adult Attachment Interview (AAI). This interview draws from early childhood experiences with the primary caregiver. The adult's description and assessment of early experiences are assessed to determine the adult's attachment style as secure, insecure, dismissing, or preoccupied (West, Rose, Spreng, Sheldon-Keller, & Adam, 1998). Several longitudinal studies use these measures to assess attachment over time and have found that attachment style has been shown to remain consistent from infancy to adulthood (Hamilton, 2000; Waters, Merrick, Treboux, Crowell, & Albersoheim, 2000).

In one longitudinal study of attachment, participants were assessed as an infant, at age 6, and at age 19. Results from this study indicate that a secure attachment at age 6 predicted a secure attachment at age 19. Infant security or insecurity tended to remain the same when evaluated at the age of 19. Also, it was unlikely that a child classified as insecure in childhood would be termed as secure at age 19 (Main, Hesse, & Kaplan, 2006). Other research reports similar findings (Hamilton, 2000; Waters et al., 2000).

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Volunteering Outcomes

Positive outcomes have been associated with participation in volunteering. Thoits and Hewitt (2001) found a positive relationship between community volunteering and personal well-being. Those who volunteer rate higher in happiness, life satisfaction, self-esteem, physical health, and having a sense of control in their lives. Garland, Myers, and Wolfer (2009) found reported personal benefits included positive emotions, personal identity, and strengthened faith. In a study of older adults, participation in volunteering led to increased physical function, increased levels of self-rated health, muscular strength, reduced depressive symptoms, and reduced pain (Morrow-Howell, Hong, and Tang, 2009). Participants of the same study also perceived that their contribution made a difference to those they served, themselves, and their families.

Motivations to Volunteer

Motivations can vary from altruistic beliefs to more self-serving attitudes such as social networking, feeling good about contributing, or a number of motivations that serve to benefit the volunteer (Omoto & Snyder, 1995). In a study investigating the relationship between motivation and volunteer work, results indicated a positive association between autonomous motivation and effort (Bidee et al., 2013). In other words, those who were intrinsically motivated put forth a greater work effort than others in the study. An analysis of formal volunteering in the areas of heath care and social care in the Czech Republic found that participants were motivated highly by emotional altruism and to a smaller degree motivated by reciprocity and personal gains (Křížová, 2012). Tienen, Scheepers, Reitsma, and Schilderman (2011) found that social networking appeared to be a crucial factor in formal volunteering. Additionally, spirituality has been found to

increase the likelihood of informal volunteering (Tienen et al., 2011). Among the 25

volunteers in a study by Garland and colleagues (2009), the most common motivations

for serving include response to God (84 %), response to human need (32%), and

beneficial relationships such as with those served (44%) or other volunteers (24%).

In a study of sustained helping without obligation, Omoto and Snyder (1995)

proposed that several factors contribute to the desire to volunteer. Among these factors is

the motivation behind volunteering. In the process of this study of AIDS volunteers,

Omoto and Snyder (1995) developed the Motivation to Volunteer survey. This measure

was developed from over 70 various motivations to volunteer from which five overall

motivations to volunteer emerged. Study results indicated that motivation to volunteer

was related to the duration of volunteer participation rather than a helping disposition.

Emerging Adults

The existence of emerging adulthood, a relatively new phase of the life course,

was first theorized because the transition from adolescence to young adulthood was

occurring over a longer span of time than in the past (Arnett, 2000). Individuals

previously moved into adult responsibilities such as marriage, work, and family in the

late teen years or early twenties. However, changes over time have modified normative

expectations. The developmental stages of adolescence and young adulthood have been

bridged by emerging adulthood, a period of time between 18 to 25 where individuals

experiment with the roles of adulthood with few adult responsibilities (Arnett, 2007).

This period of development encompasses identity exploration. Identity issues in

emerging adulthood as defined by Arnett (2000) include love, work, and worldviews. It is

a time for experimentation yet also a time of security, as most emerging adults feel secure

in asking parents for financial or other help (Arnett, 2007). Since most emerging adults lack family obligations, it is also characterized as a self-focused age (Arnett, 2004). In summarizing findings of a study about autonomy and community in emerging adults, Arnett, Ramos, and Jensen (2001) identify this stage as a period of time where each decides to align with particular beliefs that will guide their life choices. Although the concept of emerging adulthood is controversial among scholars and is limited to certain populations in industrial societies (Hendry & Kloep, 2010), the construct generally is relevant for a significant proportion of college students in the United States (Arnett, 2007).

Volunteering Among Emerging Adults

Among college students in India, Ghose and Kassam (2014) found altruism was associated with formal non-profit volunteering, informal volunteering, and informal volunteering in non-profit agencies. Differences were found in motivation among classes: Both upper-class and lower-class students participated as a pathway to education, whereas future employment motivated volunteers among the middle class. Hoffman (2012) posits that participation in community service projects will enhance a feeling of connectedness within the community. Primavera (1999) found college students that participated in service as a component of their learning experienced both the expected outcome of "helping" someone as well as unexpected or "unintended" outcomes. These unexpected outcomes included a greater understanding of social issues, an increased awareness and appreciation for diversity, increased academic success, an increased feeling of confidence, and a belief that they could make a difference in the world. Obradovic & Masten (2007) found that volunteering in emerging adulthood predicted

volunteering in young adulthood. Additionally, academic achievement was found to predict volunteering behavior in emerging adulthood.

Volunteering Attitudes and Community Service

Many community organizations rely on scores of volunteers to operate programs within communities such as 4-H, PTA and other parent/teacher organizations, neighborhood watch programs, and community league sporting events, to name a few. Although communities and individuals benefit from these programs, not all individuals feel a motivation to engage in volunteer work. It is particularly relevant to understand the motivations among emerging adults, since they are in the process of establishing ideals and processes to be followed throughout continuing adulthood

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Research Design and Methodology

Based on a review of the literature, it is reasonable to suppose that participants reporting a secure attachment style are more likely to report motivations to volunteer that primarily benefit others. Likewise, participants with an insecure attachment style are more likely to report motivations to volunteer that promote self. Based on these assumptions, the following research questions and hypotheses were formulated.

Research question: Is motivation to volunteer predicted by attachment style among emerging adults?

Hypotheses

H_1: Participants reporting a secure attachment will be more likely to report Values and Community Concern as motivations to volunteer.

H_2: Participants reporting an avoidant attachment style will be more likely to report Personal Development, Esteem Enhancement, and Understanding as motivations to volunteer.

H_3: Participants reporting an anxious ambivalent attachment style will be more likely to report Personal Development, Esteem Enhancement, and Understanding as motivations to volunteer

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H$_4$: Participants reporting a dismissive avoidant attachment style will be more likely to report Personal Development, Esteem Enhancement, and Understanding as motivations to volunteer.

Research Design Strategy

The study was a cross-sectional study documenting survey participants' attitudes and feelings toward specific motivations to volunteer and comparing these motivation with their self-reported attachment style. This type of design allows for identifying differences, but researchers must remember that the causes of these differences cannot be explained using a cross-sectional research design (Robinson, Schmidt, & Teti, 2006).

The study used Qualtrics, a web-based survey tool, to create the survey and record participant online responses.   According to Gunn (2002), web surveys are efficient both in cost and data analysis. In terms of other survey platforms, such as mail or fax, web-based surveys are superior in both response rate and cost (Cobanoglu, Warde, & Moreo, 2001). Sills and Song (2002) add ease of data cleaning and speed of delivery and response among the advantages of web-based surveys. Completion of the survey was anonymous and voluntary.

Population

The population for this study consisted of Maroon Volunteer Center participants who subscribe to the organization's mailing list. The Maroon Volunteer Center is the volunteering organization of Mississippi State University and serves to connect volunteers with volunteering opportunities both on campus and within the community. The Maroon Volunteer Center plans several days of campus-wide service annually, as

well as assisting community partners in connecting with individuals willing to participate in service opportunities

Sample

The sample consisted of 154 survey respondents contacted through the Maroon Volunteer Center's newsletter. The newsletter contained an invitation to participate in the survey and a link to the survey. This group of students includes members of fraternities, sororities, clubs, classes, and other on-campus organizations and their advisors, as well as other students that have participated in service projects organized through the Maroon Volunteer Center.

Instrumentation

Attachment Style

Attachment style was assessed using Bartholomew & Horowitz's (1991) Relationships Questionnaire (RQ). The RQ builds upon the original Three-Category Measure developed by Hazan and Shaver (1987) and includes four measures of attachment rather than the original three. This instrument consists of four statements that reflect four attachment styles: secure, avoidant, anxious/ambivalent, and dismissing-avoidant. Participants identified how each statement described them based on a 7-point Likert-type scale (1 = strongly agree, 7 = strongly disagree). Each respondent had a self-reported score for each of the attachment types.

Motivation to Volunteer

Motivation to volunteer was assessed using a variation of Omoto and Snyder's (1995) Motivation to Volunteer survey. This tool originally was designed to measure

motivation to volunteer among the AIDS population but has since been modified to assess motivation to volunteer in other instances (Georgiadis, Spiliopoulous, Rampotas & Rampotas, 2006). Each motivation—values, understanding, personal development, community concern, and esteem enhancement—is measured by five accompanying statements. Examples of responses from the survey include "…because of my humanitarian obligation to help others," and "…to make my life more stable." Participants indicated the level to which each statement influenced their decision to volunteer using a Likert-type scale ranging from $1 - 7$ (1 = not at all, 7 = extremely). From this point, a mean of the scores was calculated from responses to each of the five questions in each category, thus creating an overall score for each of the five motivations.

Demographics

Demographic questions such as parental income, ethnicity, gender, frequency of volunteer participation, and the month of last participation also were asked. Participants were asked with which category they most identified among male, female, or other. Participants were given the choice to respond if parental income was less than $40,000, between $40,000 to $70,000, between $70,000 to $100,000, or over $100,000. To determine age of participants, survey respondents were asked to select an age between 18 through 25, with an additional category available for those 26 and older. Consequently, several ($N = 19$) participants selected the 26 or older category and were deleted from the sample as the current study was limited to individuals between the ages of 18 to 25.

Respondents also were asked which of the following groups best described them: American Indian or Alaskan Native, Asian or Pacific Islander, African American, Latino or Hispanic, White, non-Latino/Hispanic, or multiracial. Participants were asked to

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determine how often they volunteered through the Maroon Volunteer Center: once per academic school year, once per semester, monthly, weekly, or I do not participate in service projects. Additionally, respondents were requested to identify the approximate month of their last volunteer participation from the following: August, September, October, November, January, February, March, April, or Summer Semester. (See Appendix A.)

Variables

Variables investigated in this study are motivations to volunteer and attachment style. The independent variable is attachment style, as determined by the Relationship Questionnaire (Barthalomew & Horowitz, 1991). The dependent variable is motivation to volunteer, as determined by Omoto and Snyder's (1994) measure.

Validity and Reliability

Validity ensures that a measure is accurate in reporting what is to be measured (Hair, Black, Bablin & Anderson, 2010), an essential component of research. Reliability reflects the degree to which the measurement is free from error (Hair et al., 2010). The Motivation to Volunteer Survey (Omoto & Snyder, 1995) was found to have a mean congruence coefficient of .86, ranging from .77 to .94. The survey's validity was assessed using two similar, yet different groups: AIDS volunteers and hospice volunteers. The internal consistency reliability for all five scales was $\alpha = .79$, and the test-retest coefficient across the scales was $r = .72$.

IRB Approval

Approval from the Office of Research Compliance was obtained on April 24, 2015. The study was determined to be exempt from IRB Review. Throughout this approval process, the Office of Research compliance requested a script for all email communications sent from the Maroon Volunteer Center regarding this research. This information is included in Appendix C.

Analysis

Coding

The Motivation to Volunteer measure was constructed by identifying five factors, each of which described a motivations to volunteer (Omoto & Snyder, 1995): Values, Understanding, Personal Development, Community Concern, and Esteem Enhancement. The authors found that five of the original items loaded on each of the five factors. For this study, scores from the five items related to each kind of motivation were averaged to form a single variable for each factor.

Analysis

Quantitative analysis was used to analyze data collected from the survey instrument using SPSS version 22 for Windows. Descriptive statistics was used to calculate frequencies, means, and standard deviations for demographic data, motivation to volunteer, and attachment style, and skewness was explored. Cronbalch's alpha was calculated for motivation to volunteer questions, and reliability was found to be .94 ($n =$ 147). Five forward linear regression analyses were conducted to identify significant predictors of attachment style on motivation to volunteer. For each analysis, one of the

five Motivation to Volunteer variables was regressed on the combination of four attachment style variables: Secure, Avoidant, Anxious Ambivalent, and Dismissing Avoidant.

Data Collection

An invitation to participate in the current research study was emailed to approximately 5,000 students on Mississippi State University Maroon Volunteer Center's email listserv. The invitation was emailed by Meggan Franks, assistant director of student leadership and community engagement. In an effort to increase the response rate, an incentive to participate in a drawing for a $100 Walmart gift card was offered. Participants wishing to participate in the drawing included an identifying number, their student NetID, on the last page of the survey. The random winner was notified through campus email, and the incentive was delivered using the United States Postal Service to the address provided via email communication.

The survey was open for a 2-week period beginning April 29, 2015, and ending May 15, 2015. The first page of the online survey consisted of an informed consent form. This form disclosed the purpose of the survey and also informed participants that completing the survey was voluntary and anonymous. Participants who indicated "I agree" on the informed consent page were allowed access to the remainder of the survey.

Those who indicated "I do not agree" were taken to the concluding page of the survey. This page indicated that the survey was complete and thanked participants for their time.

The remainder of the survey consisted of two previously tested measures, Relationships Questionnaire (RQ; Bartholomew & Horowitz, 1991) and the Motivation

to Volunteer Scale (Omoto & Snyder, 1995). Additional data were gathered such as demographic information as well as information regarding the frequency of participation in volunteer-type activities. One identifying factor, student NetID, was gathered from those choosing to participate in the incentive drawing.

Current Study

In considering the unique developmental stage of emerging adults, gaining a greater understanding of particular pathways leading to intrinsically motivated prosocial behavior in emerging adults would have wide implications. Based on the premise of attachment theory, that consistent warmth and caring from primary relationships results in a feeling of security, those who develop a secure attachment with parents or caregivers in their early years are more likely to have a sense of safety, security, and belonging. Carrying the feelings from early attachment into emerging adulthood, those with a secure attachment are more likely to feel safe in the search for identity encompassed in emerging adulthood. Conversely, individuals with an insecure infant attachment are more likely to feel anxious about the future and feel less secure in their exploration in emerging adulthood.

These feelings of security or insecurity may be evident in the emerging adult's motivation to volunteer. As discussed by Shaver and Hazan (1994, p. 115), "Self-esteem and healthy love of others go hand in hand." In accordance with this statement, it is likely that individuals with a secure attachment style will be more likely to help others for altruistic reasons and individuals with insecure attachment styles will be more likely to help others for more self-serving reasons.

Summary

  Volunteering is a part of many aspects of society. Greater sense of community is developed as participants work together for a common cause (Hoffman, 2012). However, gaps exist in the literature, leaving a void in understanding the underlying reasons that drive decisions to engage or not engage in volunteering activities. A study conducted by Ottoni-Wilhelm and colleagues (2014) investigated the pathway between parental warmth and the formation of attitudes regarding volunteering and community service in children. This work seeks to extend the research by examining the attachment of emerging adults and motivation behind volunteer participation.

CHAPTER IV

DATA ANAYLSIS AND RESULTS

Data Analysis and Results

The purpose of this study was to investigate whether individual attachment style can predict an individual's motivation to volunteer. A survey was available for a select group of college students through means of an online tool, Qualtrics. Data gathered through Qualtrics were downloaded directly into IBM SPSS Statistics 22. These data were analyzed using forward linear regression. Descriptive statistics and frequencies also were used to analyze demographic data of the sample.

Sample Demographics

Of the 6,000 Mississippi State University students contacted through the Maroon Volunteer center, 260 chose to participate in the survey. After accounting for missing data, the sample size was $N = 155$. Of these participants, approximately 26.1% ($n = 40$) were male, 73.2% ($n = 112$) were female, and .7% ($n = 1$) reported "other." See Table 1. The sample included 53.6% ($n = 82$) White, 29.4% ($n = 45$) African American, 8.5% ($n = 13$) Asian or Pacific Islander, 2.6% ($n = 4$) Latino or Hispanic, and 5.9% ($n = 9$) multiracial participants. See Table 1. Participants in the study were between 18 to 25 years of age. Of the sample, 9.8% ($n = 15$) reported being age 18, 25.4% ($n = 45$) reported being age 19, 16.3% ($n = 25$) reported being 20, 18.3% ($n = 28$) reported being

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21, 11.8% (n = 18) reported being 22, 7.8% (n = 12) reported being 23, 3.3% (n = 5)

reported being 24, and 3.3% (n = 5) reported being 25. See Table 1.

Of the sample, 39.0% (n = 60) participants indicate that they volunteer once per

semester, 11.0% (n = 17) indicate they volunteer once per academic school year, 29.2%

(n = 45) report they volunteer monthly, and 13.0% (n=20) report volunteering on a

weekly basis, whereas 7.8% (n = 12) indicate they do not participate in service projects.

See Table 4. Additionally, the months most respondents report participating in

volunteering are April (42.4%, n = 64), March (15.9%, n = 24), and August (8.6%, n =

13); 7.3% (n = 11) reported volunteering in February, 4.6% (n = 7) in January, 4.6% (n =

7) in December, 4.0% (n = 6) in November, 3.3% (n = 5) in October, 3.3% (n = 5) in

September, and 6% (n = 9) during the summer semester. See Table 1.

According to participant responses, parental annual income is less than $40,000

for 31.6% (n = 48), and 30.3% (n = 46) report their parents make between $40,000 and

$70,000 annually. Fewer participants indicate parental household income ranging from

$70,000 to $100,000 (14.5%, n = 22), and 23.7% (n = 36) report that their parents make

more than $100,000 annually. See Table 1

Findings

For the first analysis, Values was regressed on the attachment style variables.

Results indicate that Secure Attachment significantly predicted Values (β = .22, ΔR^2 =

.05, t = 2.72, p = .007), which partially supports Hypothesis 1. See Table 2.

Second, Understanding was regressed on the combination of attachment variables.

Results indicate that Understanding is predicted by Anxious Ambivalent (β = .29, ΔR^2 =

.089, t = 3.80, p < .001), Dismissing Avoidant (β = .16, ΔR^2 = .117, t = 2.07, p = .041),

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and Secure ($\beta = .157$, $\Delta R^2 = .141$, $t = 2.18$, $p = 043$). The model explains 14.1% of the variance ($R^2 = .14$, $F(3,147) = 8.04$, $p < .001$). This analysis lends support to Hypotheses 1, 3, and 4 in that these attachment styles predicted Understanding as a motivation to volunteer. See Table 2.

Summary

To summarize, findings indicate that Secure Attachment significantly predicted Values, ($\beta = .22$, $\Delta R^2 = .05$, $t = 2.72$, $p = .007$) Understanding ($\beta = .157$, $\Delta R^2 = .141$, $t = 2.18$, $p < .043$) and Community Concern ($\beta = .115$, $\Delta R^2 = .097$, $t = 1.98$, $p = .050$), supporting Hypothesis 1. Hypothesis 2 was not supported, as Avoidant Attachment did not predict any of the motivations to volunteer. Anxious Ambivalent Attachment predicted Understanding ($\beta = .29$, $\Delta R^2 = .089$, $t = 3.80$, $p < .000$), Personal Development ($\beta = .263$, $\Delta R^2 = .07$, $t = 3.35$, $p = .001$), Community Concern ($\beta = .048$, $\Delta R^2 = .041$, $t = 2.69$, $p = .008$), and Esteem Enhancement ($\beta = .327$, $\Delta R^2 = .148$, $t = 5.18$, $p < .001$) indicating support for Hypothesis 3. It was not predicted that Anxious Attachment would predict Community Concern. Dismissing Avoidant Attachment predicted Understanding ($\beta = .16$, $\Delta R^2 = .117$, $t = 2.07$, $p = .041$), and Community Concern ($\beta = ..091$, $\Delta R^2 = .079$, $t = 2.60$, $p = .010$). These results indicate only partial support for Hypothesis 4. Support was found for its prediction of Understanding but not for Personal Development or Esteem Enhancement.

Table 1   Demographic Information of Survey Participants

Characteristic	*n*	%
Age		
18	15	9.8
19	45	29.4
20	25	16.3
21	28	18.3
22	18	11.8
23	12	7.8
24	5	3.3
25	5	3.3
Gender		
Male	40	26.1
Female	112	73.2
Other	1	0.7
Ethnicity		
White (Non-Hispanic)	82	53.6
African American	45	29.4
Asian or Pacific Islander	13	8.5
Latino or Hispanic	4	2.6
Multi-racial	9	5.9
Parental Income		
Less than $40,000	48	31.6
$40,000 - $70,000	46	30.3
$70,000 - $100,000	22	14.5
Over $100,000	36	23.7
Frequency of Volunteer Participation		
August	13	8.6
September	5	3.3
October	5	3.3
November	6	4.0
December	7	4.6
January	7	4.6
February	11	7.3
March	24	15.9
April	64	42.4
Summer Semester	9	6.0

Table 1 (continued)

Characteristic	n	%
Volunteering Frequency		
Once per academic school year	17	11
Once per semester	60	39.3
Monthly	45	29.2
Weekly	20	29.2
I do not participate	12	7.8

Table 2   Findings

Values regressed on attachment style variables				
Predictor Variable	β	ΔR^2	t	p
Secure	.28	.47	2.72	.007

Understanding regressed on attachment style variables				
Predictor Variable	β	ΔR^2	t	p
Anxious Ambivalent	. 290	.089	3.80	<.001
Dismissing Avoidant	.160	. 117	2.07	.041
Secure	. 157	.141	2.18	.043

Personal Development regressed on attachment style variables				
Predictor Variable	β	ΔR^2	t	p
Anxious Ambivalent	. 263	. 070	3.35	.001
Secure	. 157	. 095	2.00	.047

Community Concern regressed on attachment style variables				
Predictor Variable	β	ΔR^2	t	p
Anxious Ambivalent	. 480	.041	2.69	.008
Dismissing Avoidant	.091	.079	2.60	.010
Secure	. 115	.097	1.98	.050

Esteem Enhancement regressed on attachment style variables				
Predictor Variable	β	ΔR^2	t	p
Anxious Ambivalent	.327	.148	5.18	<.001

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

This research investigated the relationship between Motivations to Volunteer and Attachment Style among emerging adults in a college setting. Regression analyses reveal significant predictors as hypothesized as well as unforeseen predictors among variables.

Hypothesis 1

Secure Attachment

According to Shaver and Hazan (1994), secure individuals feel positively about themselves, believe in the good of humankind, and trust caretakers as youth and romantic partners in later life. Thus, it was hypothesized that securely attached individuals would be more interested in helping others through volunteer work rather than other more self-serving motivations as discussed by Omoto and Snyder (1995). Responses from the Values Motivation to Volunteer (Omoto & Snyder, 1995) include "I choose to volunteer because I enjoy helping people," "…because of my personal values convictions, and beliefs," and "…because I consider myself to be a loving and caring person." As deemed by the authors of the instrument, these statements appeared to portray an individual who is comfortable with themselves and those around them as described by secure attachment style. Regression analysis supports this hypothesis ($\beta = .22, p = 007$).

Secure attachment also was hypothesized to be a predictor for Community Concern. Some of the responses reflecting Community Concern in Omoto and Snyder's (1995) measure include: "I choose to volunteer because of my sense of obligation to the community," "…to get to know people in the community," and "…to help members of the community." These statements seem to represent those of an individual with a secure base as described by Bowlby (as described by Shaver, & Hazan, 1994). However, regression analysis did not support this notion ($\beta = .115$, $p = .050$).

In addition to the hypothesized motivations predicted by secure attachment style, Understanding also was statistically significant ($\beta = .157$, $p = .043$). Closer inspection of examples of Understanding provide deeper understanding of this motivation and a possible explanation for the unanticipated analysis result. Statements in the Understanding portion of the survey include: "I chose to volunteer to learn how to help people with problems," "…to deal with my personal fears and anxiety about community problems," and "…to learn about how people cope with community problems." Although the second example appears to be primarily self-motivated, the remaining two examples illustrate a sense of concern for others. This mixture of self-concern and concern for others may account for this motivation being among the motivations predicted by the model, although they were not hypothesized.

Hypothesis 2

Avoidant

The remaining hypotheses of this study focus on insecure attachment styles as predictors. These attachment styles include Avoidant, Anxious Ambivalent, and Dismissing-Avoidant. Hypothesis 2 addresses Avoidant attachment as a predictor;

however, there were not any statistically significant findings to support this hypothesis. This insecure attachment style is characterized by ignoring the caregiver in Ainsworth's Strange Situation (as discussed by Shaver & Hazan, 1994), and similar behaviors are consistently seen at the ages of 6 and 18 (Scharfe & Bartholomew, 1994). Perhaps withdrawal and distancing behaviors characterized by Avoidant attachment explain the lack of significant findings in reference to volunteer work.

Hypothesis 3

Anxious Ambivalent

Anxious Ambivalent attachment was shown to predict four of the five motivations to volunteer. This style was found to have a significant effect on Understanding ($\beta = .29$, $p < .001$), Personal Development ($\beta = .263$, $p = .001$), and Esteem Enhancement ($\beta = .327$, $p < .001$), and Community Concern ($\beta = .048$, $p = .008$). Individuals with an Anxious Ambivalent attachment style long to be emotionally intimate, crave close relationships, and are concerned they are not valued or loved enough in relationships (Hazan & Shaver, 1987). As children, their caregivers were anxious and inconsistently available (Shaver & Hazan, 1994). This may explain why this style predicted such an array of motivations.

As mentioned above, Understanding includes several components, some of which appear to help others and some that appear primarily to serve self. Considering the individual with an Anxious Ambivalent attachment style is concerned with being valued, self-education and improvement may seem to them a likely way to gain access to desired close relationships.

Similarly, Personal Development as a motivation to volunteer includes such responses as: "I chose to volunteer to get to know people who are similar to me," "…to challenge myself and test my skills," and "…to learn about myself and my strengths and weaknesses." This appears to be more of a self-oriented motivation to volunteer aimed at self-discovery and self-promotion. In light of the need for acceptance guiding the Anxious Ambivalent, it seems reasonable that Anxious Ambivalent significantly predicted Personal Development.

The last hypothesized motivation that predicted Anxious Ambivalent attachment style was Esteem Enhancement ($\beta = .327$, $p < .001$). As described by the Motivation to Volunteer survey (Omoto & Snyder, 1995), Esteem Enhancement is centered on fulfilling the needs of self. Examples of survey statements include "I chose to volunteer to make my life more stable," "…to feel better about myself," and "…to escape other pressures of my life." Given these statements, perhaps the Anxious Ambivalent is attempting to fill the void of insecure attachment through the means of volunteering.

In addition to the predictions hypothesized, Anxious Ambivalent also predicted Community Concern ($\beta = .048$, $p = .008$). As mentioned above, items in the Community Concern section of the survey appear to describe actions and thinking associated with secure attachment. However, motivations such as "to get to know people in the community" and "because of my worry and concern for the community" may be construed as an effort to reach out in a community setting to obtain those close relationships they crave.

Hypothesis 4

Dismissing Avoidant

Hypothesis 4 addresses the fourth and final attachment style, Dismissing Avoidant. This style of attachment is characterized by independence, self-reliance, and the evading of intimacy (Bartholomew & Horowitz, 1991). Infants with this style of attachment characteristically have caregivers who provide little stability and warmth, and patterns of behavior used by the infant to compensate for this lack of security continue throughout childhood and into other phases in the life span, including emerging adulthood. Within this study, it was hypothesized that Dismissing Avoidant attachment style would predict the self-serving motivations as the other insecure attachment styles. Support was found for Understanding ($\beta = .16$, $p = .041$) but not for Personal Development or Esteem Enhancement. Although Personal Development and Esteem Enhancement are primarily self-oriented, perhaps the Dismissing Avoidant is not concerned with this type of development as a motivation to volunteer. As self-sufficient beings, it may be that Dismissing Avoidant individuals primarily are interested in understanding the world around them yet are unconcerned with developing self and are satisfied with their current state. This type of development calls for a certain level of internal honesty that may be difficult for individuals avoiding close personal relationships. One relevant question posed by Bartholomew and Horowitz (1991) regarding the Dismissing Avoidant style was whether rejection really hurt this population less or they simply reported it as so.

Limitations

There are several limitations of this study. Students will be representative of emerging adults in a college setting. According to the U. S. Department of Labor (2015), 68.4% of high school graduates chose to pursue a course of higher education in 2014. Although the intended sample is robust, it is not representative of all individuals categorized as emerging adults. Also, this study has a cross-sectional research design and lacks the depth of understanding a longitudinal study may provide. Additionally, this study lacks a control group for comparisons.

Implications

Attachment plays a significant role in understanding developmental processes. However, as implied by Bowlby (as found in Shaver & Hazan, 1994), Ainsworth (as found in by Shaver & Hazan, 1994), and researchers following (Hazan & Shaver, 1994), it is important to consider that attachment is one of many contributing factors. Although models in the current study appeared to account for small percentages of Attachment Style predicting Motivation to Volunteer, these findings are still significant.

Primarily, these findings can be used in the volunteering sector. Organizers of various non-profit organizations can benefit from understanding what fuels the fire behind volunteer participation. Greater understanding of attachment theory and lifelong implications of early relationships is relevant to any industry dealing with personal relationships. For instance, an employer or supervisor may observe behaviors displayed by employees and then identify how to best relate to individuals based on a basic knowledge of secure or insecure tendencies. However, with an understanding of how individuals with particular attachment styles are motivated to volunteer in specific

organizations, organizers can design recruitment strategies aimed at individuals with the personal attributes and interpersonal communication styles desired in the organization.

Results from this study will be helpful for organizations to consider which volunteers (depending on attachment styles) most likely will be motivated by certain aspects or rewards of the work needed on certain projects. For example, knowing that Secure, Anxious Ambivalent, and Dismissing Avoidant each has been shown to predict an Understanding motivation to volunteer, an organizer may focus recruiting strategies reflecting this motivation. The same is true of Community Concern: three attachment styles were shown to predict this motivation. On the other hand, an organizer may identify that Values as a motivation to volunteer was only predicted by secure attachment styles. This information could be used in one of two ways: A recruiter could design a strategy 1) avoiding the focus of Values as a motivator, because it is limited to only one style of attachment or 2) focusing on Values as a motivator if the project required personal communication and relationship skills that Secure individuals commonly possess.

In addition, counselors and therapists may gain insights into how relationship quality can be reflected by motivation to volunteer. In some instances, it is suggested that individuals participate in volunteer or service work as part of therapy or rehabilitation efforts (Riessman, 1965). An awareness of an individual's attachment style may prove helpful in presenting the concept of service to those recommended to participate. Knowing motivations commonly associated with certain attachment styles may aid the therapists in presenting information in a way that the client may receive.

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Educators on a broad scale may benefit from understanding associations between various

motivations to volunteer and attachment style. The incorporation of a service component

within classroom experience is a growing trend in education (Hall, Hall, Cameron, &

Green, 2004; Peacock, Flythe, & Jones, 2006). Having more information regarding how

to motivate various types of students may be useful in the classroom setting.

Additionally, this study points to one of the many the long-lasting impacts that

early childhood development has throughout the life course. As research into various

aspects associated with and influenced by attachment style continues, the need for more

effective parenting programs promoting the development of secure relationships remains

in the forefront of parent education.

Recommendations

Although the study was aimed at exploring relationships between attachment style

and volunteering motivations, it seems reasonable that the results may apply to other

populations. It is recommended that similar research be conducted among both older and

younger populations to explore this concept in greater depth.

It also is recommended that the original measure created by Omoto and Snyder

(1995) be re-examined. Replicating the original study in another venue may establish

whether primary motivations behind volunteer work today remain consistent with

motivations reported in the original article. Also, it would be ideal to establish whether

the top five motivations to volunteer remain the same within various avenues of volunteer work.

Bowlby and researchers following (Hazan & Shaver, 1994) emphasize the idea that attachment is developed over time and is not considered significantly developed or stable until adolescence. It is recommended that more longitudinal work be conducted during the period from adolescence to adulthood to further investigate the consistency of attachment during this period of development (Hazan & Shaver, 1994). In considering this, longitudinal research of attachment style and motivation to volunteer beginning in adolescence and continuing through adulthood would broaden the understanding of the role attachment style plays in the motivation to volunteer leading up to emerging adulthood and beyond

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APPENDIX A

IRB APPROVAL

Protocol Title: Attachment Style and Motivation to Volunteer Among Emerging Adults

Protocol Number: 15-157

Principal Investigator: Ms. Jennifer Smith

Date of Determination: 4/24/2015

Qualifying Exempt Category: 45 CFR 46.101(b)(2)

Attachments: 15-157 - Stamped IC (in follow up email)

Dear Ms. Smith:

The Human Research Protection Program has determined the above referenced project

exempt from IRB review.

Please note the following:

- Retain a copy of this correspondence for your records.

- An approval stamp is required on all informed consents. You must use the exact wording of the stamped consent form for obtaining consent from participants.

- Only the MSU staff and students named on the application are approved as MSU investigators and/or key personnel for this study.

- The approved study will expire on 9/30/2015, which was the completion date indicated on your application. If additional time is needed, submit a continuation request. (SOP 01-07 Continuing Review of Approved Applications)

- Any modifications to the project must be reviewed and approved by the HRPP prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project.

- Per university requirement, all research-related records (e.g. application materials, letters of support, signed consent forms, etc.) must be retained and available for audit for a period of at least 3 years after the research has ended.

- It is the responsibility of the investigator to promptly report events that may represent unanticipated problems involving risks to subjects or others.

  This determination is issued under the Mississippi State University's OHRP Federalwide Assurance #FWA00000203. All forms and procedures can be found on the HRPP website: www.orc.msstate.edu.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at kmyhand@orc.msstate.edu or call 662-325-3294.

Finally, we would greatly appreciate your feedback on the HRPP approval process. Please take a few minutes to complete our survey at https://www.surveymonkey.com/s/PPM2FBP.

Sincerely,

Katie Myhand
Assistant Compliance Administrator

cc: Joe D. Wilmoth, Advisor

APPENDIX A

IRB APPROVED INFORMED CONSENT

INTRODUCTION AND INFORMED CONSENT FOR PARTICIPATION IN
RESEARCH

You are invited to participate in a research study "Attachment Style and Motivation to Volunteer Among Emerging Adults." The study is being conducted through Mississippi State University with Dr. Joe Wilmoth of the School of Human Sciences overseeing the project. The purpose of this study is to investigate whether there is a relationship between attachment style and motivation to volunteer among 18- to 25-year-olds.

You will be asked to complete an online survey that should take about 10 minutes to complete. Questions about how you feel in relationships will be asked as well as questions about why you choose to volunteer. Also, several demographic questions will be asked such as your ethnicity and income level. Your responses are anonymous. You will not be asked for any information that would identify you.

Your participation in this survey is completely voluntary. You are free to not answer any question or to stop participating at any time without penalty.

If you have any questions about this study, please feel free to contact Joe Wilmoth at (662) 325-1799 or joe.wilmoth@msstate.edu. If you would like to be entered for the chance to win a $100 Walmart gift card, follow the prompts at the conclusion of the survey.

Before you begin, please note that the data you provide may be collected and used by Qualtrics as per its privacy agreement. Note that Qualtrics has specific privacy policies of its own. You should be aware that these web services may be able to link your responses to your ID in ways that are not bound by this consent form and the data confidentiality procedures used in this study. If you have concerns you should consult these services directly.

Additionally, this research is for residents of the United States over the age of 18; if you are not a resident of the United States and/or under the age of 18, please do not complete this survey.

Clicking "I Agree" indicates your voluntary agreement to participate in this survey.

MSU HRPP Full Accreditation	Approved:	Expires:
	4/24/15	9/30/15
	IRB # 15-157	

APPENDIX B

IRB APPROVED SCRIPTS FOR RECRUITMENT

Introduction Email:

Hello,

Because of your work with the Maroon Volunteer Center, I invite you to participate in a brief survey about volunteering. This study, the basis of my master's thesis, investigates motivations to volunteer among emerging adults (ages 18 – 25). The linked survey includes questions regarding motivation to volunteer as well as questions that identify attachment style, or, in other words, how you feel in relationships.

You are invited to participate by following the link below and responding to each question. Your responses will be completely confidential and voluntary. You may enter to win a $100 Walmart gift card at the conclusion of the survey. If you are the winner, you will be contacted via email.

If you have questions you may contact me at jrs1011@msstate.edu or Dr. Joe Wilmoth at joe.wilmoth@msstate.edu.

Thank you for your time,

Jennifer Smith

Graduate student, School of Human Sciences

(Link to Attachment Style and Motivation to Volunteer survey here.)

1 Week Reminder:

Hello,

One week ago you received an invitation to participate in a research study dealing with attachment style and motivation to volunteer among emerging adults. If you have already responded, please disregard this email.

Please follow the link to the survey and respond to each question. Your responses will be completely confidential and voluntary. You also may enter to win a $100 Walmart gift card at the conclusion of the survey. If you are the winner, you will be contacted via email. If you have questions you may contact me at jrs1011@msstate.edu or Dr. Joe Wilmoth at joe.wilmoth@msstate.edu.

Thank you for your time,

Jennifer Smith

(Link to Attachment Style and Motivation to Volunteer survey here.)

Last Day Reminder:

Hello,

Today is the final day of the Attachment Style and Motivation to Volunteer survey. If you have not had a chance to respond to the survey, please do so before 11:59 p.m. this evening. Your responses will be completely confidential and voluntary. Participants may enter to win a $100 Walmart gift card at the conclusion of the survey. If you are the winner, you will be contacted via email. If you have questions you may contact me at jrs1011@msstate.edu or Dr. Joe Wilmoth at joe.wilmoth@msstate.edu.

Thank you for your time,

Jennifer Smith

(Link to Attachment Style and Motivation to Volunteer survey here.)

APPENDIX C

ATTACHMENT STYLE AND MOTIVATION TO VOLUNTEER SURVEY

Information you provide will be used to understand the relationship between parent attachment and the motivation to volunteer among emerging adults. If you wish to be entered in a $100 Walmart card drawing, please provide the information requested on the page following this survey. Your participation is completely anonymous and voluntary. Thank you for participating in this research study.

Attachment

The following are four general relationship styles that people often report. Indicate from 1 to 7 (1 = strongly disagree, 7 = strongly agree) the style that best describes you or is closest to the way you are.

1. It is easy for me to become emotionally close to others. I am comfortable depending on them and having them depend on me. I don't worry about being alone or having others not accept me.

    1 2 3 4 5 6 7

2. I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.

    1 2 3 4 5 6 7

3. I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.

    1 2 3 4 5 6 7

4. I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.

    1 2 3 4 5 6 7

The Relationships Questionnaire (Bartholomew & Horowitz, 1991)

Volunteering

The following section will ask about your experience and feelings regarding volunteering. Please answer to the best of your ability. There are no right or wrong answers and your responses are completely voluntary and anonymous.

1. How often do you participate in volunteer service through the Maroon Volunteer Center or other organizations?

   a. Once per academic school year

   b. Once per semester

   c. Monthly

   d. Weekly

   e. I do not participate in service projects.

2. Think back to the last time you participated in a service project this academic year. Please identify the approximate month of your participation.

   a. April

   b. March

   c. February

   d. January

   e. December

   f. November

   g. October

   h. September

   i. August

   j. Summer Semester

The following questions will help us understand your motivations to volunteer. You will be given a list of statements. When you respond to each statement, think back to your last experience with volunteering and your feelings toward participating. Please rate how important (1 = not at all, 7=extremely) each statement was in your decision to volunteer.

3.   I chose to volunteer…

1.   Because of my humanitarian obligation to help others. 1 2 3 4 5 6 7

2.   Because I enjoy helping other people. 1 2 3 4 5 6 7

3.   Because I consider myself to be a loving and caring person. 1 2 3 4 5 6 7

4.   Because people should do something about issues that are important to them. 1 2 3 4 5 6 7

5.   Because of my personal values, convictions, and beliefs. 1 2 3 4 5 6

6.   To learn more about how to prevent specific community problems.

        1 2 3 4 5 6 7

7.   To learn how to help people with problems. 1 2 3 4 5 6 7

8.   To deal with my personal fears and anxiety about community problems.

        1 2 3 4 5 6 7

9.   To learn about how people cope with community problems. 1 2 3 4 5 6 7

10.   To understand community problems and what they do to people.

        1 2 3 4 5 6 7

11.   To get to know people who are similar to myself. 1 2 3 4 5 6 7

12.   To meet new people and make new friends. 1 2 3 4 5 6 7

13.   To gain experience dealing with emotionally difficult topics. 1 2 3 4 5 6 7

14.   To challenge myself and test my skills. 1 2 3 4 5 6 7

15.   To learn about myself and my strengths and weaknesses. 1 2 3 4 5 6 7

16.   Because of my sense of obligation to the community. 1 2 3 4 5 6 7

17.   Because I consider myself an advocate for community related issues.

        1 2 3 4 5 6 7

18.   Because of my concern and worry about the community. 1 2 3 4 5 6 7

19.   To get to know people in the community. 1 2 3 4 5 6 7

20.   To help members of the community. 1 2 3 4 5 6 7

21. To make my life more stable. 1 2 3 4 5 6 7

22. To escape other pressures and stress in my life (e.g., from work, school, or home). 1 2 3 4 5 6 7

23. To feel less lonely. 1 2 3 4 5 6 7

24. To feel needed. 1 2 3 4 5 6 7

25. To feel better about myself. 1 2 3 4 5 6 7

Motivation to Volunteer Scale (Omoto & Snyder, 1995)

Demographics

Please take a moment to complete the following demographic information.

1. With which gender to you identify?

   a. Male

   b. Female

   c. Other

2.

   a. 18

   b. 19

   c. 20

   d. 21

   e. 22

   f. 23

   g. 24

   h. 25

   i. 26 or older

3.   Which group best describes you?

      a.   American Indian or Alaskan Native

      b.   Asian or Pacific Islander

      c.   African American

      d.   Latino or Hispanic

      e.   White, not-Latina/Hispanic

      g.   Multi-racial

4.   To the best of your knowledge, which describes your parent's yearly income.

      a.   less than 40,000

      b. $40,000 - $70,000

      c. $70, 000 - $100,000

      d.   Over $100,000

Please provide your Mississippi State University NetID if you wish to be entered into the random drawing for a $100 Walmart gift card. Your identity will not be linked to your responses on the survey.

Thank you for your participation.