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ABSTRACT

A study was undertaken to describe the experience of older volunteers in intergenerational programs in schools and to investigate the relationship between these volunteers' experience and life satisfaction. A cross-sectional design was used to analyze data collected from 350 senior citizen volunteers from three different sites. Data were collected using a personal data form, a questionnaire, a standardized life satisfaction index (LSIZ), and a semi-structured interview. Findings from the LSIZ indicated no significant difference between the life satisfaction scores of new and experienced volunteers. Findings from questionnaires and interviews strongly supported the hypothesis that school volunteering contributes positively to the life satisfaction of the elderly. Given these responses, it is believed that efforts should be made to maintain and develop effective older volunteer programs and that to become effective, programs should involve staff that are sensitive to the needs of older volunteers. (LP)

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The Experience of Senior Citizen Volunteers in Intergenerational Programs in Schools and the Relationship to Their Life Satisfaction

FINAL REPORT

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ABSTRACT

The older participants in intergenerational programs in schools are increasing in numbers and are reporting that these programs enhance the quality of their lives. The purpose of this study was to describe the experience of older volunteers in intergenerational programs in schools and to investigate the relationship between their experience and their life satisfaction.

This was an exploratory cross-sectional study involving 350 senior citizen older volunteers in intergenerational programs from three different sites. This study was designed to generate both quantitative and qualitative data on the role, experience and life satisfaction of school volunteers.

Using a 3 x 2 x 2 cross-sectional design, the variables incorporated in this study were: (1) the experience of volunteers; (2) programs in which volunteers were involved; and (3) sex of volunteers. Data regarding the volunteers, their role, volunteering experience and life satisfaction were collected using a personal data form, a questionnaire, a standardized life satisfaction index (LSIZ) and a semi-structured interview. Data were analyzed quantitatively and qualitatively to examine the relationship between the school volunteers' experience and their satisfaction with life.

Based on a statistical analysis reported on the LSIZ, we did not find a significant difference between the life satisfaction scores of new and experienced volunteers ($P = 0.06$). We believe, therefore, that volunteers who are involved in school programs may be self-selected and may represent a population with relatively higher life satisfaction. Furthermore, we believe that although the life satisfaction Index Z indicates a general level of life satisfaction, it may not be sufficiently sensitive to reflect an increase in life satisfaction as a result of this specific experience.

In contrast to the data reported from the LSIZ index, data gathered through questionnaires and in-depth interviews strongly support the hypothesis that school volunteering contributes positively to the life satisfaction of the elderly. Our results from these instruments show that 75% of the experienced volunteers in this study believed that participation in school volunteer programs had greatly improved or improved their feelings about themselves and 65.6% believe that it has improved their satisfaction with life. Additionally, the interview data from 60 male and female respondents shows that all interviewees believed that the school volunteer experience has been positive and that they have derived gratification through their participation. Based on the

analysis of the interviews, we have found three areas in which the volunteer work experience has positively affected their lives. (a) The volunteers reported that through their volunteer work, which is a productive and regular activity, they have been able to provide structure in their lives; (b) They stated that the contact and relationships with children have provided special happiness and meaning to their lives. (c) In some special cases the volunteer experience has helped them to cope with personal traumas and to re-establish their sense of self-worth.

In our analysis of the LSIZ data we did find a significant difference between the life satisfaction scores in the three programs ($P = .000$). As the purpose of this study was not to investigate and evaluate components of different programs we do not explain this difference. It is noteworthy, however, that all programs were rated excellent or good by 88.5% - 98.3% of the volunteers and that the means of LSIZ scores were above the median score for all the three programs. In our analysis of LSIZ data we did not find any significant difference between the scores of male and female volunteers.

Given the positive outcome of the school volunteering experience, efforts should be made to maintain and develop effective older volunteer programs. Based on our data we suggest that to become effective, programs involve staff that are sensitive to the needs of the older volunteer and include adequate preparation of volunteers, teachers, administrators, and coordinators for their roles in the program.

To summarize we have found that the experience of senior citizen volunteers in schools is highly satisfying and that school volunteer programs provide an opportunity for the elderly to remain vital and active as well as to provide services that benefit the participants and the recipients of these services. Intergenerational programs in schools are a vehicle through which significant numbers of America's elderly can continue to be effective contributors to our society.

I. INTRODUCTION

Intergenerational programs in schools were originally initiated in the 1970s to counter the trend toward an increasingly age-segregated society in which there are few opportunities for significant, meaningful contact between older adults and youth. The early research connected with these programs focussed on their impact on youth. Increasingly, however, the older participants in intergenerational classroom programs are reporting that these programs also enhance the quality of their lives. Yet no systematic study of this impact on the volunteers has been conducted.

This proposed study, therefore, will investigate the experience of older adult volunteers in three intergenerational programs in schools. The principal question to be answered is whether the participation of older adults in these programs contributes to their satisfaction with life. As a part of this study, a demographic profile of the older adult volunteer population in these programs will be developed, and the older volunteers' experience will be described in terms of their roles, their expectations, and the extent to which their expectations are being met.

A report of the findings of this study will be prepared with a discussion of the implications of the results for program and policy development. This report, along with specific recommendations for applying the results toward creating new intergenerational programs, will be disseminated to organizations and government agencies committed to enhancing the quality of life for older Americans.

II. STATEMENT OF THE PROBLEM

During the last several decades, economic patterns in the United States have caused increasing mobility among families resulting in a change in family structure from the traditional, extended family to that of the nuclear family. This new structure has evolved because of the geographic separation among generations in many families. Young adults have been obliged to find employment in communities that are at substantial distances from their parents and grandparents. Similarly, a large number of older adults have left the communities where they raised their families for more temperate and/or more economically affordable environments. As a consequence of this mobility, the generations are geographically separated in approximately 40% of all American families. Older adults are separated from their children and grandchildren; children are separated from their grandparents.

The impact of this separation on our older and younger generations has already become manifest. For many elders, their role as family teacher, perpetuator of culture, and cohesive force no longer exists. Instead, many older persons now find themselves in situations which engender feelings of loneliness, purposelessness, and inadequacy. For children, the special nurturing, support, teaching, and caring that was once readily available from grandparents is often missing. Such a situation tends to foster misunderstanding of the aging process and to maintain negative, stereotypical attitudes about the elderly and what it means to be old.

In the American society, given increasing mobility, family and age segregation, feelings of rejection and alienation among the elderly have become serious social concerns. A related concern is the impact on children of growing up without meaningful contact with elders.

These concerns have energized our efforts to provide viable alternatives to the extended family which had traditionally encouraged contact between the children and the elderly, and provided significant roles for the elderly. Intergenerational programs in schools are one such alternative. They allow children and the elderly to interact consistently with each other and they create responsible roles

for the elderly that could result in more positive attitudes toward themselves and society.

Intergenerational programs in schools have existed since the mid-70s. Although some research has been done to describe the effect of such programs on childrens' learning and their views on aging, the impact of these programs on the lives of the older volunteers remains unexamined.

The main focus of this study is to describe the older volunteers' experience in diverse intergenerational classroom programs and to investigate the relationship between their experience and life satisfaction. Its significance, therefore, is two-fold. It will allow us to understand whether the older volunteers' experience in intergenerational programs in schools provides meaningful opportunities for them to interact with and guide younger people in ways that counteract their feelings of purposelessness and inadequacy and contribute to their life satisfaction. Second, it will provide a needed data base from which to shape policy and set program development priorities as these relate to the future of intergenerational programming.

III. LITERATURE REVIEW

In considering how to determine what policies or programs might best serve older adults and facilitate the utilization of the special resources of older adults, Neugarten (1979) has urged that "we should take a broad view of some of the trends regarding aging and the aged that are occurring in the society at large" (p. 48). One such trend referred to previously in the Statement of the Problem is the change in family structures from the classical extended family toward a nuclear family structure. As Kalish (1975) points out, "[f]ewer elderly people lived with their children in 1970 than in previous census years" (p.77). In addition, Kalish (1969) also argues that

we live in an age-segregated society. Rather than developing informal relationships along family, church or vocational lines, most such contact occurs within age groups. (p. 87)

A result of this trend is to increase the separation among the generations and to limit at least the amount of support and nurturance that younger adults and youth can provide to older adults and vice versa. Moreover, with less interaction between youth and older persons, older persons frequently come to develop fearful attitudes toward young people, and young people develop negatively stereotypic views of older people and of the aging process (Seefeldt, 1977; Marks, 1980). That this trend poses a particularly serious threat even to humanity was observed by Cousins in a Saturday Review editorial in which he asserted that "the health of the human species depends on the realization by enough people that they are all connected to one another" (quoted in Mehta, 1976, p. 244).

This trend, however, can be and in fact already is being addressed in innovative programs across the country which bring children and older persons together in the schools--the so-called intergenerational programs in schools.

These programs, moreover, are meeting with success as reported by Sullivan and Florio (1976), Seefeldt (1977), Newman and Marks (1980), Marks (1980), and others. Seefeldt (1977), for example, reporting on the benefits to children from intergenerational programs in schools, observed that

[c]hildren, while expressing negative attitudes toward the physical aspects of aging also expressed love and affection for the elderly. "They're good, wonderful; they love you, you can sit on their lap and they'll talk to you" were some of the comments children made when asked what they knew about older people. (p.23)

With respect to some benefits to the older persons, Newman and Marks (1980) reported that the older "volunteers indicated that a valuable relationship had developed between the children and themselves and pointed out that it has had some definite and positive impact on them" (p. 9).

Returning now, however, to the issue of trends regarding aging and the aged, another trend or phenomenon that becomes increasingly important as older people live longer is the reduction in older persons' satisfaction with life as reported by a number of researchers (Cavan, Burgess, Havighurst, and Goldhammer, 1949; Kutner, Fanshel, Togo, and Langer, 1956; Gurrin, Veroff, and Feld, 1960; Riley and Foner, 1968).

Summarizing the findings of a number of studies relating to aging and life satisfaction, Riley and Foner (1968) report that this decline in satisfaction with life "becomes intensified...with age-related deterioration in health, loss of key roles, or reduction of activity. Thus, age appears to be associated with a general diminution of the opportunities for happiness" (p.341).

In an attempt to identify the relative importance of several of the variables which have theoretically been related to the life satisfaction of older adults, Palmore and Luikart (1972) have reported that self-rated health is the strongest variable and organizational activity is the second strongest variable. Socioeconomic status, another variable commonly linked with life satisfaction,

was found to have a weakly positive correlation with life satisfaction, although its importance increased for persons with below average incomes.

In another investigation focusing exclusively on the relationship between activity and life satisfaction, Lemon, Bengston, and Peterson (1972) found that activity was related to life satisfaction but that informal activity was more positively related. Commenting on this finding they concluded that the "quality or type of interaction...is...the more important predictor of life satisfaction" (p. 519). Interactive relationships in which the whole person is taken into account seems to be a key to understanding the effect of activity on life satisfaction.

Cutler (1973) in a related study of voluntary associations and life satisfaction suggests that voluntary association participation may only weakly be related to life satisfaction. Rather, he reports that the primary reasons that participants in voluntary associations have higher life satisfaction than non-participants is because they also have better health and higher socioeconomic status. He does observe, however, that "the possibility cannot be ruled out completely that some organizations with given structural characteristics and goals may facilitate the personal and social integration of older members" (p.99).

Rosow (1973) offers another related explanation for an erosion in the life satisfaction of older persons in terms of "the progressive loss of roles and functions of the aged" (p. 82). According to Rosow (1973),

the loss of roles excludes the aged from significant social participation and devalues them. It deprives them of vital functions that underlie their sense of worth, their self-conceptions and self-esteem. In a word, they are depreciated and become marginal, alienated from the larger society. (p. 82) (Emphasis in original.)

In addition to losing roles as people age, Rosow (1973) asserts that society generally offers no replacement roles, leaving the lives of older persons "socially unstructured." "[W]ith a broad horizon of leisure and few obligations, many old people feel oppressively useless and futile" (Rosow,

1973, p. 83). Mollerstrom (1978) clearly would concur with Rosow's thesis. In his study of the relationship of role taking by participants in the senior companion and foster grandparent programs to life satisfaction, he reported that "a significant relationship was found between life satisfaction and role taking" (p. 137). That is, the roles assumed by the participants in these voluntary activities were found to contribute to their life satisfaction.

A model that seems to incorporate these various findings relating role loss, meaningful activity, and life satisfaction and that suggests an approach to providing qualitatively significant activities for older adults has been suggested by Payne (1977). According to Payne's social restructuring model, older adults use their skills and resources learned throughout their lives and their energy in new roles that are recognized as important. These new roles--often volunteer roles--are reinforced through positive feedback and rewards from recipients of the service provided, from the service provision setting or environment, and from the community at large. As a result of this reinforcement of their use of their skills in a new role, the older persons reduce their dependence or maintain their independence, view themselves as resourceful and accept others' views of themselves as resources, maintain their skills and even develop new skills, and, finally, internalize their new volunteer role as socially significant and effective (Payne, 1977). This model, then, "challenges the individual and society to discover appropriate roles that restructure the time and work skills of older people" (Payne, 1977, p. 356). In a paper addressing the theme of issues on aging for the 1980s, Kahana, Kahana, and Kiyuk (1979) reach one conclusion that seems to reflect the basic premise of this very model: "The real challenges of the next decade will be in seeking increasing options in life-styles for our increasing and diverse older population" (p. 47).

Interestingly, the intergenerational programs in schools (referred to previously as one means to offset the negative effects on older persons and youth of the trend away from three-generation families) also seem to correspond

to the characteristics of Payne's social restructuring model and thus may contribute to improving or sustaining older persons' life satisfaction. The older persons volunteer their time and use skills which they already have, for example, in reading and computation, personal hobbies, knowledge of the history of their communities, experience in raising their own children, etc. They may also be learning new skills, such as lesson planning and systematic observation of children's behaviors, and, as they perform this new role, they are being reinforced by the teachers with whom they work, the school family and the larger school district, and frequently by the local community which recognizes the older persons' contributions in the local press.

That the intergenerational programs are realizing some success in meeting the needs of children and older persons has already been suggested. The fact is, however, that most of the formal studies have more systematically examined the benefits to children, although some anecdotal reports about and surveys of older persons in intergenerational programs in schools do suggest that older persons' satisfaction with life may be improved and certainly maintained. According to Seefeldt (1977),

[W]hile the long-range benefits of bringing the old and the young together may be documented in the future, the immediate benefits will be obvious. For many older people, working with children is useful, fulfilling and enriching in and of itself. (p. 22)

Taken at face value, it does seem plausible that personal feelings of usefulness, fulfillment, and enrichment should be associated with life satisfaction. Newman and Marks (1980) similarly report evidence suggesting the improvement in feelings of personal well-being for older persons volunteering in intergenerational programs in schools.

At the end of the year, the (older adult) volunteers were specifically asked about their general feelings and attitudes about themselves. Eighty-three percent indicate they feel either "much better" or "somewhat better" about themselves. Regarding their satisfaction with the use of their free-time, which can be considered to be a component of well-being, 94% are "more satisfied." (p. 9)

Furthermore, in describing this preliminary evidence Newman and Marks postulate contributing factors to older persons' reports of well-being that sound arrestingly similar to Payne's social restructuring model. Specifically, they write that

[I]t would be inaccurate to suggest that the increased well-being that seems to be occurring in the elderly is due exclusively to these direct pupil/volunteer relationships. Rather, evidence seems to suggest a more comprehensive explanation, which would include other aspects of the volunteers' involvement: the opportunity to meet new people of various ages, feeling the rewards of helping and feeling needed. (p. 9)

To summarize the discussion to this point, two significant trends affecting older persons have been identified: 1) the age-segregated isolation of older persons from the rest of society and the resulting problems for older persons, youth, and society in general; and 2) the loss in satisfaction with life that occurs in many older persons and which is due in part to role loss and decreases in social activities. With respect to the first trend, it was shown how the problems resulting from this trend could be alleviated for those persons who become involved in intergenerational programs in schools. Regarding the second trend, an explanation was offered and a theoretical model for reversing this trend was described. The intergenerational programs in schools, moreover, were shown to fit the characteristics of the model, and some informal evidence was described which suggested that intergenerational programs might also contribute to the remediation of this second trend. Thus, one programmatic model--intergenerational programs in schools--may successfully address two problems affecting older persons and thus society as well, i.e., imposed age-segregation and isolation, and older persons' decline in satisfaction with life.

Before concluding this review, two other pieces of data which relate to the value of studying older adult volunteers in intergenerational programs in schools should be reported. First, programs which bring older adults and youth

together to their mutual benefit deserve our attention. Not only are these programs important from an age-integration perspective, but they are also important from an economic perspective. A draft report which has been prepared by The National Council on the Aging states:

In the 1980's, government resources probably will not be available to meet increasing human needs. Tax-cutting measures at the federal, state and local levels are likely to exacerbate tension and competition between older and younger individuals and the organizations that represent them. These tensions will have a negative impact on the ability of the United States to effectively utilize the resources available for younger and older persons. As a society, it is imperative that we seek to counteract trends toward inappropriate age-isolation and intergenerational conflict by developing ways to bring together youth and older persons for their mutual benefit. (pp. 1-2)

The second piece of data relates to the number of older persons either already volunteering their resources or potentially interested in doing so. Indeed the numbers of older persons in this category is quite impressive. According to a Louis Harris survey conducted in 1974,

The current volunteer force among older people is 4.5 million strong. Apart from those already doing volunteer work, however, there are another 10% of the public 65 and over who say that they would like to volunteer their services. The potential volunteer force among Americans is, therefore, 6.6 million people. (p. 98)

With an older adult volunteer force of this magnitude (or larger today due just to the growth in the numbers of older persons from 1974 to the present), it behooves us to study model programs which hold out the promise of using older persons as resources for their own benefit, as well as to the additional benefit to youth and society.

IV. RESEARCH PLAN

Research Hypotheses

As has been noted, studies have documented that there tends to be a diminution in satisfaction with life as individuals grow older. Other research, however, has suggested that the involvement of older adults in personally meaningful voluntary activities may be related to improved life satisfaction. Anecdotal information collected from some older persons involved in intergenerational programs in schools reveals that they believe that their involvement has contributed to their satisfaction with life. There is, therefore, a need to systematically investigate the relationships between the older volunteers' experience in intergenerational programs in schools and their life satisfaction.

The primary hypothesis tested in this study was:

H₁: The experience of older volunteers in intergenerational programs in schools has a positive effect on their life satisfaction.

The sub-hypotheses tested in this study were:

H₂: There is no difference in the life satisfaction of older volunteers as a result of differences among the programs.

H₃: There is no difference in the life satisfaction of older volunteers as a result of differences in sex.

In addition to these hypotheses, all two-factor and three-factor interactions among the three variables - - experience, differences in programs, and sex were also tested. This study also investigated the relationship of other demographic variables (i.e., race, educational background, and previous work experience) to life satisfaction and the older volunteers' experience.

Research Objectives

Related to these hypotheses were the following research objectives:

- to demonstrate the difference between the life satisfaction of new and experienced volunteers by (a) comparing life satisfaction scores, (b) evaluating responses on a questionnaire, and (c) evaluating in-depth interview data.
- to report on the life satisfaction of new and experienced volunteers by program, age and sex.

Additional research objectives were:

- to describe the older volunteers' experience in intergenerational programs in schools in terms of their roles, their expectations, and the extent to which their expectations are being met.
- to describe the older volunteer sample population in terms of demographic variables, such as age, race, educational background, work experience, and other volunteer experience.
- to study the relationship between the older volunteers' experience and their life satisfaction according to the variables of age, race, educational background and previous work experience.

Research Design

This was an exploratory, cross sectional study involving older volunteers in intergenerational programs in schools. It was designed to investigate variables which are significant to the older volunteer, to describe relationships among these variables, and to lay groundwork for further systematic research. This study was designed to generate both quantitative and

and qualitative data about the volunteers and their volunteer experiences in schools.

Using a 3 x 2 x 2 completely-crossed design, the variables incorporated in the study were: 1) experience of the volunteers; 2) programs in which volunteers were involved, and 3) sex of the volunteers. (See Table 1, p. 18). All of these variables were important to our understanding of the relationship between the volunteers' role and experience and their life satisfaction. However, to date, we have no systematic research data describing or relating these variables in intergenerational programs in schools.

Selection of Sites

This research study involved three intergenerational programs in schools in which the older adults served as volunteers to support the growth and learning of students. The programs were: 1) The Senior Citizen School Volunteer Program, Pittsburgh, Pennsylvania; 2) The Los Angeles Dedicated Older Volunteers in Educational Services Program; and 3) The New York City School Volunteer Program.

Program 1

The Senior Citizen School Volunteer. (SCSVP)

The Senior Citizen School Volunteer Program began in 1978 with a grant from the Buhl Foundation. The program was initially based at a private alternative school and was invited in 1980 to become an affiliate program of the University of Pittsburgh's Gerontology Center. In 1982 it was integrated into the University of Pittsburgh's Center for Social and Urban Research. Seventy-five percent of the funding for the SCSVP is provided

by local foundations and 25% is provided by participating school districts and the University of Pittsburgh. The SCSVP is a not-for-profit independent program that contracts with individual school systems who have demonstrated an interest in developing or maintaining a school volunteer program that involves older persons from the community.

In 1982-83 approximately 275 persons over 55 years of age volunteered in over 50 schools in Western Pennsylvania. The recruitment procedures used in SCSVP include media announcements, presentations to Parent Teacher Organizations, Senior Citizen Centers, and associations for older persons, e.g., American Association of Retired Persons (AARP), church and community groups, posterage throughout the community, posting mass transit advertisements and sending letters to parents.

After the senior citizens have been recruited, volunteers and teachers attend pre-service orientations which are convened at the participating school. The orientation involves group discussions on volunteer interests and skills, classroom curriculum, classroom management, expected student behaviors, the role of the volunteer, and effective ways to work with students. Additionally, the orientation includes teacher/volunteer examination of classroom instructional materials and a presentation by the principal on school rules and procedures.

Included in the pre-service orientation is an observation by the volunteers in several classrooms. Following the observation, volunteer and teacher teams are formed based upon the following criteria - - similar interests, volunteer skills matching classroom needs, and volunteers' preference of age groups or content areas. During the school year continuing workshops and meetings are conducted for volunteers and teachers at the participating schools.

The pre-service and continuing workshops are conducted by a program team

consisting of a coordinator and a senior citizen resource person. This same team is responsible for recruitment and program maintenance.

Program 2

The Los Angeles Dedicated Older Volunteers in Educational Services Program (DOVES)

The Los Angeles Dedicated Older Volunteers in Educational Services (DOVES) began in 1974 with a grant from the Edna McConnell Foundation. In 1975 it was awarded an additional grant for 3 years that was subsidized by matching funds from local sources. For the past 5 years the program has been partially funded by the Los Angeles Unified School District Program and partially by the Friends of the School Volunteer Program, a non-profit organization consisting of business and community leaders who raise funds to support the growth of the DOVES program.

During the 1982-83 school year, 800 DOVES participated in 360 schools in Los Angeles. The recruitment procedures used in this program include wide coverage by the media and the extensive use of service organizations and industry house organizations. Additionally, DOVES are recruited by personal contact through school principals, teachers, Parent Teacher Associations, friends, and senior citizen service centers.

After being accepted into the program, DOVES volunteers receive an orientation at the School District Office to introduce them to general school policies and procedures. After placement at a school, an on-site orientation is scheduled to acquaint the volunteer with their school and the personnel. A DOVES program community representative for each school meets with volunteers and teachers to provide this orientation. Additionally,

volunteers who are assigned to individual classrooms receive training from their teacher to learn about the class, the work to be covered and duties to be assumed. Throughout the school year, on-going training is offered to all volunteers in basic skills in mathematics, language, English as a second language, and reading. This training is provided through the Adult Education Program and consists of a series of four week courses taught by certified teachers. The DOVES program is managed by the Volunteer Program Director and the project leader who are responsible for the supervision and on-going training efforts of the program. On-going support to the volunteer within each site is provided by the classroom teacher and by the community representative who calls the volunteers monthly to respond to questions and provide information related to the total program.

Program 3

The New York City School Volunteer Program (NYCSVP)

The New York City School Volunteer Program, Inc. began in 1956 with a grant from the Ford Foundation and the New York Fund for Children. In 1962, it was integrated into the New York City Board of Education and subsequently became a not-for-profit organization in order to expand its program efforts and to solicit private funds to support this expansion. Currently, 30% of the program is supported by the New York City Public Schools and 70% is solicited by the non-profit corporation. Though the New York City School Volunteer Program integrates all of its volunteers it is estimated that during 1982, approximately 33% of its participants (or approximately 5,000 persons) were over 55 years of age.

The recruitment procedures used in this program include using the media and mass transit posters city-wide, making presentations at Parent Teacher

Associations, senior citizen centers, churches, and synagogues.

Volunteers in the New York City School Volunteer Program usually receive ten (10) hours of orientation and training. The orientation provides general information on schools (procedures, holidays, rules) and specific information on the teaching of reading, conversational English, and math. This orientation and training is held at the School Volunteer Central Office and involves groups of volunteers who will be assigned to different schools. Following this training, a school placement is made by matching a written teacher request form with the volunteer application. When placement is confirmed, a teacher/volunteer orientation meeting is scheduled. These meetings are conducted by a school volunteer program field coordinator at the school site.

The field coordinators recruit, screen, train, and supervise the volunteers in specific geographic areas. They are the liaison between outside agencies and school personnel and are responsible for implementing and managing the programs in their areas. The field coordinator supervises volunteers monthly and convenes periodic in-service meetings for all the volunteers at the school site or at the school volunteer offices. The coordinator maintains contact with a school staff person at each school for program update.

Selection of Subjects

In this study a sample of 300 volunteers was selected to provide quantitative data for our analyses. These volunteers were selected according to program, sex, and experience. The three programs that participated in this study have been described above. In addition to being classified according to their sex, volunteers were classified according to their experience. Volunteers who were about to begin their school volunteering were classified as new volunteers and volunteers with three or more months of school volunteering were classified as experienced volunteers. Table 1 below shows the sample breakdown.

Table 1
Sample Breakdown

Program	<u>New Volunteers</u>	<u>Experienced Volunteers</u>
Program 1. Senior Citizen School Volunteer Program (Pgh.) (SCSVP)	Males 21	26
	Females 30	30
Program 2. Dedicated Older Volunteers in Educational Service (Los Angeles) (DOVES)	Males 7	33
	Females 16	30
Program 3. New York City School Volunteer Program (NYCSVP)	Males 16	30
	Females 30	31

N=300

Originally we had proposed to randomly select an equal number (30) of volunteers for each cell in Table 1. We were unable to randomize and obtain 30 volunteers per cell for the following reasons. First, in all three programs the number of new volunteers was too small to permit a random selection within the time frame of the study. Furthermore, as shown in Table 1, 30 new male volunteers were not available for each program. Second, we randomly selected experienced volunteers in Programs 1 and 3, but randomization in Program 2 (DOVES) was not feasible because of the geographic spread of its volunteers. We thus had to employ another strategy

to collect required data. The research liaison in Program 2 sent a letter to 200 experienced volunteers asking them to participate in this research. Questionnaires were then administered to those volunteers who came to a central location.

In addition to the 300 volunteers, 20 volunteers (10 male and 10 female) from each program were individually interviewed to provide qualitative data for our analyses. These volunteers were those who had agreed to the interview and were willing to come on a specified day for the interview. As these volunteers were not randomly selected we did not use their questionnaire and LSIZ data in our quantitative analyses. In Program 1 (SCSVP), however, the questionnaire and LSIZ data from the 10 male interviewees were included in the quantitative analyses as the total number of experienced male volunteers in that program was 26.

The total sample of volunteers from whom data were collected for this study was 350.

Description of Instruments

The research objectives listed for this study required both quantitative and qualitative data on the role, experience, and life satisfaction of the volunteers. We utilized both objective and subjective data collection methods and thereby minimized the disadvantages associated with using just one method. For this study, four methods of data collection were used: 1) a personal data form, 2) a questionnaire; 3) a semi-structured interview; and 4) a standardized scale. The personal data form, questionnaire, and semi-structured interview were designed as part of this study. These instruments were pilot-tested in Pittsburgh to determine any needed changes in wording and length before being used with the sample population.

1) Personal Data Form: A personal data form was used to collect demographic and personal information about the volunteers. Questions on this form were related to the socio-economic, educational and work background of the volunteers (see Appendix A for the Personal Data Form).

2) Questionnaire: Two different structured questionnaires were used with new and experienced volunteers respectively. The purpose of the questionnaires was to gather information on the volunteers' expectations, experience and role, and life satisfaction. The questionnaires consisted of both objective and open-ended, short answer items. The new volunteers were asked about their reasons for becoming school volunteers, their expectations of the volunteer experience and about the anticipated possible effects of the volunteer experience on their satisfaction with life. The experienced volunteers were asked about their work and role as school volunteers, their evaluation of their experience and work, and about the relationship, if any, between their volunteer experience and satisfaction with life. (see Appendix B and C for Questionnaires for New and Experienced Volunteers).

3) Semi-structured Interview: A semi-structured interview was used with a sub-sample of experienced volunteers. A semi-structured interview format was chosen because of its flexibility and adaptability. It provides the interviewer with a complete set of questions to be asked and permits the interviewer to adjust the sequence and phrasing of questions for a particular respondent. The interview was used in order to collect rich, descriptive and personal information from the volunteers about the quality of the experience and the contribution of the experience to their life satisfaction. The interview data complemented the objective data collected through the questionnaires and the standardized index (see Appendix D for the interview format).

4) Standardized Scale: The standardized scale used in this study was the Life Satisfaction Index Z (LSIZ), an eighteen (18) item index appropriate for use on the general aged population. It is a revision of an earlier scale (the Life Satisfaction Index A, LSIA) developed from a study of psychological and social factors involved in aging conducted by Neugarten, Havighurst and Tobin (1961). The LSIZ was developed through an extensive analysis and revision of the earlier LSIA scale. The LSIZ has been used with a representative national sample of persons 18 years of age and over, as part of a study done by The National Council on the Aging (ACTION Office of Policy and Planning, 1978). This study investigated the public's attitude toward older Americans and older American's views and expectations of themselves and of the experience of being old. This study, furthermore, provided national norms for the LSIZ. The LSIZ has a reported split-half reliability coefficient of .792. This index is designed to rely on an individual's own evaluation as the point of reference (see Appendix E for a copy of this scale).

Development of Instruments

Except for the standardized index (LSIZ) the remaining instruments (Personal Data Form, Questionnaires and Interview) were designed and pilot-tested for the study. To design and refine these instruments, program directors from each of the participating programs were asked to review and comment on a draft of all the instruments. The directors were asked to evaluate each instrument in terms of the content, length, and appropriateness of the questions. Feed-back from the directors and other project staff was used to re-draft and refine the instruments. The refined Personal Data Form, Questionnaire for Experienced Volunteers and the Interview were pilot-tested on a sample of five

experienced volunteers in Pittsburgh. The pilot testing was done to judge the adequacy of these instruments under field conditions. In our pilot testing, we found the instruments adequate and manageable and as a result, finalized the instruments for the study.

Data Collection

Data for the study were collected by the researcher in Pittsburgh and two research liasons at New York and Los Angeles and the principal investigator during the period between September 1982 and June 1983. Whenever possible the forms were administered in small groups or individually. When it was not possible to arrange a meeting, volunteers were sent the forms in the mail with a stamped, addressed envelope in which to return the completed forms.

A complete set of forms to be completed by a new volunteer included: (1) Personal Data Form (see Appendix A); (2) a statement regarding the purpose of the study and instructions for completing the forms (see Appendix B); (3) Questionnaire for New Volunteers (see Appendix B); and (4) LSIZ (see Appendix E). A complete set of forms to be completed by an experienced volunteer included: (1) Personal Data Form (see Appendix A); (2) a statement regarding the purpose of the study and instructions for completing the forms (see Appendix C); (3) Questionnaires for Experienced Volunteers (see Appendix C), (3) Questionnaire for Experienced Volunteers (see Appendix C); and (4) LSIZ (see Appendix E).

In addition to questionnaire data, we conducted taped interviews with 60 volunteers from the three programs. The interviews were conducted by the researcher and the principal investigator. Prior to interviewing the two interviewers practiced interview styles to standardize the procedure and check for interviewer bias.

Interviews were conducted individually at the three different sites, Pittsburgh, New York and Los Angeles. Interviews were conducted in a quiet room and before beginning each volunteer was briefed on the procedure and given the option to refuse or discontinue with the interview. (See Appendix D for a statement that preceded the interview.)

Data Coding

To facilitate the analyses of data, a coding manual was developed to code items on the Personal Data Form, the Questionnaires (New and Experienced Volunteers) and the Life Satisfaction Index. Three coders were trained and supervised by the researcher in Pittsburgh to code and record the data. In addition to the questionnaire data, the taped interviews with the volunteers were transcribed.

Data Analyses

To test the hypotheses of our study, life satisfaction scores on the Life Satisfaction Index Z were subjected to a three-way analysis of variance to determine whether differences among life satisfaction scores are associated with differences among programs, experience of the volunteers, volunteers.

To test the relationship between life satisfaction scores and the demographic variables of race, educational background, and previous work experience, product-moment correlations were computed.

Interviews were analyzed to obtain descriptive and subjective data regarding the school volunteer experience and its effect on the lives of the volunteers. The interview analyses were used to interpret and extend results of the objective measures.

IV. ANALYSIS AND RESULTS

1. Testing the Hypotheses

The primary hypothesis tested in this study was that the experience of older volunteers in intergenerational programs in schools has a positive effect on their life satisfaction (H_1). To test this hypothesis LSI scores of new and experienced volunteers were subjected to a three way analysis of variance. Table 2 reports on the ANOVA.

Table 2

ANOVA for Life Satisfaction Index by Experience, Program and Sex

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main effects	418.119	4	104.530	8.135	0.000
EXPERIENCE	45.851	1	45.851	3.568	0.060
PROGRAM	334.617	2	167.308	13.021	0.000
SEX	27.462	1	27.462	2.137	0.145
2-way interactions	6.294	5	1.259	0.098	0.992
PROGRAM EXPERIENCE	0.972	2	0.486	0.038	0.963
PROGRAM SEX	2.388	2	1.194	0.093	0.911
EXPERIENCE SEX	2.578	1	2.578	0.201	0.655
3-way interactions	35.636	2	17.818	1.387	0.252
PROGRAM EXPER SEX	35.636	2	17.818	1.387	0.252
Explained	460.048	11	41.823	3.255	0.000
Residual	3700.548	288	12.849		
Total	4160.597	299	13.915		

According to our analysis we reject the hypothesis stated above as there is no significant difference in the LSIZ scores of new and experienced volunteers. It should be noted, however, that the difference is significant at .06 level and is in the direction expected: The mean score of experienced volunteers is slightly higher than that of new volunteers for the total sample of volunteers (see Table 3).

The lack of significant difference between new and experienced volunteers is best interpreted in light of the mean scores of our sample (see Tables 3, 4 and 5).

Table 3

Life Satisfaction for New and Experienced Volunteers

	N	Mean
New Volunteers	120	11.83
Experienced Volunteers	180	12.61

Table 4

Life Satisfaction Means for Three Programs

	N	Means
Program 1. SCSVP	107	13.61
Program 2. DOVES	86	12.09
Program 3. NYCSVP	107	11.15

Table 5.

Life Satisfaction Means for Male and Female Volunteers

	N	Mean
Male	127	12.80
Female	173	11.93

The scores on the LSIZ can range from 0 (lowest possible score) to 18 (highest possible score). As seen in Tables 3, 4 and 5 the mean scores of our volunteer samples are skewed positively. If 18 is the highest possible score on the LSIZ, then the mean scores for new and experienced volunteers in this study are 2-4 points above the median score of 9.5. The lack of difference between new and experienced volunteers indicates that volunteers who enter school volunteer programs to begin with, have high life satisfaction. The ability to volunteer and provide service to others is apparently related to feeling satisfied with one's life. Without such a feeling of satisfaction, the idea of volunteering and contributing may not even originate. Stated differently, older volunteers involved in school programs may be self selected and may represent a population with relatively higher life satisfaction.

In addition to the primary hypothesis, we also tested two sub-hypotheses stated below:

- H₂: There is no difference in the life satisfaction of older volunteers as a result of differences among the programs.
- H₃: There is no difference in the life satisfaction of older volunteers as a result of differences in sex.

Based on our ANOVA results we did find a significant difference between life satisfaction scores in the three programs ($P = .000$) We therefore reject the null hypothesis H_2 . According to the mean scores reported in Table 4, the mean score of Program 1 is higher than Program 2 by 1.5 points and is higher than Program 3 by 2.5 points on the LSIZ. This difference parallels the rating volunteers have given to their particular program: 98.3% volunteers have rated Program 1 as excellent or good; 95.2% volunteers have rated Program 2 as excellent or good and 88.5% volunteers have rated Program 3 as excellent or good (see Table 8, p.44). Despite the significant differences on the LSIZ scores and the ratings of each program, it is difficult to determine if this difference reflects qualitative differences in the three programs. We cannot, in other words, conclude that the life satisfaction of volunteers in Program 1 is highest because Program 1 is a relatively better or a more successful school volunteer program. It is possible that the difference is confounded by other variables such as the geographical location of each program or the entry level of life satisfaction of volunteers in our sample. It is important to keep in mind that all LSIZ data are positively skewed and that all three programs have been rated excellent or good by large numbers of volunteers. We believe that these results could be further clarified only if a study was designed to compare and evaluate program differences that may impact LSIZ scores. As the purpose of this study was not to evaluate and compare programs, we cannot elaborate further.

We did not find a significant difference in the LSIZ scores of male and female volunteers. We, therefore, accept the null hypothesis H_3 . It seems that sex of volunteers has no effect on the life satisfaction scores of school volunteers.

In addition to the three main effects, experience, program, and sex, we also tested the 2-way and 3-way interactions between the main effects. Table 2, p, 25 reports on these interactions. Based on these results we have not found any significant difference due to interaction among the main effects.

Although the analysis of the LSIZ data does not support our main hypothesis that the school volunteer experience has a positive effect on life satisfaction, data from the questionnaires and interviews with volunteers does support the hypothesis. In the following section, we will interpret the ANOVA results in view of additional information gathered from questionnaires and interviews.

Relating the Outcome of the Main Hypothesis to Other Sources of Data on the Impact of the Volunteer Experience

In the light of additional information from the respondents, the analysis utilizing LSIZ scores seems to provide inadequate information on how the school volunteer experience contributes to the life satisfaction of older volunteers. Although the LSIZ indicates the level of life satisfaction in general, it may not be sufficiently sensitive to reflect an increase in life satisfaction as a result of this specific experience. We turn, therefore, to an examination of questionnaire and in-depth interview data to explore how school volunteering contributes to life satisfaction. These data do indicate that being a school volunteer contributes positively to the lives of the elderly.

In our Questionnaire we asked the new volunteers how they expected participation to affect their feelings about themselves, their physical and mental health, their social life, and their satisfaction with life (see Questions 8a and 9 in the Questionnaire for New Volunteers, Appendix B). Tables 6 and 6a report the data on these questions.

Table 6

New Volunteers

How do you expect participation as a volunteer to effect your feelings about yourself?

	Greatly Improve	Improve	No Change	Worsen	Greatly Worsen	No Answer	N
Program 1 SCSVP	25.5%	62.7%	9.8%	0%	0%	2.0%	51
Program 2 DOVES	17.4%	69.6%	8.7%	0%	0%	4.3%	23
Program 3 NYCSVP	26.1%	67.4%	4.3%	0%	0%	2.2%	46
Total	24.2%	65.8%	7.5%	0%	0%	2.5%	120

Table 6a

New Volunteers

How will participation effect your physical health, mental health, social life and satisfaction with life?

	Improve	No Change	Make Worse	No Answer	N
Physical Health	22.5%	54.2%	0%	23.3%	120
Mental Health	44.2%	30.8%	0%	25.0%	120
Social Life	25.0%	47.5%	0%	27.5%	120
Satisfaction with life.	85.8%	9.2%	0%	5.0%	120

From these tables it is clear that expectations are very high. 85-94% of volunteers in the three programs expect that participation will greatly improve or improve their feelings about themselves; 22.5% expect improvement in physical health; 44.2% expect improvement in mental health; 25% expect improvement in their social life; and 85.8% expect an improvement in their satisfaction with life.

When we asked experienced volunteers if the volunteer experience had in fact affected their feelings about themselves, their physical and mental health, their social life, and their satisfaction with life, it appears that the expectations of new volunteers are not unrealistic.

Table 7

Experienced Volunteers

How has participation effected your feelings about yourself?

	Greatly Improved	Improved	No Change	Worsened	Greatly Worsened	No	N
Program 1. SCSVP	25.0%	46.4%	26.8%	0%	0%	1.8%	56
Program 2. DOVES	47.6%	30.2%	22.2%	0%	0%	0%	63
Program 3. NYCSVP	19.7%	55.7%	21.3%	0%	0%	3.3%	61
Total	31.1%	43.9%	23.3%	0%	0%	1.7%	180

Table 7a

Experienced Volunteers

How has participation effected your physical health, mental health, social life and satisfaction with life?

	Improve	No Change	Made Worse	No Answer	N
Physical Health	16.1%	71.7%	0%	12.2%	180
Mental Health	32.2%	55.0%	0%	12.8%	180
Social Life	19.4%	63.9%	0%	16.7%	180
Satisfaction with life	65.6%	31.1%	0%	3.3%	180

From Tables 7 and 7a, it can be seen that 75% of the experienced volunteers indicate that participation greatly improved or improved their feelings about themselves, 16.1% indicate improvement in physical health, 32.2% indicate improvement in mental health, 19.4% indicate improvement in social life, and 65.6% indicate an improvement in life satisfaction.

Based on these responses, we find that, although most volunteers in our sample entered volunteering with high life satisfaction to begin with, they still experienced positive changes in this area as well as related areas of self-esteem, physical and mental health, and social life. This evidence is reinforced further by interview data discussed below.

Interview Analysis

In addition to LSIZ and questionnaire data, we conducted 60 in-depth interviews with experienced male and female volunteers from the three programs. These interviews have extended our data base for understanding the volunteer experience. In particular they provide further elaboration on how and why the school volunteer experience contributes positively to volunteers' feelings about themselves and their satisfaction with life.

In this section we will present qualitative data from our interviews on three important questions. First, we asked our volunteers why they decided to become school volunteers. The reasons they offer in retrospect tell us of their expected benefits from this experience. Second, we asked the volunteers about the effect of the volunteer experience on their lives. Responses to this question help us to identify and elaborate on how and in what ways the volunteer experience has improved their feelings about themselves and contributed to their lives. Third, we asked the volunteers to describe concerns or problems they encountered in their work. We believe that some of the problems volunteers have encountered in school volunteering affects their volunteer experience and could limit the degree to which school volunteering contributes to their lives.

1. Why did you decide to become a school volunteer?

Volunteering is a special contribution and activity. It benefits those who volunteer their services and those who are recipients of these services. From a psychological and sociological perspective it is important to consider what motivates people to become volunteers. For the purpose of this study, we wanted to investigate two related questions: Why do people become school volunteers in particular and why do they think the work of a school volunteer is important. Sixty interviews with experienced volunteers were analyzed to identify reasons given most often by people for becoming school volunteers. Overall, the reasons given by volunteers are related to personal benefits or to benefits for others. For example, people decide to become school volunteers because they 'wanted to feel useful and did not want to vegetate,' or people decide to become school volunteers because they want to help children who need extra help, or because they want to contribute to their society.

Based on our analyses we have identified four types of reasons given most often by the volunteers we interviewed for deciding to become school volunteers. (a) People decide to become school volunteers because they want to do something useful or productive with their time, activities, or lives. (b) People decide to become school volunteers in particular because they love children and want to work with them. (c) People decide to become school volunteers because they are concerned with the education of children and want to contribute towards children's education and their emotional well-being. (c) As elders in society, people feel obligated to contribute to their society by helping to support the growth of the next generation. We will discuss and exemplify each reason with quotes from various interviews.

(a) Social gerontologists and researchers have stressed that activity is positively related to life satisfaction. Rosow (1973) for example, has argued that life satisfaction of older people is diminished by a progressive loss of meaningful roles in later life. Our respondents clearly support this fact. Some of our volunteers explained that they became volunteers because they wanted to do something useful and because they wanted to remain productive and active. Given unstructured leisure and few responsibilities "many older people feel oppressively useless and futile" (Rosow, 1973, p.83). For example, a woman gave the following reasons for becoming a volunteer.

My friends and family wonder why I've become a volunteer...they say 'you have reached a stage in your life when you should sit down and relax'...if I was just sitting and feeling that I was not using my time productively I would disintegrate and deteriorate. To be able to do this work at my ripe old age gives me a focus. I don't like playing cards and there are only so many museums you could go to during the course of the year...this work is an additional channel to feel productive.

(b) The second reason given most frequently for becoming a school volunteer was that many older persons love children and derive 'gratification' and 'joy' in working with children and watching them grow and learn in unique ways. This reason is in keeping with Cousin's observation that the "health of the human species depends on the realization by enough people that they are all connected to one another" (quoted in Mehta, 1976, p.244). For example, a woman explained why she became a volunteer:

I like working with children. I think as one gets older, children become more meaningful in one's life...they have an enthusiasm and wonder that is marvelous to behold.

In a similar vein, a male volunteer described his 'joy' at being around children:

When I decided to become a school volunteer it wasn't because I was lacking in plans... I get a lot out of this work. It is really a joy to be with children. I look forward to Monday. In the morning, I walk to the bus station and I am humming to myself. I eagerly wait to open the door and shake their little hands and hear them say 'Hello, Hello.' I get more out of it - maybe even more than the children.

(c) The third reason given by some volunteers had to do with their concern for children and their education and their emotional well-being. Several volunteers noted that sometimes teachers, parents, and schools are unable to meet the educational and emotional needs of individual children; through their school volunteer work older persons are able to give extra attention and help to children who are needy. For example, one of our interviewees explained her concern for children's education and related an example of a young boy who benefited from the attention and encouragement she provided.

I became a school volunteer because I feel that education is very important. In areas that are less affluent, the level of teaching is not so good and there is not much parent involvement. Education has to be a pleasant experience. I think that on a one-to-one basis children can develop a positive attitude toward learning. For example, I had a 12 year old boy from the sixth grade...he was interested in science and he began to bring me books he wanted to read and I started telling him about special TV programs. He became interested in a science project at the local city college so on 3 weekends, I took him there and then he started to go on his own...although he was bright and would have probably made it on his own, I was able to provide him with some sense of direction and self-worth.

(d) The fourth reason offered for becoming volunteers subsumes particular concerns regarding children's education and their future but is in many ways, a statement regarding the role and responsibility of a mature adult. This reason is best understood in light of Erikson's interpretation regarding the human life cycle and his views on integrity and wisdom in later years.

The principal task of adulthood, according to Erikson, is to help guide the next generation. The "virtue" developed at this juncture of life is wisdom which is described as a detached concern with life in the face of death itself. Wisdom in adulthood "maintains and conveys the integrity of experience...it responds to the need of the on-coming generation for the integrated heritage and yet remains aware of the relativity of all knowledge" (Erikson, 1959, p.98). The mature adult undertakes the task of nurturing the next generation and transferring wisdom and strength to help them face their future. Erikson argues that it is this connection and concern with the younger generation that allows the individual to "transcend the petty disgust of feeling finished and passed by, and the despair of facing the period of relative helplessness which marks the end as it marked the beginning" (Erikson, 1964, p.133).

Some of the explanations offered by our interviewees illustrate the stance of a mature adult who, wishing to contribute to the society, becomes actively involved in helping the next generation. The following excerpts from interviews represent different facets of a mature stance in adulthood. A male volunteer used a parable to explain his view of volunteering. He said:

A student once inquired of a sage, 'How can we judge the value of a human life?' The sage replied 'We cannot judge the value of a human life by length in years or the amount of worldly goods that one has gathered. It is the number of other lives that one has enriched that really matters.' I too believe that as I enrich other lives, I too gain. My philosophy is that my life is worthwhile because others can benefit from it.

Another male volunteer made a point in this manner:

I have been saying to many friends of mine 'why are you spending most of your life playing cards?' The answer usually is, 'well, I have paid my dues and now I am going to sit back and do what I want to do'..but I ask them 'But is that enough? Does that satisfy your body and your soul and self?'...my appeal is 'why not devote some of your energies for the future?

In another interview, a woman stressed her concern for the education of children and her sense of responsibility to help children become educated. Furthermore, she also exemplifies Cousin's observations (1976) that as human beings we are linked to and dependent on each other.

If in the future I should do something else that may require more of my time, I would still try to spend one day at the school because I see the need. When children are reading on two grade levels below their grade we need to get (involved). After all, these children are our future generation and if someone doesn't do something for them, who will. I think it is our responsibility to educate children for the future and help prepare them to live good adult lives...I see volunteer work as a means of attaining that end...If you can feel that you have put forth some effort to instill self-esteem and a desire to learn in a child then you know that you have helped in that process. And what more could you ask for out of life...Really I think that's what life is all about in the first place - doing something for one another.

2. How has the volunteer experience affected you?

To reiterate, the purpose of this study was to investigate how the school volunteer experience contributes to the life satisfaction of senior citizens who are involved in these programs. As noted before, although we have not found a significant difference between the LSIZ scores of new and experienced volunteers, the data from our questionnaire and interviews with new and experienced volunteers shows that most volunteers believe that the experience contributes positively to their self-image and to their satisfaction with life. For example, on the questionnaire, 90% of the new volunteers expected that participation will greatly improve their feelings about themselves, and 88% believe that participation will improve their satisfaction with life. Questionnaire data from experienced volunteers shows that 75% of the volunteers believe that the experience has greatly improved or improved their feelings towards themselves. Similarly, 65.6% believe that it has contributed to their satisfaction with life (see Tables 6, 6a, 7 and 7a, pp 30 and 31).

Our interviews with experienced volunteers not only support the findings quoted above but provide further elaboration on how and why this experience contributes to the lives of the elderly. All 60 of our interviewees believe that the school volunteer experience has been positive and that they have derived gratification through their participation. Based on our interview analysis we have identified three salient themes that represent particular ways in which the volunteer experience has positively affected the volunteers. To summarize, the three themes are (a) the volunteers believe that the experience has affected them positively because it has provided meaningful structure to their time and lives; (b) the contact and relationship with children has contributed 'joy' and 'special meaning' to their lives; and (c) in some special cases the volunteer experience has been instrumental in re-establishing their personal worth and helping them cope with personal traumas. We will describe each of these themes and highlight each with examples from our interviews.

(a) Structure

Upon retirement or in later years, some people find that their time and life become relatively unstructured in the absence of on-going productive activity. Rosow (1973) and Blau (1973) have commented on productive activity in later life. Blau (1973) has argued that a person who enters late adulthood with optional role resources will withstand the demoralizing effects of retirement better. Consistent with Blau's stand, several volunteers described how their lives lacked relevant structure and how the volunteer work has provided them structure and meaning. The interviewees noted that beyond a certain point, going to museums, shopping, or indulging in one's hobby was not enough; one wanted to do something 'useful' and meaningful and to structure their time and

their day-to-day activities. Volunteering according to our respondents offers meaning and structure. For example, a woman explained that when one retires people expect one to do a lot of things; by selecting to be a volunteer she provides herself with structure and is able to strike a balance between doing too much and not doing anything at all.

It has given me more structure in my life. On two mornings at least, I know where I am going and I know that I have to be there at a certain time. If someone comes along and wants me to do such and such on that day, I'll say, 'I have to go to the school'- so it keeps me from doing a lot of things...I feel I am using my free time. If I didn't do this, I would probably be wasting my time. I have worked all my life but there was always a rush. This work is not quite a rush but it is better than not having anything to do at all...it is something that I look forward to and like doing. When the day is finished, I feel as though I have done something useful.

An optional routine that is also meaningful can be instrumental in counter- ing one's feeling "oppressively useless and futile"; the following example from another interview shows how the volunteer routine helps her to remain productive and connected with the 'working world'."

This work is really good. It is a routine, its a duty. Otherwise I do not work anymore...as volunteers, I feel we belong somewhere. When you don't work anywhere, you don't belong anywhere in the working world. It is a good feeling to know that children need me and that I am still good for something useful and (not merely) for going out and amusing myself.

(b) Contact and relationships with children

Many volunteers noted that the contact with children gives joy and gratification. Having done "what was needed to make a living" they now have the opportunity to do something they value and cherish. The contact with children was most frequently described as "joyful", rejuvenating" and "meaningful". In the following example, a woman volunteer poetically describes how the association with children has made her aware of a special kinship she feels with all that is alive and growing.

It is an experience that I will keep with me as long as I live ...it has enriched my life. I think that associating with children is rejuvenating, it is energizing...I feel I appreciate life a little more. You know this is uncanny, but sometimes in the garden I feel like saying thank you to a rose that puts out another bud or to a little bulb that starts coming up. I feel a kinship with everything. It is a very enriching experience.

In our interviews all the volunteers have commented on the "wonderful" relationships they have formed with children; more than half of our interviewees gave personal examples of such relationships and the resulting happiness. In the following excerpt, a male volunteer describes the rewards of his experience with the help of an example:

The kind of work I am doing is so rewarding that after a year or so, I consider it my number one priority...it has given my life meaning. I am doing something constructive for the first time in my life in connection with developing human beings...I feel the interchange with human beings is preferable to work in an office. The interchange with children - to see them open up like flowers to you is very rewarding. For example, there was a boy in the 4th grade and I wanted to explain to him the relationship of numbers to one another. To explain, I spoke about father-son and teacher-student relationships. And then I asked him 'What am I to you?' and he said 'You are my friend.' That for me is one of the most beautiful things that can happen.

(c) Personal worth

For some volunteers, the experience of being a school volunteer has contributed to their sense of personal worth. Through their work, they are able to value themselves as worthwhile beings capable of making a contribution to the larger society. In the following example a woman describes how this work makes her feel worthwhile despite her age:

I know what my age is and when I look into the mirror, I know exactly how old I am. I'm pushing 70...by being with children, I continue to feel young. I think I value myself as a person, I feel that I am still a worthwhile human being. And in spite of my age, there is still so much that I can share with children which I think is important.

In some cases volunteering has not only contributed to a feeling of self-worth but has dramatically reinstated their will and courage to live meaningful lives despite personal tragedies. We will describe two examples that show how volunteer work and contact with children were therapeutic in helping individuals cope with, and integrate personal traumas.

A male volunteer noted that "psychologically" the experience provided a "tremendous uplift" for him. He went through a "trying period" with the illness and subsequent death of his wife; during that period he said "the school folks were sympathetic and empathetic...I lay claim that the volunteer work has been my sanity. It has helped me pull the laces of my life together." Although one facet of his life was disrupted, he was able to come out of this period with a "good feeling" about himself generated through helping others.

I think I can summarize it best by saying that since I have been in the school program, I have the feeling I am doing what I am supposed to do...However floundering, bumbling my effort might be it still might be a plus for somebody...for me it a constant learning process. The idea of helping, the idea of having a part of the future just by dabbling around the fringes of the lives of these children gives me a good feeling...I'm very happy with it... I feel very privileged to be a part of this.

In a similar vein, another volunteer describes how her work "uplifted" her from acute depression and self-abnegation. This woman was faced with a formidable task of restructuring her life after she could no longer play the piano or perform on stage due to her illness. She describes her accident and debilitating state as follows:

This is a very personal thing for me. Thirteen years ago, I had an accident. I wasn't able to walk straight and I wasn't able to play the piano as I did before because of the lack of strength in my fingers. When I had that accident and I couldn't walk and go out on the stage with my body bent and my hands messed up, and I felt that was the end. I was just getting fat sitting home and eating, watching the boob tube and eating - feeling sorry for myself and thinking 'oh, what's the use, I'll never do it again.

At the suggestion of a friend, she decided to attend a school meeting and work as a volunteer. She thought she could play the piano with children without too much 'fuss'. As a result of her involvement she was able to find a new meaning in life and fight her depression.

I want to tell you that those children saved my life. Absolutely saved my life. I became so enthusiastic, not only because of what the children were doing for me...but to see the results of what I was doing for the children. I was just floating high. I had the biggest high. To see children who never sang before, or who couldn't carry a melody do it was just shocking. And the satisfaction of the children receiving standing ovations every time we performed rubbed off on me.

Having given up on life and on her health, she rediscovered it through her contact with the children.

3. What concerns do you have about volunteering?

The majority of our results from questionnaires strongly suggest that in all programs the school volunteer experience has been rated positive by the participating volunteers. In order to acquire a more accurate picture however, we need to learn about the positive and negative aspects of the older volunteer experience. We therefore asked the volunteers to address some concerns related to their volunteer experience. Some of the concerns identified by volunteers seem to relate to program management. These concerns of volunteers can provide valuable information for existing programs and can serve as a data base for developing and managing new programs. In this part of the analysis we will incorporate data from the questionnaires and interviews with experienced volunteers that address the concerns raised by some volunteers.

On the Questionnaire for Experienced Volunteers, volunteers were asked to evaluate their overall program and to rate specific aspects of their work and experience (see questions 25, 17 and 18, Appendix C).

Table 8

How would you rate the volunteer program you are involved with?

	Excellent	Good	Fair	Poor	No Answer	N
Program 1 SCSVP	55.4%	42.9%	1.8%	0.0%	0.0%	56
Program 2 DOVES	63.5%	31.7%	3.2%	0.0%	1.6%	63
Program 3 NYCSVP	55.7%	32.8%	8.2%	1.6%	1.6%	61
Total	58.3%	35.6%	4.4%	0.6%	1.1%	180

Table 8 presents the overall rating for each program according to the experienced volunteers who participated in this study. A majority of the volunteers in each program have rated their program as excellent or good. For example, 98.3% of the volunteers believe that SCSVP is excellent or good; 95.2% of the volunteers have rated DOVES as excellent or good; and 88.5% have rated NYCSVP as excellent or good. These high percentages attest to the overall success of each program.

In addition to rating the overall programs, volunteers were also asked to rate specific aspects of their work and experience that seemed to be related to the quality of their experience. These ratings address the degree of difficulty volunteers have experienced in doing some of their work. Tables 9, 9a, 9b, 9c and 9d present data on these special features of the volunteer experience.

Table 9

Was your ability to carry out curriculum activities a problem?

	No.	Somewhat	Very much	No answer	N
Program 1 SCSVP	89.3%	8.9%	0.0%	1.8%	56
Program 2. DOVES	87.3%	4.8%	1.6%	6.3%	63
Program 3. NYCSVP	80.3%	8.2%	1.6%	9.8%	61
Total	85.6%	7.2%	1.1%	6.1%	180

Table 9a

Was communication between the teacher and you a problem?

	No.	Somewhat	Very much.	No answer	N
Program 1. SCSVP	98.2%	0%	0%	1.8%	56
Program 2. DOVES	96.8%	.0%	0%	3.2%	63
Program 3. NYCSVP	72.1%	9.8%	3.3%	14.8%	61
Total	88.9%	3.3%	1.1%	6.7%	180

Table 9 b

Was students' responsiveness to you a problem?

	No.	Somewhat	Very much.	No answer	N
Program 1. SCSVP	87.5%	8.9%	0.0%	3.6%	56
Program 2. DOVES	77.8%	17.5%	1.6%	3.2%	63
Program 3. NYCSVP	73.8%	23.0%	0%	3.3%	61
Total	79.4%	16.7%	0.6%	3.3%	180

Table 9c

Was time to plan activities a problem?

	No. %	Somewhat %	Very much	No answer	N
Program 1. SCSVP	89.3%	1.8%	0%	8.9%	56
Program 2. DOVES	69.8%	14.3%	0%	15.9%	63
Program 3. NYCSVP	77.0%	16.4%	0%	5.6%	61
Total	78.3%	11.1%	0%	10.6%	180

Table 9d

Was regular attendance a problem?

	No. %	Somewhat %	Very much %	No answer	N
Program 1. SCSVP	82.1%	14.3%	0.0%	3.6%	56
Program 2. DOVES	81.0%	12.7%	1.6%	4.8%	63
Program 3. NYCSVP	72.1%	21.3%	1.6%	4.9%	61
Total	78.3%	16.1%	1.1%	4.4%	180

As per these ratings we conclude that a majority of volunteers in these programs are not experiencing problems in carrying out their work or in communicating with the students or teachers. Table 10 reports on how welcome teachers made the volunteers feel.

Table 10

How welcome did the teachers make you feel?

	Very Welcome	Welcome	So-so	Somewhat Unwelcome	Very Unwelcome	No Answer	N
Program 1 SCSVP	94.6%	3.6%	1.8%	0%	0%	0%	56
Program 2 DOVES	87.3%	4.8%	1.6%	1.6%	1.6%	3.2%	63
Program 3 NYCSVP	57.4%	19.7%	6.6%	1.6%	0%	14.8%	61
Totals	79.4%	9.4%	3.3%	1.1%	0.6%	6.1%	180

Once again a very high percentage of volunteers indicate that teachers made them feel welcome or very welcome. In our table however, we note that 3.2% in the DOVES Program and 14.8% in the NYCSVP Program did not respond to this question. We believe that most of these volunteers did not answer this question because they work with individual children outside the classroom setting and may have little or no direct contact with teachers in the classroom.

In order to address concerns or problems presented by some volunteers, we would like to return to the interview data since it was during the interviews that volunteers elaborated on these 'concerns and problems.' Based on our

interview analyses we have identified three types of 'concerns' brought up most often by some volunteers (a) Some of the volunteers were disturbed by the lack of sensitivity on the part of the teachers and administrators toward them. (b) Some volunteers complained of insufficient space to work with students in schools where they were volunteering. (c) Some volunteers were concerned that there were not enough volunteers to help out in the schools. The first two concerns, a and b, are related to program management and to the quality of the volunteer experience. These two concerns were expressed by 20% of our interviewees. The third concern is not related to program management or to the volunteer's actual experience, but can be interpreted as a statement regarding the value and need of school volunteering. This concern was expressed by 20% of our interviewees.

(a) The first concern brought up by the interviewees was not feeling accepted, welcome or appreciated by teachers and administrators. For example, a volunteer noted this problem that she had in her past experience:

In the past, I have had problems with teachers who did not accept the program and felt threatened by the volunteers' presence in the classroom. There were administrators who felt that we were just busy-bodies in the school. They were not appreciative of us as people...administrators do not spend enough time in making volunteers comfortable or welcome. That is something that could be improved. Also, teachers should have some preparation when volunteers are coming to school.

Some volunteers noted another kind of insensitivity towards themselves and their work. Often when there is a change in the schedule that would effect their work they are not notified. One volunteer noted difficulties that arise from a lack of communication.

There is no communication. For example, if the child is not in school, no one notifies us and that happens quite often.

The problem of communication and sensitivity is not limited to volunteers and teachers; it can occur between volunteers and coordinators of the programs. One volunteer said:

When you get a small group of people managing a program and a big group of people are out there, it is hard for the small group to know what the big group is doing...it is a question of feedback and communication.

When volunteer programs are unable to provide proper orientation and consistent support, the volunteer may feel alone in doing their volunteer work. For example, a volunteer said the following:

Where I am working now...there is no program operating as there is no one to supervise it. They try to recruit some volunteers and they say 'Here is your student, come in' and that's it...There has to be more orientation, more of a relationship and communication to get the volunteers motivated.

The same dissatisfaction with lack of contact with the program coordinator was expressed by another volunteer who said,

I don't think there is a...program in my opinion. It's just a name for all the volunteers that are there anyway without any connection with this program office. I don't receive any word, any communication with this office whatsoever from year to year.

(b) A second concern noted by some volunteers was that their work is hindered by inadequate space in which to meet with students. One of the volunteers noted the following:

I wish we didn't have to do this work in regular classrooms. It is not a very good place when one is trying to work on a one-on-one basis with a child. The child is disturbed easily.

Another volunteer expressed her discontentment at being "closeted":

The first year I worked in a special room with special materials that I could use with a child. The second year was very unsatisfactory. I had to work where ever they could closet us and in many places it was a closet - like the supply closet.

The two concerns discussed above represent two significant issues related to the work of school volunteers, the quality of their experience and the management of all older volunteer programs. Most school volunteer program managers and coordinators are aware of these issues and take them into consideration when placing volunteers in school settings. The interview excerpts cited above further emphasize a goal of volunteer programs to consider special needs of older volunteers. Efforts should be made to ensure that school and program personnel understand the need of volunteers to (a) feel welcome and connected with people they come in contact with; (b) to receive appropriate feedback and information that can effect their work and schedule; (c) to have adequate space and materials to work with; and (d) to be acknowledged for their services to schools and the community at large. If we fail to consider these needs of volunteers, the probability of continued service will be reduced. Further, if the concerns raised by some of the volunteers extend to several teachers or to several schools, the reputation of the program can be impaired sufficiently to result in a loss of current volunteers and an inability to attract new volunteers.

(c) A third concern noted frequently by the volunteers was that there is a need for more older volunteers in schools. They believed that students, teachers and schools need whatever help they could get and that older volunteers can help alleviate some of the problems schools, students and teachers are faced with. These volunteers expressed the need to make a concerted effort to recruit other older volunteers. For example, one volunteer noted the following:

There aren't enough volunteers in the program. There are many classrooms that do not have a volunteer. I think schools and other community agencies should try to recruit more volunteers.

Another volunteer described the need to help children who do not get adequate attention.

My concern is to try to get more people interested in volunteering because the children today need help...because parents are working and they do not have the time to sit down with the children...I would like to see more people become involved instead of sitting and watching their soap operas.

The fact that many respondents were concerned with the dearth of school volunteers suggests that experienced volunteers view their contribution as significant and worthwhile; they recognize the need for their services and they would like other older persons to volunteer.

Volunteer Work Roles

One of the research objectives to be met by this study is "to describe older volunteers' experience in schools, as it relates to their roles, their expectations and the extent to which these expectations were met." To realize this objective the Questionnaire for Experienced Volunteers included questions regarding their role and experience as school volunteers, their expectations before becoming volunteers and the extent to which their expectations were met. The following information is drawn from the answers to these questions as reported by 180 experienced volunteers involved in this study. These experienced volunteers were participants in each of three

participating programs for at least 3 months. During this time they volunteered a minimum of 1 or as much as 25 hours weekly. The following table reports the average number of volunteer hours per week in each of the three programs, (Program 1, Pittsburgh; Program 2, Los Angeles; and Program 3, New York). In Table 11, it is interesting to note that in two of the three programs a small percent of the volunteers worked more than 20 hours per week and in two of the programs a majority of the volunteers worked more than 6 hours per week.

Table 11

Percentages of weekly hours volunteers worked in the different programs.

Hours per week	Program 1 SCSVP	Program 2 DOVES	Program 3 NYCSVP
1-5	60.7%	28.6%	37.8%
6-10	34.0%	44.5%	55.7%
11-15	1.8%	9.6%	3.2%
16-20	3.6%	11.2%	1.6%
20+	0%	6.4%	1.6%

The participating volunteers were asked to respond to questions related to their roles in the classroom and to describe the kind of work they do as a school volunteer (see Question 5, Appendix C). Though the volunteer population is diverse and drawn from three different school volunteer programs, there is a compatibility in the responses to these questions. In responding to the

question "Describe the kind of work you do" most of the volunteer had presented a clear statement of their responsibilities and roles.

Within the three programs the work of the volunteers was grouped in the following six categories; tutors, resource persons, teacher assistants, teacher helpers, student helpers, counsellors and teachers. Though one might have expected the largest number of responses to have been "a tutor" it was interesting to find an even number of responses among the first five categories and a very small number recording "teacher" as a role. Most volunteers described their work by category and often included the setting in which it occurred. A typical response to this question is "I am a teacher's aide in a classroom, working in math with children who have learning problems."

Associated with the role of the volunteer are three other questions that give additional information about the classroom experience of older volunteers. These questions are "At what grade level have you worked as a volunteer?" "In what subject area have you participated?" and "With what types of students have you worked?" (see Questions 4, 6d, 9, Appendix C).

The following 3 tables show the results of the answers to these three questions. In Table 12, we present the percentage of volunteers who have worked at different grade levels. Since the prevailing view is that older

volunteers placement is usually with children in grades K-3, it is of interest that in each of the programs a large number of volunteers have worked with children in grades 4-6. As the numbers of potential older volunteers increase therefore, the school system needs to become aware that the older volunteer can become an effective resource person for intermediate, middle, and secondary school students. Interest in participation at these levels was demonstrated in this study by many comments that indicated an interest in working with older children.

Table 12

Percentages of experienced volunteers that have worked at various academic levels in each program.

Academic Level	Program 1 SCSVP	Program 2 DOVES	Program 3 NYCSVP
K-3	53.6%	50.8%	57.4%
4-6	41.1%	54.0%	73.8%
7-9	28.6%	20.6%	14.8%
10-12	5.4%	23.8%	13.1%

Volunteers were also asked to identify subject areas in which they have worked (see Question 6, Appendix C). Since many volunteers participated in a variety of content areas the following table is a composite list reflecting for some, one subject and for others several subject areas in which they volunteered consistently. As we examine the table we note that volunteers have worked in a variety of subject areas but predominantly (as might be expected) in reading, spelling and math.

Table 13

Percentage of experienced volunteers involved in various subject areas in each program.

Subject Area	Program 1 SCSVP	Program 2 DOVES	Program 3 NYCSVP
Math	39%	54%	46%
Art	25%	25%	5%
Handwriting	14%	27%	20%
Home Ec	7%	5%	2%
Industrial Art	7%	6%	0%
Typing	0%	5%	0%
Business	4%	3%	0%
Social Studies	18%	16%	3%
Grammar	27%	56%	34%
Creative Writing	4%	10%	8%
Science	7%	8%	5%
Foreign Language	2%	8%	3%
Reading	50%	65%	80%
Music	2%	6%	3%
Spelling	41%	52%	39%
Physical Education	4%	14%	2%
Library	16%	19%	7%
Others	5%	8%	10%

In addition to identifying subject areas, volunteers also identified the type of students they have worked with. The types of students were grouped into three categories that are generally used to describe large numbers of students eg., average, special needs, and gifted students. The following table presents these categories and the percent of volunteers in each of the programs that work with each category of students. It is evident from Table 14 that in all three programs a significant amount of volunteer time has been spent with special needs as well as average students. These data may suggest that both teachers and volunteers recognize the wide range of skills and support that can be provided by older volunteers for a diverse population of children.

Table 14

Percentages of experienced volunteers that have worked with different types of students.

Types of Students	Program 1 SCSVP	Program 2 DOVES	Program 3 NYCSVP
Special needs students	64.3%	76.2%	82.0%
Average Students	82.1%	66.7%	52.5%
Gifted Students	16.1%	28.1%	8.2%

Volunteer Expectations

Basic to this study is the question of relationships between the volunteer experience and the notion of life satisfaction. Since we can assume that satisfactory work experiences that meet the expectations of the older volunteer can contribute to feelings of life satisfaction this study has included items on the questionnaire related to volunteer expectations: an open-ended question - "Describe the kind of work you expected to do as a school volunteer" and a multiple choice question - "To what extent were your expectations met?" (see Questions 20a and 20b Appendix C).

The volunteer expectations as reported in Question 20a were grouped into three categories. 1) Expectations that reflect the volunteers interest in providing support to teachers. Typical of these were general responses such as "I wanted to help teachers in curriculum development" 2) Expectations that relate to helping children. Typical of these were such general statements as "I wanted to help children learn" and "I wanted to help children improve reading skills." 3) Expectations related to participation in subject areas. Typical of these were "I wanted to work in math, or in writing because I know these subjects."

In response to the second question "To what extent have your expectations been met?" volunteers reported whether most, some or none of their expectations were met. In the following table we see that participants in all three programs overwhelmingly agreed that most of their expectations were met. Further, in all three programs none of the volunteers indicate that none of their expectations were met.

Table 15

Experienced volunteers report on volunteer work expectations met.

	Program 1. SCSVP	Program 2. DOVES	Program 3. NYCSVP
Most expectations met	75%	93.7%	83.6%
Some expectations met	19%	4.8%	16.4%
No expectations met	0%	0%	0%
Total	56%	63%	61%

The information gathered in this study related to the roles and expectations of volunteers suggests that older volunteers want to participate substantively in the direct learning of children and when this occurs, the volunteers' expectations are met, they feel worthy and they feel that their time as volunteers in schools is well spent. It also suggests that there may be a direct relationship between performing worthwhile tasks and feeling qualitatively better about one's own life as a result of performing these tasks. For the older persons in this study, the ability to impact on the growth and development of children and youth seemed to have a universal positive impact on their life satisfaction.

Demographic Profile of Volunteers

Among the additional research objectives for this project was a description of the older volunteer population in terms of demographic variables: age, race, educational background, work experience, and other volunteer experience. Basically, the sample of volunteers in this study is composed of two groups, 180 who are experienced school volunteers and 120 who are new to the school volunteer experience, although they may have had experience in volunteering in other contexts. The descriptive tables that will be presented below are divided into three sections wherever appropriate. They present profiles first of the experienced, then of the new and finally of the total sample of volunteers.

Table 16 demonstrates the age profile of school volunteers in our study and shows volunteering reaches its peak between 65 and 75, although significant numbers of volunteers, particularly among the experienced school volunteers, continue beyond 75 and even into their 80's. It is not surprising that the experienced volunteers have a somewhat older profile since the great majority of them have been school volunteers for more than two years (as will be demonstrated later).

Table 16

Age

<u>Experienced Volunteers (N=180)</u>			<u>New Volunteers (N=120)</u>			<u>Total Volunteers (N=300)</u>		
<u>AGE</u>	<u>PERCENT</u>	<u>N</u>	<u>AGE</u>	<u>PERCENT</u>	<u>N</u>	<u>AGE</u>	<u>PERCENT</u>	<u>N</u>
50-54	1.7%	3	50-54	0%	0	50-54	1.0%	3
55-59	6.1%	11	55-59	7.5%	9	55-59	7.0%	20
60-64	13.3%	24	60-64	16.7%	20	60-64	14.7%	44
65-69	26.1%	47	65-69	37.5%	45	65-69	30.7%	92
70-75	27.8%	50	70-75	24.2%	29	70-75	26.3%	79
76-80	13.9%	25	76-80	11.4%	14	76-80	13.0%	39
80+	11.1%	20	80+	1.7%	2	80+	9.0%	27
No Answer	0%	0	No Answer	0.8%	1	No Answer	0%	

Participation by race does not equate with the proportions in the population at large (Table 17). This finding, however, reflects the population distribution in the communities represented in the sample reported in this study. Since our sample reflects two major cities with multi-racial population, it does seem that more effort should be made to recruit older minority school volunteers.

Table 17

RACE

Experienced Volunteers (N=180)

<u>Race</u>	<u>Percent</u>	<u>N</u>
white	93.3%	168
black	5.6%	10
hispanic	0.6%	1
No answer	0.6%	1

New Volunteers (N=120)

<u>Race</u>	<u>Percent</u>	<u>N</u>
white	85.0%	102
black	15.0%	18
hispanic	0%	0
No answer	0%	0

Total Volunteers (N=300)

<u>Race</u>	<u>Percent</u>	<u>N</u>
white	90.0%	270
black	9.3%	28
hispanic	0.3%	1
No answer	0.3%	1

Data on the educational level of the volunteers who work in school settings not too surprisingly shows that an older well-educated population is involved in these programs (see Table 18). Less than 1% of the older volunteers who participate in the schools have not completed high school and over 55% have at least some college education. This holds true for experienced, new and total volunteers.

Table 18

Level of Formal Education Completed

Experienced Volunteers (N=180)

<u>EDUCATION</u>	<u>Percent</u>	<u>N</u>
some elementary	1.1%	2
elementary	2.8%	5
some high school	10.6%	19
high school	26.7%	48
some college	16.7%	30
2 year college	9.4%	17
4 year college	17.2%	31
graduate/prof school	15.6%	28
No answer	0%	0

New Volunteers (N=120)

<u>EDUCATION</u>	<u>Percent</u>	<u>N</u>
some elementary	2.5%	3
elementary school	5.0%	6
some high school	5.0%	6
high school	34.2%	41
some college	15.8%	19
2 year college	5.8%	7
4 year college	15.8%	19
graduate/prof school	14.2%	17
No answer	1.7%	2

Total Volunteers (N=300)

<u>EDUCATION</u>	<u>Percent</u>	<u>N</u>
some elementary	1.7%	5
elementary school	3.7%	11
some high school	8.3%	25
high school	30.0%	89
some college	16.3%	49
2 year college	8.0%	24
4 year college	16.7%	50
graduate/prof school	15.0%	45
No answer	0.7%	2

Another interesting sidelight on the volunteer experience is that almost everyone who participates in the school volunteer program has been a paid employee in the past (see Table 19). This suggests that men and women in this age group, who did not work for pay in the past, may be under-recruited for the school volunteer experience.

Table 19

Employment History

Experienced Volunteers (N=180) New Volunteers (N=120) Total Volunteers (N=300)

Been Employed	Percent	N	Been Employed	Percent	N	Been Employed	Percent	N
yes	95.0%	171	yes	99.2%	119	yes	96.7%	290
no	.3%	6	no	.8%	1	no	2.3%	7
No answer	1.7%	3	no answer	0.0%	0	no answer	1.0%	3

Table 19a shows the type of employment in which older school volunteers have been engaged. These data were derived from open-ended responses to questions which asked respondents to describe their past jobs and the length of time spent in them. Since a number of respondents had had several jobs, occupation was classified according to the job held longest, utilizing a seven-point established scale. Given the educational achievements of the sample, it will not be very surprising to show that "white collar" workers seem over-represented among school volunteers in the experienced, new and total samples.

Table 19a

Type of Employment

(Applying 7-Point Scale to Open-end Responses)

Experienced Volunteers (N=180)

<u>Employment Type</u>	<u>Percent</u>	<u>N</u>
professional/top executive	11.1%	20
semi-professional/manager	23.9%	43
sales/agent, small business	16.1%	29
office/clerical	22.2%	40
skilled manual/craft	8.3%	15
semi-skilled	10.6%	19
unskilled	1.7%	3
unclassifiable	1.7%	3
inappropriate/no answer	4.4%	8

New Volunteers (N=120)

<u>Employment Type</u>	<u>Percent</u>	<u>N</u>
professional/top executive	10.0%	12
semi-professional/manager	22.5%	27
sales/agent/small business	24.2%	29
office clerical	24.2	29
skilled manual/craft	3.3%	4
semi-skilled	4.8%	7
unskilled	4.2%	5
unclassifiable	3.3%	4
inappropriate/no answer	2.5%	3

Total Volunteers (N=300)

<u>Employment Type</u>	<u>Percent</u>	<u>N</u>
professional/top exec	10.7%	32
semi-professional/mgr	23.3%	70
sales/agent/small bus.	19.3%	58
office clerical	23.0%	69
skilled manual/craft	6.3%	19
semi-skilled	8.7%	26
unskilled	2.7%	8
unclassifiable	2.3%	7
inappropriate/no answer	3.7%	11

A final table (Table 20) demonstrates responses for experienced volunteers as to the number of years they have spent as school volunteers and for new volunteers as to whether they have ever been a volunteer in other types of programs. The two sets of data are obviously not comparable. They do show, however, that most of the experienced volunteers are quite experienced indeed, i.e., they have three or more years experience, and that most of the new volunteers are not really neophytes in volunteer work since well over half (56.7%) have been volunteers in some other context.

Table 20

Years as School Volunteer

Experienced Volunteers (N=180)

	<u>Percent</u>	<u>N</u>
1 - 2 Years	36.1%	56
3 - 5 Years	38.3%	69
over five years	25.6%	46

Ever been a Volunteer in Other Programs

New Volunteers (N = 120)

	<u>Percent</u>	<u>N</u>
no	40.8%	49
yes	56.7%	68
no answer	2.5%	3

In summary, it is apparent that there is considerable heterogeneity among the sample volunteers in terms of background. Demographic profiles of school volunteers in this study show that a large proportion of volunteers are better educated, have held higher level white collar positions, and have been employed in the past. Although this pattern is not surprising given the nature of the volunteer activity, it is noteworthy that people with less pertinent qualifications are also participating successfully.

Relationship between Demographic Variables and Life Satisfaction

A research question was also asked concerning the relationship between the aforementioned background variables and the life satisfaction index scores. Person correlations revealed no significant correlations by age, sex, race, question - years as school volunteer (for experienced volunteers) or previous experience as a volunteer (for new volunteers) and life satisfaction, with one exception.* A modest correlation of -0.158 ($p = .042$) was found between sex and life satisfaction for the new volunteers only. The correlation for the experienced volunteers was very modest and not significant although also negative. The correlation for the new volunteers indicates that women have slightly lower scores on life satisfaction than men. Mean scores for the total group indicate very small differences by sex: the mean score for men = 12.80; for women = 11.93. It is possible to conclude that the demographic variables utilized exert very little influence on life satisfaction scores.

* So few volunteers had no previous work experience, that a correlation with this variable would be meaningless. Type of work experience was qualitatively analyzed and not computerized. However, since level of education and occupational level are always found to be highly correlated, it may be assumed that the lack of a significant correlation between education and life satisfaction would apply for occupational level and life satisfaction as well.

OUTCOMES AND IMPLICATIONS

This study investigated the experience of senior citizens in school volunteer programs and its relationship to their life satisfaction. The sample of volunteers for this study was drawn from three different school volunteer programs and included both male and female volunteers. Data were gathered using objective and subjective measures and were analyzed to provide quantitative and qualitative information on the volunteers, their volunteer experience, role, expectations from their work and their life satisfaction.

The results of this study attest to the importance of school volunteering in the lives of older people and the contribution the elderly can make to the society. From this study we have learned that both new and experienced volunteers have relatively high life satisfaction scores (as measured by the LSIZ). Further, experienced volunteers have overwhelmingly reported that school volunteering has contributed positively towards their feelings about themselves and their life satisfaction. In our study we learned that demographic variables such as age, sex, and race do not effect the life satisfaction of volunteers.

Interviews with experienced volunteers showed that school volunteering has enabled these people to provide (a) structure to their time and lives; (b) to work directly with a population (children and youth) they are concerned about and love; (c) to develop relationships with children that are "meaningful" and "joyful"; and (d) in some cases volunteering has enabled participants to cope with personal trauma. In this study 93.9% of the volunteers from the three programs have indicated that the volunteer program they are involved with is excellent or good. In addition 75%-93.7% of the participants have reported that their expectations regarding school volunteering have been met.

As the sample of this study represents a wide cross-section of older volunteers within the United States, the findings from this study can be generalized to other school volunteers and school volunteer programs. In addition, these findings have implications for program development, for further research, and for policy change.

Research regarding the elderly has indicated that life-satisfaction in later years is associated with on-going, productive activities. In our study we have found that the majority of the volunteers have reported that they have improved their life satisfaction and feelings toward themselves as a result of school volunteering. If school volunteering can help to counteract feelings of alienation and despondency among the elderly we should seriously consider the promotion and implementation of such programs nationwide. We may presume that by engaging a large number of older persons as school volunteers we can sustain the well-being of a significant number of aging Americans. The encouragement by state and federal Department of Aging and Education for school districts to initiate intergenerational programs in their systems could create a systematic expansion of intergenerational programs in schools throughout the nation.

Since an intent of the study was to gather information for programmers beginning and maintaining intergenerational programs in schools, we provided the participants with an opportunity to express some concerns related to their experience. Though the majority of the participants rated the experience as positive and expressed no concerns, approximately 20% of those interviewed expressed program-related concerns regarding lack of communication between volunteers and teachers, between volunteers and program personnel, and lack of adequate work-space to tutor children. Based on these data we suggest

that programmers should consider pre-service and in-service experiences for their teachers that include discussion of the needs, strengths, and expectations of the older volunteer and the preparation of strategies for developing effective team relationships with the older volunteers. Though volunteerism has been incorporated into school systems throughout the United States, it appears appropriate for school volunteer programmers to consider the additional preparation that is needed for systems that will involve the older volunteer. It is therefore timely to engage administrators and teachers in experiences that will help them to understand the needs and expectations of this growing cadre of older volunteers. Furthermore, each school volunteer program should systematically evaluate itself by gathering data from participating volunteers and teachers to judge its success and to identify problem areas. These evaluation data could then be used for formative and summative purposes.

In this study we have examined the role and experience of senior citizens and their contribution to supporting the education of children and youth. Another role for older persons in schools that can also impact positively on their lives is that of a learner. Currently schools that are aware of the value of senior citizens as resource persons in the learning environment are beginning to offer to older persons opportunities to participate in classes as students. Older persons involved as active learners can bring insights, experiences, and a commitment to learning that can contribute to their satisfaction. Furthermore, their interest and excitement in this role can generate similar enthusiasm for their youthful counterparts and can add to the personal satisfaction in the learning experience. An extension, therefore of the intergenerational volunteer program in schools can be intergenerational classrooms in which old and young learn together and derive the satisfaction that results from acquiring and sharing knowledge.

As the findings of this study report a positive perception of intergenerational programs in schools by the participating elders it is appropriate to examine the following questions through further research efforts.

- What are some components in intergenerational programs in schools that result in successful programs?
- What effect does intergenerational programs in schools have on the relationship between the generations in the community?
- How can total communities become involved in developing and maintaining effective intergenerational programs in their schools?

This study has helped us examine the impact of an exciting and growing national model on the largest growing population in our nation. We hope the findings presented by the study enables the reader to recognize the worth of this model and its potential impact on our society.

Dissemination

This study is appropriate for dissemination on the Federal, State and Regional levels to agencies concerned with both aging and education. It will be of interest to State Departments of Aging and Education, to Regional Area Agencies on Aging and Educational Intermediate Units, to the Federal and Regional Administration on Aging, the National Council on the Aging, Federal Department of Education and National Education Association. These agencies as policy makers may find the information worthy as they deliberate on how to utilize limited funds more effectively that will impact simultaneously on the lives of the young and the old. Perhaps the most important source for dissemination are the over one hundred existing intergenerational programs in schools in the United States.

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APPENDICES

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PERSONAL DATA FORM

1. Name (optional): _____
2. Age (Please check one.):
- (1) _____ 50 - 54 years
- (2) _____ 55 - 59 years
- (3) _____ 60 - 64 years
- (4) _____ 65 - 69 years
- (5) _____ 70 - 75 years
- (6) _____ 76 - 80 years
- (7) _____ +80 years
3. Sex: _____ Female (2)
_____ Male (1)
4. Race: _____ white(1) _____ black(2) _____ hispanic(3) _____ oriental(4)
_____ other(5)(please specify)
5. Program (Please check one.):
- (1) _____ SCSVP (Western Pennsylvania) Senior Citizen School Volunteer Program
- (2) _____ DOVES (Los Angeles) Dedicated Older Volunteers in Education
- (3) _____ SVP (New York) School Volunteer Program
6. Marital Status (Please check one.):
- (1) _____ single (never married)
- (2) _____ married
- (3) _____ divorced
- (4) _____ widowed
- (5) _____ separated
7. Do you now live (Please check all that apply.):
- _____ alone _____ with your parent(s)
- _____ with your spouse _____ with your child or children
- _____ with a friend _____ with your grandchildren
- _____ with a brother/sister _____ other (please specify) _____
8. (a) Do you have any children?
_____ yes(1) _____ no(0)
- (b) Do you have any grandchildren?
_____ yes(1) _____ no(0)
- (c) Do you have any great-grandchildren?
_____ yes(1) _____ no(0)

9.. How would you describe your physical health at present? (Please check the one that best applies to you.)

- (1)___Excellent: I have no particular problems.
- (2)___Good: I have a few minor problems but I generally feel good.
- (3)___Fair: I have some health problems that limit my activity.
- (4)___Poor: I have frequent problems with my health that greatly limit my activity.

10. (a) What was the highest level of formal education you completed? (Please check one.)

- (1)___some elementary school
- (2)___elementary school
- (3)___some high school
- (4)___high school
- (5)___some college
- (6)___2 year college
- (7)___4 year college
- (8)___graduate or professional school

(b) What other educational experiences have you had?

- (1)___technical school
- (2)___adult education
- (3)___other(please specify)
- (4)___technical school and adult education
- (5)___technical school, adult education, and other
- (6)___none

11. (a) Are you currently employed? ___yes(1) ___no(0)
If yes, is it: ___full time(1) ___part time(2)

(b) What is your occupation? _____

12. (a) Have you ever been employed? ___yes(1) ___no(0)

(b) If yes, please list up to three of the longest job experiences you have had:

<u>Employer</u>	<u>Type of Work</u>	<u># of Years</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

13. (a) If you have been married, has your spouse ever been employed?
___yes(1) ___no(0)

(b) If yes, please describe his/her work.

14. What is your present source(s) of income? (Please check all that apply.)

- ___my social security
- ___my pension
- ___my wages
- ___savings
- ___investments
- ___spouse's social security
- ___spouse's pension
- ___spouse's wages
- ___family support
- ___other (please specify)

Our organization is participating in a national study of senior citizens involved in school volunteer programs. Through this study we hope to learn about the background, role, and life-satisfaction of school volunteers. We would appreciate it if you could take the time to read and answer the following questions.

For our research to be useful it is important that you answer every question. This questionnaire will be coded by an identification number and no names of persons will be used in any report.

This survey has three sections:

Section A consists of questions related to your educational and work background.

Section B consists of questions related to what you expect to do as a school volunteer.

Section C is an attitude inventory consisting of some statements regarding life in general.

Please read the instructions given with the inventory before you respond to the statements. Please complete each section entirely before you begin the next section. Kindly ignore the numbers in (), as they are for coding purposes only.

We thank you very much for your time and cooperation.

Questionnaire (New Volunteers)

1. What experiences have you had with school age children, other than your own (e.g., leading a scout troop, teaching, babysitting, etc.)?

2. (a) Have you ever worked as a volunteer? Yes(1) No(0)

(b) If yes, what kind of volunteer work did you do and for how long?

Kind of Work

of years

3. Please explain why you decided to become a school volunteer?

4. (a) Do you have any interests, skills, hobbies or experiences which you would like to share as a school volunteer?

Yes(1) No(0)

(b) If yes, please give some examples.

5. What kind of work do you expect to do as a school volunteer?

6. In which of these areas do you think you might make a contribution? (Please check all that apply.)

academic growth of students (improvement in reading, writing, typing, etc.)

social growth of students (improvement in students' behavior, sense of responsibility, etc.)

assistance for the teacher (help correct papers, distribute materials, tutor students, etc.)

curriculum enrichment (contribute to teaching through sharing travel, work or hobby)

other

9. How would you describe your physical health at present? (Please check the one, that best applies to you.)

(1) Excellent: I have no particular problems.

(2) Good: I have a few minor problems but I generally feel good.

(3) Fair: I have some health problems that limit my activity.

(4) Poor: I have frequent problems with my health that greatly limit my activity.

10. (a) What was the highest level of formal education you completed? (Please check one.)

(1) some elementary school

(5) some college

(2) elementary school

(6) 2 year college

(3) some high school

(7) 4 year college

(4) high school

(8) graduate or professional school

(b) What other educational experiences have you had?

(1) technical school

(4) technical school and adult education

(2) adult education

(5) technical school, adult education, and other

(3) other (please specify)

(6) none

1. (a) Are you currently employed? yes(1) no(0)

If yes, is it: full time(1) part time(2)

(b) What is your occupation? _____

2. (a) Have you ever been employed? yes(1) no(0)

(b) If yes, please list up to three of the longest job experiences you have had:

<u>Employer</u>	<u>Type of Work</u>	<u># of Years</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

3. (a) If you have been married, has your spouse ever been employed?

yes(1) no(0)

(b) If yes, please describe his/her work.

4. What is your present source(s) of income? (Please check all that apply.)

my social security

spouse's social security

my pension

spouse's pension

my wages

spouse's wages

savings

family support

investments

other (please specify)

7. (a) Do you anticipate any problems as a school volunteer?

 Yes(1) No(0)

(b) If yes, please explain: _____

8. (a) How do you expect participation as a volunteer to affect your feelings about yourself? (Please check one.)

(1) greatly improve

(2) improve

(3) no change

(4) worsen

(5) greatly worsen

(b) Please explain your response.

9. How will participation as a volunteer affect your

	<u>improve(1)</u>	<u>no change(2)</u>	<u>make worse(3)</u>
(a) Physical health	<u> </u>	<u> </u>	<u> </u>
(b) Mental health	<u> </u>	<u> </u>	<u> </u>
(c) Social life	<u> </u>	<u> </u>	<u> </u>
(d) Satisfaction with life	<u> </u>	<u> </u>	<u> </u>

10. At present how would you rank yourself in the following:

	<u>high(1)</u>	<u>medium(2)</u>	<u>low(3)</u>
(a) Energy level	<u> </u>	<u> </u>	<u> </u>
(b) Interest in what happens around you	<u> </u>	<u> </u>	<u> </u>
(c) Sense of self-worth	<u> </u>	<u> </u>	<u> </u>
(d) Satisfaction with life	<u> </u>	<u> </u>	<u> </u>
(e) Involvement in the community	<u> </u>	<u> </u>	<u> </u>
(f) openness to new ideas	<u> </u>	<u> </u>	<u> </u>

Our organization is participating in a national study of senior citizens involved in school volunteer programs. Through this study we hope to learn about the background, role and life-satisfaction of school volunteers. We would appreciate it if you could take the time to read and answer the following questions.

For our research to be useful it is important that you answer every question. This questionnaire will be coded by an identification number and no names of persons will be used in any report.

This survey has three sections:

Section A consists of questions related to your educational and work background.

Section B consists of questions related to your experiences (work and other) as a school volunteer.

Section C is an attitude inventory consisting of some statements regarding life in general.

Please read the instructions given with the inventory before you respond to the statements. Please complete each section entirely before you begin the next section. Kindly ignore the numbers in (), as they are for coding purposes only.

We thank you very much for your time and cooperation.

1. For how long have you been a school volunteer?

_____ months _____ years

2. Please indicate the average number of hours per week that you volunteer?

_____ hours per week

3. In how many different schools have you worked as a volunteer?

_____ number of schools

4. At what different grade levels have you worked as a volunteer? (Please check all that apply.)

(1) _____ K - 3 (2) _____ 4 - 6 (3) _____ 7 - 9 (4) _____ 10 - 12

5. Please describe what kind of work you do as a school volunteer.

6. In which of these subject areas have you participated? (Please check all that apply.)

- | | | |
|-----------------------|--------------------------------|--------------------------|
| (a) _____ Math | _____ Social Studies | _____ Reading |
| _____ Art | _____ Grammar/English language | _____ Music |
| _____ Handwriting | _____ Creative Writing | _____ Spelling |
| _____ Home Economics | _____ Science | _____ Physical Education |
| _____ Industrial Arts | _____ Foreign Language | _____ Library |
| _____ Typing | | |
| _____ Business | _____ Other (please specify) | _____ |

(b) Have you worked in special education classes?

_____ yes(1) _____ no(0)

7. Which of the following have you used with students? (Please check all that apply.)

- | | |
|---|---------------------------------------|
| _____ Workbooks/ditto sheets | _____ educational games |
| _____ flash cards | _____ text books |
| _____ curriculum kits | _____ arts and crafts materials |
| _____ audio-visual aids | _____ home economics materials |
| _____ industrial arts equipment | _____ computers |
| _____ science materials | _____ volunteer/teacher made material |
| _____ typewriters | _____ other (Please Specify) |
| _____ commercial and business materials | |

8. With which of the following student groupings have you worked? (Please check all that apply.)
- individual students
 - small groups of students
 - large groups of students
 - whole class
9. With which of the following types of students have you worked? (Please check all that apply.)
- students with special needs
 - average students
 - gifted students
10. Which of the following skills, experiences or hobbies have you shared with students? (Please check all that apply.)
- Arts. (for e.g., music, dance, drama etc.) Please specify:
 - Sports. Please specify:
 - Handicrafts (for e.g. sewing, carpentry, carving, etc.) Please specify:
 - Travel experiences. Please specify:
 - Work experiences. Please specify:
 - Other. Please specify:
11. Do you feel that there was adequate use of your interests, experience and skills?
 Yes(1) No(0)
12. Do you feel there was adequate use of your time as a volunteer?
 Yes(1) No(0)
13. (a) Did you receive any training?
 Yes(1) No(0)
- (b) If Yes, were you trained by (Please check one.)
- (1) Program Staff
 - (2) School Staff
 - (3) Program and School Staff

14. What aspects of your training, as a school volunteer, were most useful to you?

15. How would you rate the usefulness of your training as a school volunteer?
(Please check one.)

(1) excellent

(2) good

(3) fair

(4) poor

16. In which of these areas do you think your volunteer work has been beneficial to students? (Please check all that apply.)

academic growth of students (improvement in reading, writing, typing etc.)

social growth of students (students are better behaved, more responsible etc)

assistance for the teacher (help in correcting papers, distributing material tutoring students etc.)

curriculum enrichment (shared work, travel or hobbies with students)

17. Please consider each of the following questions and check the appropriate response

(a) Was your ability to carry out curriculum activities a problem?

No(0)

Somewhat(1)

Very Much(2)

(b) Was the communication between the teacher and you a problem?

No(0)

Somewhat(1)

Very Much(2)

(c) Was the students' responsiveness to you a problem?

No(0)

Somewhat(1)

Very Much(2)

(d) Was the time to plan activities a problem?

No(0)

Somewhat(1)

Very Much(2)

(e) Was regular attendance a problem?

No(0)

Somewhat(1)

Very Much(2)

18. Overall, how welcome did the teachers make you feel in their classrooms?
(Please check one.)

(1) Very welcome

(4) Somewhat unwelcome

(2) Welcome

(5) Very unwelcome

(3) So-so

19. How much of a problem have the following been for you this year?

	No Problem(0)	somewhat of a problem(1)	very much a problem(2)
(a) Transportation	_____	_____	_____
(b) Weather	_____	_____	_____
(c) Your health	_____	_____	_____
(d) Other (please specify):	_____	_____	_____

20. (a) Please describe what kind of work you expected to do as a school volunteer.

(b) To what extent were your expectations of volunteer work met? (Please check the answer that best applies to you.)

- (1) ___ most of my expectations were met: most of the things I do are what I expected to be doing.
- (2) ___ some of my expectations were met: some of the work I do is what I expected to be doing.
- (3) ___ none of my expectations were met: none of the work I do is what I expected to be doing.

21. How has participation as a volunteer affected your feelings about yourself? (Please check one.)

- (1) ___ greatly improved
- (2) ___ improved
- (3) ___ no change
- (4) ___ worsened
- (5) ___ greatly worsened

22. How has participation as a volunteer affected your:

	Improved(1)	No change(2)	Made worse(3)
(a) Physical health	_____	_____	_____
(b) Mental health	_____	_____	_____
(c) Social life	_____	_____	_____
(d) Satisfaction with life	_____	_____	_____

23. At present, how would you rank yourself in the following:	high(1)	medium(2)	low(3)
(a) Energy level	_____	_____	_____
(b) Interest in what happens around you	_____	_____	_____
(c) Sense of self-worth	_____	_____	_____
(d) Satisfaction with life	_____	_____	_____
(e) Involvement in the community	_____	_____	_____
(f) Openness to new ideas	_____	_____	_____

24. (a) How has your attitude towards schools changed? (Please check one.)
- (1) _____greatly improved
 - (2) _____improved
 - (3) _____no change
 - (4) _____worsened
 - (5) _____greatly worsened

25. Overall, how would you rate the volunteer program you are involved with? (Please check one.)
- (1) _____Excellent (2) _____Good (3) _____Fair (4) _____Poor.

26. If you have any additional comments on the program, the school, the teacher(s) you worked with, the students you worked with, etc., please note them here.

Thank You



We are doing a study to learn something about volunteers and their experiences. I would like to ask you some questions about what you do as a volunteer and how you feel about your volunteer work. This interview is confidential, and you will be identified on the tape by a code number. If you feel uncomfortable at any point and want to discontinue this interview, we will do so. If you do not want to answer any questions, please feel free to say so. If you have any questions before we begin or after we finish the interview, I will be willing to answer your questions.

Semi-structured Interview for Experienced Volunteers

- How long have you been a school volunteer?
- How many hours do you volunteer each week?
- What kind of work do you do as a school volunteer?
- Do you like the work you do?
 - If yes, why?
 - If no, why not?
- Why did you decide to become a school volunteer?
- What expectations did you have about volunteering?
(e.g., role, work, and relationships with students and teachers)
- Is the work similar or different from what you expected to do?
In what ways is it similar or different?
- Have you used any personal skills, hobbies, or experiences with students?
Please give examples.
- How has the volunteer experience affected you?
- How has the volunteer experience affected your physical health?
- How has the volunteer experience affected your psychological health?
- Has your life style, daily routine, and social life been affected by volunteering?
Please explain and give examples for each.
- How have your friends and family responded to your volunteering?
- Have your feelings towards yourself changed in any way?
How did you feel before you volunteered?
- Please tell me something about your relationship with the students you work with?
How have they responded to you?
- Please tell me something about your relationship with the teachers you work with?
How have they responded to your work and presence in the classroom?
- Has your view and attitude towards schools changed in any way?
Please explain your answer?
- How would you describe your volunteer experience?
- Do you want to continue as a school volunteer?
 - If yes, why?
 - If no, why not?
- In your opinion what contributions have you made through your volunteer work?
Who have benefitted from your work and how?
- What qualities do you think a school volunteer should have?
- What concerns do you have about volunteering?
- What suggestions do you have for the school volunteer program?

LIFE SATISFACTION INDEX Z (Attitude Inventory)

Here are some statements about life in general that people feel different ways about. Would you read each statement on the list and if you agree with it, put a check mark in the space under "AGREE." If you do not agree with a statement, put a check mark in the space under "DISAGREE." If you are not sure one way or the other, put a check mark in the space under "?."

	<u>AGREE</u>	<u>DISAGREE</u>	<u>?</u>
1. As I grow older, things seem better than I thought they would be.	_____	_____	_____
2. I have gotten more of the breaks in life than most of the people I know.	_____	_____	_____
3. This is the dreariest time of my life.	_____	_____	_____
4. I am just as happy as when I was younger.	_____	_____	_____
5. My life could be happier than it is now.	_____	_____	_____
6. These are the best years of my life.	_____	_____	_____
7. Most of the things I do are boring or monotonous.	_____	_____	_____
8. I expect some interesting and pleasant things to happen to me in the future.	_____	_____	_____
9. The things I do are as interesting to me as they ever were.	_____	_____	_____
10. I feel old and somewhat tired.	_____	_____	_____
11. As I look back on my life, I am fairly well satisfied.	_____	_____	_____
12. I would not change my past life even if I could.	_____	_____	_____
13. Compared to other people my age, I make a good appearance.	_____	_____	_____
14. I have made plans for things I'll be doing a month or a year from now.	_____	_____	_____
15. When I think back over my life, I didn't get most of the important things I wanted.	_____	_____	_____
16. Compared to other people, I get down in the dumps too often.	_____	_____	_____
17. I've gotten pretty much what I expected out of life.	_____	_____	_____
18. In spite of what some people say, the lot of the average man is getting worse, not better.	_____	_____	_____