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Identifying Successful College Volunteers Working With Emotionally Disturbed Children

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IDENTIFYING SUCCESSFUL COLLEGE VOLUNTEERS WORKING WITH EMOTIONALLY DISTURBED CHILDREN

by

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LIFE

M. Jean Keeley was born April 2, 1941 in Chicago, Illinois. She is the daughter of Agnes L. (Jones) and Robert E. Keeley, M.D. She graduated from Aquinas Dominican High School, Chicago, in 1959.

In June, 1959, she entered the Sisters of St. Dominic, Adrian, Michigan and made final vows in 1965. From 1961 - 1971 she taught in Catholic elementary schools in Toledo, Defiance and Shaker Heights, Ohio. She received her Bachelor of Science degree in chemistry from Siena Heights College, Adrian, in July, 1970. Further coursework in psychology was taken at the University of Iowa prior to beginning the graduate program in clinical psychology at Loyola University in 1972.

In 1972 - 1973 she was granted a United States Public Health Fellowship in psychology. The author held clinical clerkship appointment at Michael Reese' Psychosomatic and Psychiatric Institute in 1973 and the Loyola Student Counseling Service in 1973 - 1974. The author served clinical internships at the Veteran's Administration Hospital, Downey, Illinois 1974-75, Loyola University Guidance Center and Day School from 1975 - 1977, and an administrative internship at the latter place 1977 - 1978.

She co-directed a workshop for religious formation personnel in Sekondi, Ghana, West Africa in July, 1975. She was awarded the Master of Arts degree in Psychology from Loyola University in June, 1977. In September 1978 she joined the faculty of Loyola University with joint appointments as clinical supervisor at the Guidance Center and lecturer in the Applied Psychology Program. At present the author is Assistant

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CHAPTER I

INTRODUCTION

Volunteer service has been defined as a personal investment without expectation of remuneration. Historically, Loyola Day School for severely emotionally disturbed children has utilized the Loyola University undergraduate volunteer for a major portion of its service delivery. This number has grown to the more than two hundred college students who applied as volunteers in 1977-78. As could be expected from such an influx of untrained help a great proportion of the professional staff's time and energy is devoted to training and supervising these volunteers.

In this setting then, it has become increasingly important to identify those undergraduates who would become successful volunteers, that is, those who would last throughout the semester, utilize the training, learn to enjoy the children and set appropriate limits on them to enhance their development and learning. The purpose of this study has been to establish the descriptive demographic and personality data that identify the successful volunteer. Appropriate candidate selection is a prerequisite to a viable training program.

Using volunteer help especially at the paraprofessional level has been promoted by many professionals in the service area. Corrections, education and mental health are three systems for instance, where the professionals have recognized there are many more needy clients than service providers. Volunteer work by college students in these systems has been well accepted and also well researched. In the area of mental

health some of the research regarding college students is sampled here briefly.

College Student Volunteers in the Mental Health System

The very presence of college student volunteers has increased the amount of service provided in the mental health field. Gruver (1971) cited a triple benefit of this development: First, universities and mental health agencies have been induced to cooperate; second, the college curriculum has been enriched with practical educational experiences, and finally, the students have been given the opportunity to effect meaningful changes in their environment.

Some of the studies have focused on the desirability of the college age volunteer in contrast to those of other ages. Greenblatt and Kantor (1962) found college volunteers showed less resistance to and more motivation for face to face contact with patients and demonstrated a strong personal commitment to helping them. To Mitchell (1966) college students related in a more genuine and personal manner than professionals and he speculated that it was because the undergraduate neither relied on professional training nor hid behind a professional facade. An additional characteristic identified by Reiff and Reissman (1965) was the flexibility typical of nonprofessionals that enabled clients to identify with them and feel closer to them.

For almost two decades researchers have been investigating the effects of experiences in mental health settings on college student workers. The documentation from these studies has mainly shown the significant and positive effects of such work on the person offering the

service. A few of these findings are sampled here. Scheibe (1965) found increased self-confidence and enhanced identity formation while Reinherz (1962), Umbarger, Dalsimer, Morrison and Breggin (1962) and Stollack (1969) all found greater self-understanding among students. Holzberg, Gewirtz and Ebner (1964) found significantly more positive changes in self-acceptance as a result of the students' experience in psychological clinics or mental health settings. While McKian (1977), too, found generalized increases in self actualization measures among college volunteers, he was unwilling to attribute them to the volunteer experience. Rather he postulated these trends were due to the increased maturity typical of college age students or the nature of the instrument chosen.

Rationale and Purpose of the Study

The day treatment program facility here is similar to most educational institutions in that it runs on a recurrent cycle where untrained groups of auxiliary staff are absorbed for short periods, trained and sent on. The recruitment, training, and supervision of volunteers in such a system needs continuous updating and examination to keep abreast of the situation.

There are both problems and advantages inherent in an agency that has a high staff turnover rate. Eager, interested young staff members may provide continual input of new ideas and challenge the reasoning behind traditional ways of doing things. However the programs may suffer from the lack of continuity and stability. Much of the information about past experiences can be lost in the turnover resulting in

delays and mistakes in initiating the program every fall. Recruitment contacts and referral sources need yearly reestablishment. Sometimes a sense of the agency's history and program effectiveness can be lost. Information about funding sources may become distorted and past administrative mistakes may be unnecessarily repeated (Walsh, 1970).

The amount of energy a facility invests in volunteer evaluations is probably contingent upon the extent the agency depends on the volunteers' gratuitous service. Organizations where the volunteers' service is auxiliary may feel less urgency to collect internal data than those such as the Day School who use volunteers as primary service deliverers. This agency spends such a significant amount of staff time on recruitment, training, and supervision of volunteers that it is crucial to document the volunteers' characteristics. Internally the agency needs the information for recruiting and placement purposes and more importantly for planning and budgeting scarce resources. Walsh (1970) also outlined the increased need for information that external sources will have. Potential funding sources, new host agencies, and grant proposals to government agencies and foundations will all require knowledge of the number of volunteers, hours worked, and evaluation data, as well as other pertinent information.

As prelude to a future evaluation of the Day School volunteer training program this study has focused on identifying personality and demographic data predictive of successful volunteers. The personality inventory chosen was one that assesses psychological needs, e.g., the Gough (1965) Adjective Check List (ACL). Thomson (1971) has suggested

that service is at the very heart of a volunteer program. Perhaps then volunteers are distinguishable from their dropout peers on measures of needs or demographic characteristics. The study has sought to answer how the selection process can be enhanced to better recognize and admit applicants who are most likely to last and to profit from the training. The factors leading to volunteer attrition are also examined. Do volunteers drop because of their own lack of interest or suitability, or because of administrative error in assignment or follow through, or is it due to lack of training and attention from the supervisor?

The following chapters have investigated these questions. Chapter Two is a review of the volunteer literature and development of the hypotheses. In Chapter Three the subjects, procedure, measures, research site and design are explained. Chapter Four summarizes the results. The final chapter is a discussion of the personality and demographic results and a discussion of some possible areas of future research.

CHAPTER II

LITERATURE REVIEW

This review of related literature will begin by focusing on the benefits of using paraprofessionals in mental health settings, and the suitability of college students for such paraprofessional roles. The next sections will examine the results of studies of volunteers vs. nonvolunteers including research conducted in the same setting as the present report. Attrition and training programs for volunteers and paraprofessionals will then be reviewed. The final section will state the study's hypotheses about volunteers.

Benefits of Using Paraprofessionals

The current research literature concerning education and training has suggested paraprofessionals can be productive in certain helping roles. Studies by Beck, Kantor and Gelineau (1963), Carkhuff (1968), Guerney (1964) and Shapiro, Krauss and Truax (1969) have demonstrated the efficiency of employing persons with nonprofessional backgrounds to perform in therapeutic situations. In their description of intervention approaches, Morrill, Oelting and Hurst (1974) strongly advised the use of paraprofessionals in school and community settings in order to "extend the range of influence of theprofessional" (p. 358). Delworth (1974) highlighted the increase in recent reports of using students as paraprofessionals and volunteers in various student development programs.

When volunteers are drawn from their own community to serve at a mental health center the facility gains the added service of public

relations help which is rendered unwittingly by the volunteer. Sloan (1973) found that trained volunteers engaged in significantly more communication about the center than untrained volunteers. Their word of mouth can be utilized as an effective vehicle for building the community's awareness of the local mental health programs.

For Nicoletti and Flater (1975) community mental health centers will be able to continue meeting community needs only with the help of volunteers. They cited both the decreasing availability of funding and the increasing demands for mental health services as evidence for their stand.

Suitability of College Students as Paraprofessionals

A number of factors seem likely to have helped college students become effective paraprofessionals. Inexperience, and nonprofessional role and status, their similarity to their clients in age and needs for emotional growth and maturity, all seemed to combine with a flexibility of personality characteristics to have made college students effective therapeutic agents for children and adolescents. Several studies have demonstrated the advantages of using college students as volunteers in mental health settings. Greenblatt and Kantor (1962) reported that college students showed less resistance to and a greater motivation for face to face contact with patients and had a stronger sense of personal commitment to their work than older professionals. Mitchell (1966) noted college students' talent for meeting the child in his own world. In Mitchell's opinion undergraduates were better able to relate in a

genuine and personal manner rather than hiding behind professional training or roles. The flexibility of nonprofessionals in choosing appropriate ways to interact with clients was a reason favored by Reiff and Reissman (1965) for their use. Working through self-identity and maturity problems with emotionally disturbed children seemed to aid college students in their own maturation process according to Reinherz (1962). The nonprofessional status and role of college students as therapeutic agents seemed also to enhance their work.

Volunteers vs. Nonvolunteers: Research Participants

Examination of the literature on volunteers for research projects has revealed mixed results varying with the settings, the types of research study, the measures used. This area which dates back more than three decades has attempted to differentiate between participants and nonparticipants in the research projects. A number of these studies have concluded that participants for research were better-adjusted than the nonparticipants (Maslow, 1940; Wallen, 1949; Maslow and Sakoda, 1952). Norman (1948) added that participants were more ego-involved in the area under investigation and were therefore more willing to participate in survey-type research. In contrast, a number of researchers, notably Lasagna and Von Felsinger (1954) and Rosenthal and Rosnow (1969) concluded that participants in certain research projects were not as well-adjusted as the nonparticipants. Mane (1972) in a more recent survey of this literature concluded that volunteers for research were likely to differ from nonvolunteers though the direction of the difference was not always predictable.

Volunteers vs. Nonvolunteers: Service Commitments

There is no pre-eminent focus evident among the volunteer for service literature. Many of the studies seem to have been self-stimulated with little reflection on the previous research. One area of focus has been an attempt to distinguish volunteers from their nonvolunteer peers. The studies of personality characteristics and demographic data have produced mixed results. This section will examine in some detail a few examples of the research on service volunteers particularly in the mental health area. Included will be three studies conducted at Loyola Day School.

There have been several studies done of volunteers for fulltime yet time-limited service commitments such as Peace Corp and VISTA (i.e., Mischel, 68, 72). However, the greater proportion of research effort has gone toward examination of volunteers in part-time, short-term positions that required a small regular donation of service. Typically these studies have focused on the characteristics of "stayers" and contrasted them with control groups who had not expressed any interest in voluntary service. An example is the Sheridan and Shack (1970) study which compared college students volunteering for sensitivity training with a control group of nonvolunteers. While there were trends on the Personality Orientation Inventory (POI) toward greater self-actualization for the volunteers, the differences were only significant on the self-acceptance scale. On the Epistemic Orientation Inventory which measured intrinsic and extrinsic motivation orientations, these researchers found the volunteers to be significantly less extrinsically motivated than the nonvolunteers.

Other examples included two studies comparing Ivy League college volunteers with their nonvolunteer peers. These found only a few distinguishing characteristics. Women were typically over-represented and all the volunteers emphasized service as a source of job satisfaction more often than did their nonvolunteer peers. The volunteer's occupational interests were more often geared toward mental health careers than business, law or natural science careers (Gelineau and Kantor, 1964). Student companions to mental patients were found to be more intraceptive, morally concerned, personally compassionate and introverted than the college control group. Further, the volunteers had a much lower incidence of disciplinary action, and were less frequently members of fraternities than their nonvolunteer peers (Knapp and Holzberg, 1964).

Hersch, Kulik, and Scheibe (1969) examined 151 college students (110 females, 41 males) volunteering for summer work in the Connecticut mental hospitals. These were all who had applied and were accepted by the Service Corps in a two year period. The control groups consisted of 66 female and 76 male summer school students paid $10 for participation. The two samples were similar in other demographic and sociological variables including year of college, number of siblings, ordinal position, church attendance, and parent's educational level.

The Service Corps program was 40 hours for 8-10 weeks, thus the degree of intensity of the work with chronic patients differed vastly from other volunteer programs where usually a few to perhaps 10 hours of service a week were required. The authors speculated that the special intensity of the commitment may have led to a more distinctive

group that profiled in other studies. Personality characteristics, occupational interest patterns, and life history variables were all examined.

The Service Corps volunteers appeared from the California Psychological Inventory to be mature, tolerant and controlled, high in need for achievement, especially creative achievement, and psychologically-minded and flexible in their thinking. The male volunteers but not the females, tended to be less socially poised and more nurturant than their nonvolunteer peers. Similar characterizations of the female volunteers emerged from the ACL analysis: they were significantly higher than controls on scales reflecting self control and achievement, and lower than controls on scales of heterosexuality and succorance. The male volunteers were higher than controls on the abasement variable of the ACL. There were no differences between volunteers and nonvolunteers of either sex on locus of control or social desirability variables.

The striking personality characteristics of these mental health volunteers were maturity and control, drive for independent achievement and sensitivity to people and human problems. The vocational interests and life history data in volunteers were consistent with these personality characteristics. In vocational interests the volunteers were similar to women and men in professions emphasizing social service or the exercise of language and artistic skills. Life history data indicated that volunteers were more service oriented and commited to mental health work than other college students.

The elevation of the good impression scale of the CPI for male and female volunteers raised a question of accuracy of this picture.

Perhaps the volunteers had been trying to create a favorable impression and comply with the role demands of the testing situation. However, support from another source insures that the favorable characteristics were real personological traits and not test-taking artifacts. Holzberg, Knapp and Turner (1967) had compared volunteers and controls on test information available in student files. The data was obtained uniformly at the time of entrance into college before any attitude toward volunteer work was expressed. Their finding of lower incidence of disciplinary action against volunteers during their college careers was held as confirmation from another domain that volunteers were at least as mature psychologically as nonvolunteers.

The consistencies within the Hersch, Kulik and Scheibe study made the authors doubt that the group differences on the CPI had been completely due to role demands. The volunteers' psychological-mindedness, for instance, was reflected not only on the CPI but also on the occupational preference for person-oriented careers and in their choice of majors in mental health fields. The drive for independent achievement was expressed on both personality measures and interest inventories. These data suggested that participation in volunteer work was not motivated by overconcern with personal problems but rather was partly attributable to a controlled drive for independent achievement and sensitivity to human problems. Such characteristics may have functional significance for volunteer programs. Scheibe (1965) had already noted low failure or attrition rates for self-selected student volunteers. His follow-up questionnaires indicated that the students developed an even deeper commitment to the mental health profession. Thus,

not only did the self-selected students appear capable of mental health work but also the program seemed to crystallize students' budding interest in mental health professions.

Kerschner (1973) investigated the effects on personality variables of volunteering in a children's mental health facility, the Loyola Day School. In the first of her two studies she tested the hypothesis that college students in their transitional life phase would be affected positively by an interpersonally demanding volunteer experience. Findings revealed that the 22 volunteers tended toward greater curiosity about themselves and more interest in how they acted in new circumstances than the matched control group; the volunteers also showed a significant increase in some aspects of social intelligence after volunteering. A follow-up study, however (Kerschner, 1975), failed to replicate the differences on social intelligence or motivational patterns though the volunteers tended toward a more external locus of control after their service experience.

A recent more sophisticated study by McKian (1977), also conducted in this setting, matched volunteers with students in a practicum skills training situation to more nearly simulate the growth potential of volunteering. This however did not significantly differentiate volunteers from nonvolunteers on personality characteristics.

McKian, investigating change in locus of control and self concept among two groups of college students, (N=26 each) found correlations between supervisor's ratings and personality measures. The volunteers rated highly by supervisors tended to score more internally on locus of control, and lower on self concept on the Tennessee Self

Concept Scale (TSCS). McKian offered several explanations for this finding. Perhaps these student volunteers had reached out more to the children and/or had been more reliant on their supervisors. Reaching out more to the children and implementing change would have enhanced the volunteers' self esteem and helped them be more valuable. When volunteers were more reliant on supervisors the supervisors may have interpreted the increased contact as interest and motivation and rated them more valuable. Thirdly, however, the trend may just have been due to chance. He also found volunteer applicants were more internal at the start and over a period of six months became somewhat more external in locus of control. Apparently the volunteers had come to realize that they had far less control over emotional disturbance than they had originally recognized.

Further results showed the volunteering experience had no significant effect on measures of self concept (TSCS, POI) or a second locus of control measure (The Northwestern Personality Inventory). The volunteering experience in itself was not a significant factor in changing one's self concept; rather McKian found a general overall increase in self actualization scores for all 52 subjects regardless of condition. Additionally, all subjects increased significantly over time on the various personality measures. McKian speculated these elevations were due to general maturity and life experience changes typical of college students as well perhaps as the repeated test exposure. Volunteers involved in a supplementary skills training experience were more time competent (POI) than other groups but showed no significant differences on other personality measures from the non-skills trained volunteers.

McKian attempted to control for interest in and intent to volunteer by designating as the control group those individuals who had expressed an interest in volunteering but had not been chosen. This was done to insure comparability across conditions but instead may have made the experimental and control groups indistinguishable on the measures. Perhaps interest and intent were integral and/or preliminary conditions for the volunteer experience to be at all beneficial.

McKian found trends substantiating Kerschner's hypotheses that the college age years are a time of growth experience. Since his subjects had chosen growth-inducing experiences in communication skills training courses and service experiences volunteering with emotionally disturbed children it seemed safe to assume they were aware of the interpersonal growth potential of these experiences. Trends present in the results and the implications of his interviews with a selected subsample lent some support to the supposition that both volunteering and skills training conditions could be valuable growth experiences for college students.

In summary then, McKian's several locus of control measures and two self concept measures failed to identify significant differences between groups of volunteers, nonvolunteers, skills trained and nonskills trained subjects. There were no sex differences found and in addition the only age related finding was a tendency among younger subjects in the earlier stages of their college careers to be more internal.

These few studies illustrate both the methodological variety and the variations in personality strengths and directions of the findings reported in the literature on volunteers for service commitments. In

particular the approach to personality measures used thus far on college students working with children has not been particularly enlightening. Rather than merely extend Kerschner's and McKian's studies of the effects on college students of volunteering with emotionally disturbed children, it would seem more profitable to focus specifically on the volunteers themselves examining demographic and personality data that identify successful volunteers from among the applicants. Using the ACL the study has attempted to develop screening criteria to identify those who will provide consistent service throughout the semester and also profit personally from the experience.

Thus far the picture that has emerged of the college mental health volunteer from these studies is not drastically different from his nonvolunteer college peer. He/She is likely to recognize the limits of his/her ability to control life; she is sensitive to people and their problems, highly achievement oriented, self-confident, one who prefers order and control. She is mature, tolerant, flexible and psychologically-minded. He or she is enrolled in a service oriented academic major and plans to pursue a similar career. If she has chosen the volunteer service, receives regular and on-going training, and becomes ego-involved in the task she will likely be successful. That is, she will continue to serve throughout the length of her commitment, giving dependable service and profiting personally from the experience.

Attrition

Attrition has received very little attention in the research literature on volunteers despite its being a perennial problem for

organizations utilizing volunteers. As a discussion topic attrition has usually been relegated to how-to manuals for directors of organizations under "what to avoid". Nevertheless, some factors that influence volunteers' staying or dropping out have been identified. Volunteers who have self-selected seemed to have a lower failure rate in their service (Scheibe, 1965) than those who were appointed. On the other hand, the lack of stability inherent in organizations with high staff turnover seemed to foster dropouts among volunteers. In their research on levels of training programs for paraprofessionals, Doyle, Foreman and Wales (1977) suggested that volunteer attrition is more likely under conditions where the pretraining is not followed with on-going supervision. The prevailing research focus of comparing volunteers with nonvolunteers has really avoided exploring reasons for loss of volunteer personnel. The present research will examine this latter question as well as the volunteers' participation in supervisory sessions.

Training and Education of Paraprofessionals

Examples from the recent studies of training programs will serve to highlight various points pertinent to maintaining an effective volunteer service program. Integrating the didactic and experiential aspects of the program has been the usual recommendation (Truax, Carkhuff, and Douds, 1964; Rioch, 1967). Cooker and Cherchia (1976) declared that training group leaders was more desirable and productive than not training them. Their program was a short intensive skills training course on effective communication. Assessment was accomplished with pre- and post-test evaluations. Boeding and Kitchener (1976), after training a

dozen discussion leaders in both student interaction and the lecture-discussion method, recommended matching the training method with the leader for best results. They also identified three guidelines for student leader selection, namely, enthusiasm, interest in the task, and respect for other students.

Walsh (1970) through a series of questions to directors of volunteers revealed his preference for an on-going group model of supervision, training, and evaluation of the program and the volunteers. Essentially he suggested a vehicle for discussion and reflection with and among the volunteers so their motivation and attitudes could be analyzed and evaluated as the program progressed. This would allow problems to be addressed as they came up instead of after reaching monumental proportions. Walsh suggested periodic workshops where volunteers would explore their feelings and develop solutions to problem situations. He would also use the gatherings as a forum for in-depth examination of the conditions revealed through the volunteer's experience.

Similarly, two studies of volunteers highlighted the importance of maintaining close contact and supervision throughout the volunteer's service period. They will be outlined in some detail. Nicoletti and Flater (1975) in their small but important research examined the efficiency of the use of volunteers in a mental health center in Arvada, Colorado, a white, middle class Denver suburb of 65,000 people. The program had 11 adult volunteer women with a mean age of 35 yr. (range 23-40 yr.) whose education ranged from high school through graduate work. The group included some housewives and some career women. They were trained for ten weeks using a modified version of Carkhuff's (1969)

training for professional helpers in communication and discrimination techniques. Following training the women were assigned to various tasks in a ten week practicum and provided with individual supervision by the therapist with whom each worked. Six hours of college credit were earned for the entire training program. The practicum provided an overview of the mental health field and various approaches to treatment particularly focusing on the ones in use at their center. In addition all volunteers met weekly in a group. The enthusiasm of the volunteers was so great they were working extra hours.

High positive ratings from their supervisors and significant positive change from pre- to post-test scores provided support for the effectiveness of training volunteers in communication and discrimination. The importance of the study lay in the identification by Nicoletti and Flater of several additional factors besides the training which contributed to the volunteers' high morale, i.e., the feeling they had skills to offer, the opportunity for direct service, and the college credit provided them for their involvement. The implication for the program was to extend the utilization of volunteers to interpersonal helping. While this was a small study, it was a step in the right direction toward evaluating and improving a community mental health center's work with volunteers. It seems likely that the individualized attention of the training was highly significant to the success rate of the volunteers.

A pilot study by Doyle, Foreman, and Wales (1977) compared three major models used by crisis intervention centers to train and supervise nonprofessional counselors. The models are PSO- preservice training

only; PSD- preservice and delayed supervision; and PSI- preservice and immediate supervision. Four nonprofessional counselors trained in each method and who were seeing clients in a walk-in clinic were compared on these criteria:

a. pattern and timing of intervention;

b. self-evaluation of interview performance;

c. client evaluation of treatment received.

The findings revealed that the counselors trained by the PSI and their clients reported the most satisfaction. These counselors' interventions matched the interventions of experience workers. Doyle and his co-workers concluded that the on-going supervision was responsible for most of the learning by nonprofessionals. They further warned that the common practice of relying on pretraining only may promote harmful outcomes for the volunteer paraprofessionals and may account for the common problem of volunteer attrition.

This evidence based as it was on pilot projects and small samples did not permit generalization yet. However, it seemed to be focused in the right direction. The combination of didactic and practical experience has been the model used in the health sciences for professionals. It makes intuitive sense to expect it to be successful for volunteer paraprofessional training programs as well.

Hypotheses

In light of the data and clinical evidence with volunteers the following hypotheses were tested:

1. Volunteers will score significantly higher than Dropouts on

Adjective Checklist scales measuring self control, counseling readiness, the need for nurturance, endurance, affiliation, exhibition, and achievement.

2. Volunteers will not differ from Dropouts in personal adjustment.

3. Dropouts will score significantly higher than volunteers in need for order, succorance, and deference.

4. With the exception that females will be over-represented among the applicants, the volunteers in general will not differ from Dropouts on demographic variables.

5. Significantly more often than the Dropouts the volunteers will be majoring in and planning careers in social service, health and mental health areas rather than law, business or the natural sciences.

6. Volunteers will be less likely to be working in addition to their volunteer service and more likely to be receiving course credit for their service than Dropouts.

7. Volunteers will be successful in classrooms where they are needed and supervised by the supervisors. Volunteers who work in rooms at times that are either under- or over-staffed will be less satisfied with their experience.

CHAPTER III

METHODOLOGY

Subjects

The participants were 109 university students (M=37, F=72) primarily enrolled as undergraduates (90%) or graduate students (7%); three percent were not in school. They ranged between 17 - 26 years of age ($\bar{X}$=20.9) and had either applied or already served as volunteers at the Loyola Day School for severely emotionally disturbed children. They were enrolled at the Loyola University of Chicago (82%) or other nearby universities (15%).

The two criterion groups OLD STAYS (N=25) and OLD DROPS (N=14) had already applied and participated as volunteers at the day school. Some of them were continuing for their second semester or beyond at the time of the survey. The Applicant group (N=70) consisted of all students who applied as volunteers during the second semester (NEW). Half of the applicant group were retested as NEW STAYS (N=29) and NEW DROPS (N=6) at the end of the second semester.

Procedures

The research was planned as a prediction study using two criterion groups from the first semester volunteers: All known successful volunteers or stayers who had served a minimum of twenty hours in the semester STAYS and all known Dropout volunteers who had served fewer than twenty hours DROPS. Twenty hours was chosen as the criterion for a

successful volunteer because it was the minimum time commitment the staff would accept from a volunteer applicant.

A third group of students were pre-tested as they applied for volunteer positions during the second semester; at the end of the semester the Applicants were retested on the ACL and asked to complete a day school survey. The demographic data routinely gathered from all applicants and the ACL personality data of the criterion groups are examined to predict which of the New Applicants would be successful volunteers.

The retest data on the applicants, their records of hours served, and their supervisor's ratings provide validation of their success as volunteers.

The Dropouts were invited by phone and told that all students who had applied as volunteers in the previous semester were being asked to follow up the application process by completing a short survey. Students unable to stop in were invited to receive a mailed survey. The requests to Stayers and Dropouts were made in person or by phone with the caller knowing the room and the number of hours the person had reported working. To counteract the influence of social desireability on the response tendencies of Dropouts who were being tested post hoc, a second sample, the NEW Applicant group was pre-tested on the ACL.

All new applicants from January to June were invited to complete an ACL during orientation to the day school as part of a research project on volunteer applicants. Completing the form added an extra 1t minutes to the hour-long orientation meeting and application process. At semester's end all volunteers, both new and old, were contacted by

their classroom supervisors or by phone by the experimenter and invited to participate in a Day School Survey. The survey, including the ACL required about half an hour to complete. Anonymity was optional and confidentiality was guaranteed. A detachable sign-up sheet turned in separately allowed the experimenter to follow up contacts to bolster participation.

At least three phone attempts followed by a mailed contact were made to reach the Dropouts. A number of students agreed to complete a mailed survey and some of them did so.

Measures

Supervisors completed a four point rating scale on the volunteers with whom they worked (Appendix A) and recorded the number of classroom supervisory sessions attended by each volunteer. Volunteers completed a survey of their experience in the Day School (Appendix B). Both of these instruments are adapted from summary instruments in use for the past five years for Field Study Courses in psychology at two major universities in Chicago. They have been designed to give both global and specific ratings of the volunteers' work and personal experience and as such appear to have face validity.

The personality measure, Gough's (1960) Adjective Check List (ACL) was chosen for its ability to assess needs, self confidence, self esteem and personal adjustment. In addition the ACL is convenient and easy to administer. The directions instruct participants to read the adjectives quickly and check "each one you would consider to be self descriptive." The single sheet computer scored form is usually completed

in 10-15 minutes (Appendix C). It consists of an alphabetical list of 300 adjectives from which 24 scale scores were developed by both Gough and Heilbrun: Number checked (NoCKD), Defensiveness (DF), Favorable adjectives checked (FAV), Unfavorable adjectives checked (UNFAV). Self Confidence (SCFD), Self control (SCN), Lability (LAB), Personal adjustment (PERADJ), Achievement (ACH), Dominance (DOM), Endurance (END), Order (ORD), Intraception (INT), Nurturance (NUR), Affiliation (AFF), Heterosexuality (HET), Exhibition (EXH), Autonomy (AUT), Aggression (AGG), Change (CHA), Succorance (SUC), Abasement (ABA), Deference (DEF), Counseling readiness (CRS). The ACL has been considered more of a research than diagnostic instrument. Conversions of raw scores to standard scores utilize four different norm scale tables according to the number of adjectives checked: 1-78, 79-98, 99-119, 120-300. A major lack in the Manual (Gough and Heilbrun, 1965), was the failure to include the normative material on which the norm scales are based or supply information about their development. Standard score scale intercorrelations for a combined sample of 400 men and 400 women are presented in Appendix D taken from the Manual. They indicate an adequate degree of scale independence. There are several pairs of scales, e.g., END-ORD, PERADJ-FAV, with many common items which has increased their interscale correlations.

ACL validity has been adequately established through significant correlations between its scales and other well-established existing tests such as the Edwards Personal Preference Schedule. Gough and Heilbrun (1965) found ten of the fifteen need scale coefficients to be low (range .28 to .41) but significantly correlated with the EPPS scales. Heilbrun

(1959) also validated ACL scales using nontest indices. Five scales: Achievement, Nurturance, Affiliation, Exhibition, and Abasement were validated using the external criteria of grade point average, group activities, number of friends, participation in charitable activities, and discrepancy between expected course grade and grade point average respectively.

ACL reliability has been established over time on a variety of groups including professionals, graduate and undergraduate students (Gough and Heilbrun, 1965). Miller, O'Reilly, Roberts, and Folkins (1978) recently demonstrated again the ACL's consistency with their study of 71 professional employees of a community mental health center (35 males, 36 females). The test-retest reliabilities over a year interval for the 24 scales ranged from .51 to .86; all were significant beyond the .001 level. In addition the factor analysis showed a consistence between the ACL scales and their emperically derived factor content and structure.

Research Site

The research site for this study is a private, university based day treatment program, Loyola Day School, for 30 severely emotionally disturbed children aged 4-12 years, from the north side of Chicago. One full time special education master teacher, one clinical psychologist supervisor, and fifteen graduate students in clinical psychology staff, supervise and coordinate the five classrooms.*

*The graduate student's training in psychology and experience with a psychoeducational setting ranged from a semester to six years.

This staff is supplemented by a cadre' of 80-120 undergraduate student volunteers recruited from the university each semester. Volunteer applicants are asked to give 6 hours weekly service in the classroom plus an hour to a weekly supervision meeting throughout the semester.

At the day school, the volunteers are the primary direct service providers. They serve as extensions of the professional staff providing individual and small group lessons in traditional academic skills, social living, self-awareness and self-help skills, emotional control, speech and language training, perception and motor coordination. Recruitment advertisements for volunteers describe the experience as a time of service, individual growth, and an opportunity for making career decisions.

The Day School was founded in March, 1970. All its students are excluded from public school and eligible for state tuition and transportation support for the handicapped. Classes meet six hours daily during the week from September through mid-August. The children are placed in classrooms according to their language, physical coordination, size, and social and academic development. Two classrooms are for the smallest, least developmentally able, nonverbal children who function at far less than pre-school levels. A third room of semi-verbal children include youngsters who are well coordinated, can function independently in self-help skills and some academic areas, but relate poorly if at all with adults and peers. The two highest level rooms have students who are socially aware, use language appropriately and spontaneously, but have varying abilities to control themselves and respond appropriately to the environment. They show the peaks and valleys in academic, cognitive,

and sensory-perceptual ablities typical of emotionally and behaviorally disturbed children.

Design

The recurrent institutional cycle design: "a patched up design" (Campbell and Stanley, 1963) has been considered appropriate in situations where an aspect of an institutional process is, on a cyclical schedule, continually being presented to a new group of respondents. This design was planned to help evaluate the effects of such a global complex treatment as a training program. The restriction precluding true experimentation is the inability to control who would be exposed to the experimental variable. The experimenter can only control the when and to whom of the observational procedures.

Two kinds of comparisons were possible with this arrangement. The first involved comparisons among populations measured at the same time but varying in their length of service (NEW and OLD volunteers). The second involved measures of the same group of persons (Applicants) in their first week of the experience and again after a semester of volunteer service (X).

	Volunteer Service	Observation
Sample A OLD Stayers and Dropouts	X	O_1
Sample B NEW Applicants O_2 and NEW Stayers and Dropouts O_3		O_2 X O_3

The complete design is necessary for it has combined the longitudinal and cross-sectional approaches commonly used in developmental

research. The 0_1-0_2 comparison provided cross-sectional differences between first semester (Sample A) and second semester (Sample B) that cannot be explained by the effects of history or test-retest effect. They could be explained by differences in recruitment from year to year or in this case from semester to semester. When all testing, been done at once instrumentation confounds seem unlikely. The mortality effect of differences being due to the kind of people who dropped out of the first sample but are still represented by the second sample can be addressed by waiting to analyze the data until after the NEW Stayers and Dropouts have been identified in Sample B as well. Regression could have had spurious effect if the measure had been the same one used to accept or reject applicants to the program. This was not the case, however. If the pretest-posttest comparison between 0_2-0_3 provided the same type of differences as the 0_1-0_2 comparison had, then the rival hypothesis of a difference in the recruitment process between semesters would be ruled out; mortality would also be ruled out. Using only the 0_2-0_3 would have left the study vulnerable to the rival explanations of history and testing; however they have been eliminated by using the complete design.

CHAPTER IV

RESULTS

During the academic year 1977-78, two hundred thirty-five students applied as volunteers to the day treatment program for severely emotionally disturbed children. Table 1 shows the consistent ratio (7:3) across the semesters of both successful volunteers (STAYS) and dropout volunteers (DROPS). It also shows the number and percentage of each semester's STAYS and DROPS who are represented in the present research.

The Applicant sample which was pre-tested includes the entire second semester population as everyone who applied between January and June agreed to participate. The post-test participants are not a random sample of the volunteer population of either semester. Some who were reached did not complete the survey and others were not able to be located.

Evaluation of Experimental Hypothese

Personality data comparisons of successful Volunteers and Dropouts. Three hypotheses were related to the personality data. The first hypothesis was not supported. It stated that Volunteers (STAYS) would score higher than Dropouts (DROPS) on seven scales, i.e., self control, counseling readiness, nurturance, endurance, affiliation, exhibition, and achievement. As indicated in Table 2 *t* tests comparing mean scores on these scales between the OLD (first semester) STAYS AND DROPS yielded no significant differences on these seven scales.

TABLE 1

VOLUNTEER POPULATION AND PARTICIPANTS SAMPLED IN STUDY

Volunteer Population

	Applicants	Stays	Drops
1st Semester			
OLD	165	117 71%	48 29%
2nd Semester			
NEW	70	49 70%	21 30%
TOTALS	235	166	69

Volunteers Sampled in Study

	Pretested Applicants	Posttested Stays	Drops	Totals
1st Semester				
OLD	*	28 24%	14 29%	42 25%
2nd Semester				
NEW	70 100%	29 59%	6 28%	35 50%
TOTALS	70	57 34%	20 29%	77 33%

* Not tested

TABLE 2

ACL MEANS FOR CRITERION GROUPS: OLD STAYS AND OLD DROPS

		OLD STAYS N = 25		OLD DROPS N = 14	
		$\bar{X}$	sd	$\bar{X}$	sd
1. No. adj. ckd.	NoCKD	40.6	12.1	38.1	9.1
2. Defensiveness	DF	53.1	6.9	52.4	7.4
3. Favorable adj. checked	FAV	55.4	7.6	54.5	9.6
4. Unfavorable adj. checked	UNFAV	45.1	8.9	44.9	6.9
5. Self confidence	SCFD	51.8	7.4	50.6	9.7
6. Self control	SCN	52.8	8.0	50.9	9.9
7. Lability	LAB	51.2	8.5	55.9	11.2*
8. Personal adjustment	PERADJ	50.4	7.2	47.8	10.1
9. Achievement	ACH	54.5	7.2	54.1	9.0
10. Dominance	DOM	53.9	7.1	55.8	9.4
11. Endurance	END	54.4	6.1	43.3	7.7
12. Order	ORD	53.8	6.3	49.3	8.9**
13. Intraception	INT	55.8	8.9	53.4	9.1
14. Nurturance	NUR	54.5	8.5	51.9	8.1
15. Affiliation	AFF	51.4	8.3	48.9	6.6
16. Heterosexuality	HET	52.4	9.1	51.9	10.6
17. Exhibition	EXH	50.6	9.5	53.9	10.8
18. Autonomy	AUT	53.4	9.6	52.1	10.2
19. Aggression	AGG	48.5	8.9	50.1	9.2
20. Change	CHA	50.9	8.4	56.4	10.2**
21. Succorance	SUC	45.4	6.3	46.6	6.8
22. Abasement	ABA	47.5	8.2	46.4	9.1
23. Deference	DEF	47.5	9.8	45.7	10.3
24. Counseling readiness	CRS	50.4	10.8	50.6	9.4

t_{37} * Significant to $p < .08$
**Significant to $p < .05$

The second hypothesis that Volunteers would not differ from Dropouts on personal adjustment was supported.

The third hypothesis that Dropouts would score higher than Volunteers on need for order, succorance, and deference was not supported. In fact, the criterion group of OLD DROPS scored significantly lower than volunteers on need for order (OLD STAYS vs. OLD DROPS $t_{37}=1.84$, $p < .05$).

Two additional findings not hypothesized emerged from the comparison of the criterion groups' personality data. The OLD DROPS scored significantly higher in lability, $t_{37}=-1.47$, $p < .08$ and need for change, $t_{37}=-1.82$, $p < .05$ than the OLD STAYS.

Demographic characteristics

The hypothesis that demographic data would not distinguish volunteers from Dropouts was supported. The comparisons are itemized in Tables 3 and 4 and discussed in more detail later. The average age, year in school, and grade point average for instance, did not differ significantly between the two groups. The number of male and female volunteers remained at a constant one to two ratio among Volunteers and Dropouts. The fifth hypothesis was supported by the finding that the OLD successful Volunteers were more likely than the OLD Dropouts to have declared academic majors and be planning careers in social service, health, mental health, and education than in law, business, or the natural sciences ($X^2_1=19.9$, $p < .001$). This finding was not validated by the second sample however (Table 4).

The sixth hypothesis that Volunteers would be less likely than Dropouts to have outside employment was not supported. On the contrary,

TABLE 3

DEMOGRAPHIC COMPARISON OF CRITERION GROUPS: SUCCESSFUL VOLUNTEERS (STAYS) AND DROPOUTS (DROPS) FROM FIRST SEMESTER (OLD)

		OLD STAYS N=29	OLD DROPS N=14	
Age		$\bar{X}$=20.7 yr.	$\bar{X}$=20.0 yr.	
Sex	Males	N=7 25%	5 36%	
	Females	N=21 75%	9 64%	
Year in school		$\bar{X}$=3.1 yr. 1st sem. junior	$\bar{X}$=3.8 yr. 2nd sem. soph.	
School	Loyola Univ.	80%	93%	
	Other Univ.	15%	7%	
	Not in school	5%	-	
Major				
	A. Service oriented	86%	57%	
	Pschology	62%	36%	
	Social Serv., nursing	12%	14%	
	medicine		7%	
	Education, special ed.	12%	7%	
	B. Nonservice oriented	14%	42%	
	Science, math	3%	28%	
	Humanities	8%	7%	
	Undecided	3%	7%	$\underline{X}^2$, N.S.
Career Plans				
	A. Service oriented	87%	67%	
	Psychology	45%	-	
	Social serv., nursing	21%	17%	
	medicine			
	Education	21%	50%	
	B. Nonservice oriented	13%	33%	
	Science, math	3%	17%	
	Humanities	-	8%	
	Undecided	10%	8%	$\underline{X}^2_{A+B}$=19.9, P<.001
Course credit for volunteer service yes		(17) 58%	(1) 7%	$\underline{X}^2_1$=17.0 p <.001
Hours carrying per semester		full load	full load	

TABLE 3 (continued)

	OLD STAYS N=29		OLD DROPS N=14	
Grade Point Average (GPA)				
A,B+		32%		38%
B,B-		50%		54%
C		18%		8%
Total volunteer hours served	N	%	N	%
DROP 0-19 hr.	5	6	14	100
LOW 20-39 hr.	12	15	-	
MEDIUM 40-63 hr.	24	31	-	
HIGH 64-25 hr.	37	47	-	
	78		14	
Hours working/week besides volunteering	100% working		85% working	
5-20 hr.		75%		78%
20+ hr.		25%		7%
Referral Source for volunteer program				
Class/Professor		66%		46%
Friends/former volunteers		20%		23%
Advertisements		7%		8%
School newspaper		7%		23%
Room Assigned	N	% of room volunteers		
1. Blue	5	25	1	7%
2. Red	4	31	1	7
3. Green	6	21	2	14
4. Tangerine	3	10	2	14
5. White	10	37	3	21
Unknown		-	5	36
	28		14	
Volunteer meetings attended				
None	8	28%		100%
LOW 1-5	15	51%		--
MED. 6-10	4	14%		--
HIGH 12-30	2	7%		--
Signed Survey	22	75%	12	86%

TABLE 4

DEMOGRAPHIC COMPARISON OF SECOND SEMESTER GROUPS (NEW): SUCCESSFUL VOLUNTEERS (STAYS) AND DROPOUTS (DROPS).

		NEW STAYS N=29	NEW DROPS N=6	
Age		$\bar{X}$=20.3 yr.	$\bar{X}$=23 yr.	
Sex	Males	(11) 38%	(2) 33%	
	Females	(18) 62%	(4) 66%	
Year in school		$\bar{X}$=2.8 yr. 2nd sem. soph.	$\bar{X}$=2.2 yr. 1st sem. soph.	
School	Loyola Univ.	(17) 59%	(4) 66%	
	Other Univ.	(10) 34%	(2) 33%	
	Not in school	(2) 7%	-	
Major				
	A. Service Oriented	42%	50%	
	Psychology	(14) 48%	(3) 50%	
	Social serv., nursing medicine	(3) 10%	-	
	Education, special ed.	(4) 14%	-	
	B. Nonservice oriented	27%	50%	
	Science, math	(4) 14%	(1) 17%	
	Humanities	(1) 3%	-	
	Undecided	(3) 10%	(2) 33%	$\underline{X}^2_1$, N.S.
Career Plans				
	A. Service oriented	76%		
	Psychology	(15) 60%	NA	
	Social serv., nursing medicine	(3) 12%		
	Education	(1) 4%		
	B. Nonservice oriented	24%		
	Science, math	(2) 8%		
	Humanities	(1) 4%		
	Undecided	(2) 8%		
	Other	(1) 4%		
Course credit for volunteer service	yes	(19) 70%	(0) 0	
	no	(8) 30%	(6) 100%	
Hours carrying per semester		full load	full load	$\bar{X}$=15 hrs.

TABLE 4 (continued)

	NEW STAYS N=29		NEW DROPS N=6	
Grade point average (GPA)				
A,B+	(8)	38%	(1)	17%
B,B-	(9)	43%	(2)	33%
C	(4)	19%	(1)	17%
Total volunteer hours served				
DROP 0-19 hr.			(5)	83%
LOW 20-39 hr.			(1)	17%
MEDIUM 40-63 hr.				-
HIGH 64-25 hr.				-
House working/week besides volunteering	61% working		50% working	
5-20 hrs.	(16)	54%	(2)	34%
20 + hrs.	(2)	7%	(1)	16%
Referral source for volunteer program				
Class/professor	(8)	33%	(3)	50%
Friends/former volunteers	(10)	42%	(3)	50%
Advertisements	(4)	17%		-
School newspaper		-		-
Room assigned				
1. Blue	(7)	24%	(3)	50%
2. Red	(3)	10%	(1)	17%
3. Green	(7)	24%		-
4. Tangerine	(7)	24%	(1)	17%
5. White	(5)	17%	(1)	17%
Unknown				
Volunteer Meetings Attended				
None	(9)	36%		100%
Low 1-5	(7)	28%		-
Med. 6-10	(4)	16%		-
High 12-30	(5)	20%		-
Signed				
YES	(21)	75%	(16)	80%

the majority of all STAYS (87%) and all Dropouts (75%) were working at least part-time beyond their classwork and volunteer experience.

The seventh hypothesis that Volunteers would be more successful in rooms where they were regularly and adequately supervised and where the service situation was neither under- nor overstaffed was partially supported. Successful volunteers were more likely to know when regular supervisory meetings were held in the classroom and to report attending them. Their comments revealed that the attention, coaching and suggestions of the supervisors were important to their integrating the experience. They also rated their volunteer duties as very helpful to the Supervisors ($\bar{X}$=1.4) and to the children ($\bar{X}$=1.6) These ratings of the volunteer duties were on a scale of 1 = very much so, to 4 = Not at all.

Criterion group data

The first semester Volunteers, both DROPS and STAYS, were surveyed to establish criterion groups. Their demographic and personality data was to be used as a benchmark for trying to predict successful co-volunteers from among the applicants of second semester. Table 3 compares the two groups designated OLD STAYS and OLD DROPS. Stays had served a minimum of twenty hours in the semester in which they had applied. Among OLD STAYS the average age was 20.7 years, they were in third year of college. Most (75%) were females, 25% males; 80% attended Loyola University, 15% other nearby universities, and 5% were not in school. The vast majority (86%) were majoring in an academic area related to human services: psychology 62%, social service, nursing and

medicine 12% and education 12%. The remaining 14% were majoring in science and math (3%) or humanities (8%); one person was undecided (3%). Their career plans mirrored their academic majors (87%) with a human services orientation; i.e., psychology 45%, social services, nursing and medicine 21%, education 21%; science 3%, and 10% undecided. The majority 58% earned course credit for their volunteering experience. They reported hearing about the volunteering program through their professors in class (66%), another 20% were referred by friends or former volunteers. The remaining students had seen advertisements in the school newspaper (7%) or on bulletin boards (7%). They signed their survey responses 85% of the time.

Comparison of NEW and OLD volunteers

The NEW STAYS were surveyed at the end of their first semester of service while the OLD STAYS had been associated with the program for at least a semester (26% whole year; 13% for a year and a half to three and a half years) when surveyed. The majority of all Volunteers planned to end their service after the semester in which they were serving (72%), another 6% had already finished, and more than a fifth (22%) planned to continue for an unspecified length of time.

There were few demographic differences between the criterion groups of OLD STAYS and OLD DROPS, the NEWS and OLDS, and the STAYS and DROPS, and most of these changes did not reach statistical significance.

There were significantly more students enrolled in service oriented majors among the STAYS than the DROPS, $\underline{X}^2_1=19.9$, $\underline{p} <.001$. Only 7% of the surveyed DROPS were anticipating course credit for their service

in contrast to the more than half (58%) of the STAYS who would receive credit. ($\underline{X}^2_1$=17.03, $\underline{p}$ <.001).

Reliability and cross validation of personality results

Half the second semester applicants participated in the post-volunteering survey and ACL retest. Their test-retest data was examined for reliability and significant differences between the matched pairs of means (Table 5). No significant differences between the means were revealed for these matched samples. The correlation coefficients range from .42 to .82 which while not strong are acceptable to establish the ACL reliability with this population.

The reliability data permitted post hoc examination of the pre-test data from all applicants as STAYS and DROPS increasing the sample sizes. These samples of NEW STAYS (N=50) and NEW DROPS (N=20) are compared (Table 6) for significant differences between means with a special interest in validating the findings from the criterion groups that OLD DROPS had scored lower than OLD STAYS on need for order and higher than OLD STAYS on lability and need for change. There are no significant differences however and the criterion groups' findings apparently represented a weak phenomenon unable to be replicated with other samples or was sample-specific.

The means of two combined groups of post-test only (OLD plus NEW) are compared in Table 6. Here only one difference on the affiliation scale approached significance where ALL STAYS scored higher than ALL DROPS ($\underline{t}_{72}$=1.60, $\underline{p}$ <.06). This finding, however, lacks cross validation from any other STAY/DROP combinations.

TABLE 5

ACL TEST-RETEST RELIABILITY AND t-TESTS FOR THE 35 APPLICANTS WHO WERE RETESTED

ACL Scales	Pretest $\bar{X}$	Pretest sd	Posttest $\bar{X}$	Posttest sd	t test 34df	Reliability Correlation Coefficient
2. DF	51.0	9.6	52.3	8.0	-1.01	.65
3. FAV	53.3	11.5	55.5	10.5	-1.32	.62
4. UNFAV	44.8	5.2	46.2	6.8	-1.42	.58
5. SCFD	49.9	9.9	50.6	9.4	-0.56	.76
6. SCN	51.5	7.7	49.7	9.7	1.85	.81
7. LAB	53.8	8.9	55.9	9.2	-1.28	.42
8. PERADJ	49.7	9.2	49.8	8.6	-0.05	.68
9. ACH	52.8	9.9	52.7	8.8	0.04	.61
10. DOM	52.0	10.0	51.9	9.0	0.05	.73
11. END	52.6	11.0	53.0	8.9	-0.34	.77
12. ORD	50.5	10.1	51.0	9.9	-0.40	.80
13. INT	55.6	11.3	57.2	9.8	-1.04	.64
14. NUR	53.9	9.6	53.3	8.2	0.51	.68
15. AFF	50.0	9.4	51.5	8.1	-1.07	.53
16. HET	51.6	8.7	53.6	9.8	-1.73	.71
17. EXH	50.2	8.5	50.8	9.7	-0.61	.79
18. AUT	51.5	9.6	52.2	8.0	-0.54	.68
19. AGG	48.4	8.4	49.0	7.0	-0.64	.80
20. CHA	52.4	8.5	51.9	10.3	0.39	.62
21 SUC	46.2	7.3	47.2	8.0	-0.95	.65
22. ABA	48.9	8.4	48.2	8.2	.61	.73
23. DEF	47.6	9.1	47.1	9.2	.45	.72
24. CRS	50.9	7.7	49.8	7.0	.97	.58

None Significant

TABLE 6

APPLICANT ACL MEANS POST HOC COMPARISON OF STAYS AND DROPS (NEW) IN THE SECOND SAMPLE

	NEW STAYS N=50		NEW DROPS N=20	
	$\bar{X}$	sd	$\bar{X}$	sd
2. DF	53.1	9.0	51.3	6.9
3. FAV	54.7	10.9	55.0	8.4
4. UNFAV	44.4	5.6	45.3	7.0
5. SCFD	50.7	9.3	52.4	11.4
6. SCN	51.6	9.5	49.7	10.0
7. LAB	53.4	10.8	52.9	10.6
8. PERADJ	50.7	9.0	51.1	6.6
9. ACH	52.3	8.7	55.5	7.4
10. DOM	52.5	9.0	55.5	7.9
11. END	53.3	9.6	53.0	8.9
12. ORD	50.5	9.1	51.2	8.8
13. INT	55.3	11.0	54.9	7.6
14. NUR	54.1	9.1	53.8	6.8
15. AFF	50.7	9.7	49.6	6.8
16. HET	52.0	9.7	51.2	9.5
17. EXH	50.6	8.9	51.6	11.5
18. AUT	51.0	9.2	53.6	9.7
19. AGG	48.1	9.3	49.9	7.3
20. CHA	51.9	10.4	52.3	10.1
21. SUC	44.8	7.4	45.0	10.3
22. ABA	48.2	8.1	45.9	8.5
23. DEF	48.2	9.4	46.6	9.0
24. CRS	49.3	8.6	51.6	7.9

$\underline{t}_{68}$ None Significant

Personality Characteristics

The *t* test was used to compare ACL scale means for each of several pairs of groups. On the criterion group comparison, OLD STAYS and OLD DROPS differed significantly on three scales at the .05 level. STAYS were significantly lower on lability and need for change and DROPS were significantly lower on need for order.

The post-tested NEW STAYS and NEW DROPS comparisons (Table 7) show the direction of the differences held for two-thirds of the scales. Reversals in direction are noted on the other eight: lability, change, order, exhibition, autonomy, abasement, deference, and counseling readiness. However, none of these reached significance. With a small sample size the test lacked power.

The combined post-tested group means ALL STAYS/ALL DROPS are compared in Table 8. An interesting trend from the other STAY/DROP combinations approached significance on the Affiliation scale where all STAYS scored higher than all DROPS ($t_{72}=1.60$, $p < .06$).

Finding no significant differences beyond those due to chance or sampling error in the quantitative data, an attempt was made to establish qualitative differences on the Adjective Check List scales. Examination of the three highest and three lowest ACL scale scores for each subject in the criterion groups (OLDS) and in the applicant groups (NEWS) was not fruitful in establishing a pattern. The small samples of DROPS and small differences between means for OLD/NEW and STAY/DROP made establishment of cutoff scores impossible.

TABLE 7

ACL MEANS FOR POSTTESTED NEW STAYS AND NEW DROPS

	NEW STAYS N=29		NEW DROPS N=6		
	$\bar{X}$	sd	$\bar{X}$	sd	
1. No. adj. ckd	42.2	13.1	40.7	10.4	
2. Defensiveness	52.4	8.4	50.3	4.5	
3. Favorable adj. checked	55.2	11.1	53.3	6.3	
4. Unfavorable adj. checked	46.8	7.0	43.8	5.4	
5. Self confidence	50.7	9.2	47.2	49.6	
6. Self control	49.2	10.2	53.0	6.9	
7. Lability	56.1	9.4	52.7	9.5	R
8. Personal Adjustment	49.4	8.9	49.5	5.8	
9. Achievement	52.2	9.2	53.0	4.3	
10. Dominance	52.0	9.1	49.0	7.2	
11. Endurance	52.0	9.3	56.3	2.8	
12. Order	49.6	10.0	57.1	6.1	R
13. Intraception	56.4	10.7	57.8	4.4	
14. Nurturance	52.8	8.8	56.2	3.9	
15. Affiliiition	51.8	8.6	48.2	5.9	
16. Heterosexuality	54.4	10.1	48.7	8.3	
17. Exhibition	52.0	9.6	43.5	9.4	R
18. Autonomy	52.8	8.2	47.0	5.5	R
19. Aggression	49.6	7.2	45.8	5.4	
20. Change	52.7	9.9	45.0	12.3	R
21. Succorance	47.1	8.3	49.2	7.2	
22. Abasement	48.0	8.0	52.7	10.0	R
23. Deference	46.0	8.6	56.0	8.0	R
24. Counseling Readiness	48.9	7.2	53.8	4.9	R

$\underline{t}_{33}$ - None Significant

R = direction reversed from criterion group.

TABLE 8

ACL MEANS FOR COMBINED POSTTEST GROUPS
ALL STAYS AND ALL DROPS (OLD AND NEW)

	NEW STAYS N=29		NEW DROPS N=6		
	$\bar{X}$	sd	$\bar{X}$	sd	
1. No. adj. ckd	41.5	12.5	38.8	9.3	
2. Defensiveness	52.7	7.8	51.8	6.6	
3. Favorable adj. checked	55.4	9.5	54.1	8.6	
4. Unfavorable adj. checked	46.0	7.9	44.6	6.4	
5. Self confidence	51.2	8.3	49.5	9.5	
6. Self control	50.6	9.4	51.5	8.9	
7. Lability	53.8	91.3	54.9	10.6	
8. Personal Adjustment	49.9	8.1	48.3	8.9	
9. Achievement	53.3	8.3	53.8	7.8	
10. Dominance	52.9	8.2	53.8	9.2	
11. Endurance	53.1	8.0	54.2	6.7	
12. Order	51.5	8.7	51.8	8.9	
13. Intraception	56.1	9.7	54.7	8.2	
14. Nurturance	53.6	8.6	53.2	7.2	
15. Affiliation	51.6	8.4	48.7	6.3	*
16. Heterosexuality	53.5	9.6	50.9	9.9	
17. Exhibition	51.4	9.5	50.8	11.2	
18. Autonomy	53.1	8.9	50.6	9.2	
19. Aggression	49.1	8.0	48.8	8.4	
20. Change	51.9	9.2	53.0	11.8	
21. Succorance	46.3	7.4	47.4	6.8	
22. Abasement	47.8	8.0	48.3	9.6	
23. Deference	46.7	9.1	48.8	10.6	
24. Counseling Readiness	49.6	9.0	51.6	8.3	

t_{72} *Significant to $p < .05$

Characteristics of successful volunteers

Successful volunteers reported very positive feelings in general about their supervisors ($\bar{X}$=2.57) the classroom ($\bar{X}$=1.94), and the day school ($\bar{X}$=1.96) on a seven point scale from -3 very unpleasant to +3 very pleasant.

The turnover rate is quite high even within an academic year. At the time of this survey (late spring) more than half of the volunteers (60%) had served a semester or less, a quarter had worked for the whole year (26%) and 13% had been associated with the program for longer than a year, including some as long as three and a half years.

The average total amount of volunteer time served was 75 hours for all STAYS (N=70). This number is somewhat inflated by the OLD STAYS' longer association with the program.

Volunteer ratings by supervisors

The majority of volunteers (54%) were rated by their supervisors as being among the top 20% of all volunteers they had known (Table 9). The mean overall effectiveness rating by supervisors was 2.37 on a 1 (lowest 20%) to 3 (highest 20%) scale. The volunteers were also rated highly using a four point (1=poor to 4=excellent) scale on thirteen items related to the volunteers' attitudes and abilities. The mean ratings are listed in Table 9 and range from 3.5 to 3.0. Creativity and the ability to set limits ranked lowest, receiving a 3.0 mean rating (good). The highest ranked mean ratings (3.5) were given for Patience, Tolerance and the Ability to follow directions.

TABLE 9

MEAN RATINGS OF VOLUNTEERS BY SUPERVISORS

Rating Scale:

1 = Bottom 20%	2 = Middle 20%	3 = Top 20%
N = 20 16%	N = 36 30%	N = 65 54%

Overall effectiveness in comparison with other volunteers you have known: $\bar{X} = 2.37$

Attitudes and Abilities

Rating Scale: 1 = Poor 2 = Fair 3 = Good 4 = Excellent

RANK		$\bar{X}$
4	Relationship to Child(ren)	3.2
2	Receptiveness to new ideas	3.4
2	Ability to work with others	3.4
5	Initiative	3.1
5	Attendance, Punctuality	3.1
3	Dependability	3.3
6	Creativity	3.0
2	Interest in duties	3.4
1	Ability to follow directions	3.5
6	Ability to set limits	3.0
1	Patience, Tolerance	3.5
2	Ability to relate to authority	3.4
3	Adaptability	3.3

Supervisory meetings

Weekly group meetings were held between the room supervisors and the volunteers. Each room organized and ran its own meetings. These gatherings provided a forum for various topics including administrative and organizational matters; discussion of the volunteers' personal reaction to the experience; support and encouragement in learning to deal with emotionally disturbed children; and supervision and training in learning various skills and techniques. Nearly a third of the volunteers added comments about their experience at meetings, e.g., including these: I was able to express and discuss problems as they came up; (I) found it good to express feelings about the children; enjoyed the conversations with supervisors and fellow volunteers; needed and appreciated the increased communication between volunteers. Other typical comments concerned the usefulness of the meetings for their designated purposes: learning, administration and mutual support.

Nonattendance at the volunteer meetings was explained by some as a time conflict with their class and work schedules. Others reported they were not ready to attend further meetings after finding their first several less than successful or helpful.

Volunteer meetings enhanced the consistency of approach to the children by the supervisors and by the volunteers across all shift lines. Cooperation and organization improved.

Dropouts

The DROPS were remarkably similar to STAYS in demographic characteristics. Statistically significant differences appeared in only one

category, academic major. The DROPS were twice as likely to be female (65%) as male; they were somewhat older than the STAYS ($\bar{X}$=21.8), though not quite as far along in their programs (second semester, sophomore). Three-quarters of them were employed part-time, only slightly less than the 87% of STAYS. Only one person had been planning to receive course credit in contrast to the almost two-thirds (62%) of the STAYS. Their academic choices were almost split between service and nonservice oriented majors. Similar to the STAYS the majority of the students reported GPAs in the B, B- range.

Various reasons were presented by the DROPS for not continuing their volunteer service, including grades and homework required more time (43%); not interested or not able to work with emotionally disturbed children (14%); needed more flexible hours (10%); and some reported they were never recontacted by the room supervisor (19%).

Length of Volunteer commitment

Regarding the length of time volunteers stayed at the day school, at the time of the study 60% had been there a semester or less, 26% for the whole school year, and 13% had been associated with the school for longer than a year, including up to three and a half years.

Comparison by Rooms

Examination of STAY/DROP volunteers by classrooms revealed no significant differences between the first (OLD) and second (NEW) semester (Table 10).

TABLE 10

VOLUNTEER ASSIGNMENTS BY ROOM BY SEMESTER (OLD/NEW)
AND BY SUCCESS (STAY/DROP)

Volunteer Assignments

ROOM	1. Blue	2. Red	3. Green	4. Tangerine	5. White	UN-KNOWN	TOTALS
1st semester							235
OLD STAYS	20	13	28	29	27	0	117
OLD DROPS						48	48
2nd Semester	18	8	13	17	14		70
NEW STAYS	10 55%	7 87%	12 92%	13 76%	8 57%		50 71%
NEW DROPS	8 45%	1 13%	1 8%	4 24%	6 43%		20 29%

Survey Participants by Percentage of Room by Semester and by Success

ROOM	1. Blue	2. Red	3. Green	4. Tangerine	5. White	UN-KNOWN	TOTALS
OLD STAYS	5 25%	4 31%	6 21%	3 10%	10 37%		28 24%
OLD DROPS	1	1	2	2	3	5	14
NEW STAYS	7 39%	3 38%	7 58%	7 44%	5 31%		29 41%
NEW DROPS	3	1	-	1	1	-	6

CHAPTER V

DISCUSSION AND CONCLUSIONS

The study was designed to establish demographic and personality characteristics of the successful volunteer in a day treatment program for emotionally disturbed children. Small sample size in the two DROP groups, criterion (OLD) and applicant (NEW), reduced the power of the comparisons discussed here. Combined groups of all STAYS and all DROPS were formed and descriptive comparisons were made. What characterizes the volunteers who have learned to provide the children with consistent direction and grown more comfortable in the face of emotional disturbance?

Some trends in the demographic data suggest that the college student who completes an agreed on semester of service is a service-oriented social science major. The volunteer is typically female, in second or third year of college, and an average or better student, though not one usually who receives top grades. She is carrying a full course load of 15 hours and receiving full or partial course credit for her service in the day school. Besides volunteering 4-6 hours each week, she is employed between 5-20 hours per week.

The volunteer whose classroom experience is supervised and supplemented with weekly volunteer meetings, and pertinent course work in developmental psychology and communication skills training is more likely to be successful.

The Manual failed to include the normative data from which the standard score tables were derived. The STAY/DROP means were therefore

compared to a mean of 50 and a standard deviation of ten; no significant differences were found. From the ACL scale score trends the following can be said to characterize the Stayers or successful volunteers. They are nurturant, intraceptive, affiliative, seek achievement, autonomy and dominance; they enjoy a change of pace and are likely to endorse favorable adjectives in describing themselves. They rate themselves lower in need for succorance, deference, and abasement, and endorse fewer unfavorable adjectives in their self description.

Many college students are eager to try a variety of experiences during their undergraduate years. Some of these students contract with the day school for a semester of service. As the time ends they are ready to move on to other experiences as part of their search for identity. A small core of the volunteers seem to adopt the school as their place in the university community. They stay for several semesters beyond their original commitment apparently finding their identity in conjunction with the school, the staff and the children. When they are effective with the children the staff encourages their continuing. The presence of experienced people in the classrooms who know the children is a stabilizing and calming influence. This is especially true at the beginning of a semester when many new staff members, mainly inexperienced volunteers, are being incorporated into the school program.

The well-documented homogeneity of the college population has been illustrated in this sample drawn from a large, private, urban midwestern university. In addition to rigorous selection for college admission, the participants in this research project had chosen a volunteer experience in a day treatment program for emotionally disturbed

children. Among the applicants another selection process occurred, eliminating another source of variance, when students were asked to participate in the research project. Only half the second semester applicants and a quarter of the first semester applicants participated in the study. The respondents are not a random sample and probably represent the more satisfied of all the volunteers. The percentages of the two DROP groups are each slightly more than a quarter of the population but the numbers are so small as to reduce the power of the statistical comparisons. The sum result of these several selection processes is a homogeneous sample of cooperative, interested, service-oriented, young adults of similar intelligence, socioeconomic backgrounds, educational level and personality characteristics. Those who dropped and those who stayed for the length of their commitment did not differ in significant ways.

While numerous authors have touted the maturing, positive effects of volunteer experiences in mental health settings on college students' levels of self confidence, identity formation, self understanding and acceptance, McKian (1977) added a note of reason by suggesting that a number of these changes are typical of the maturing process of late adolescence. Indeed the experience no doubt has practical important effects. However, many may be of the more practical variety such as clarifying career choice options, introducing one to the mental health field, making personal contacts with professionals who may be future reference sources, and receiving feedback on one's personal suitability for the field. The students who choose these volunteer experiences are probably ready for or in the midst of a maturing process that is able to

be enhanced by their apprenticeship.

The volunteer screening and selection process of Loyola Day School will not be changed noticeably by this study for it seems as though the undergraduates do most of the selection themselves. This finding parallels Scheibe's (1965) report that self-selected volunteers have a low attrition rate. Seventy percent of these students complete their agreed on semester of service. The other thirty percent decide that the experience is not to their liking and explain their quitting by saying so. Some rationalize their dropping by noting job and work requirements. A few seem to have legitimate schedule conflicts that preclude their service. Those who report that they were never contacted by a supervisor seem to have really changed their minds anyway. Some others who received no call took the initiative to stop in or phone to check on their assignment. In the past four years only two volunteers have been asked by the staff to leave the program.

The uniformly high ratings of the volunteers by the supervisors is another demonstration of the homogeneity of the sample. These intelligent, willing, interested young adult volunteers similarly reported feeling accepted by the staff. The staff and the volunteers seem to respect and appreciate one another and each other's service contribution.

Since the volunteers are all motivated to serve and, as illustrated by this study, greatly similar in demographic and personality characteristics, an examination of what happens in the school to the volunteer on a day to day basis is probably the next critical area of research. Continued study of volunteer paraprofessionals working with children should focus on program evaluation. The quality of training

and on-going supervision effectiveness should be examined from the viewpoint of both the supervisor and the volunteer. The ambiance of each classroom should be individually evaluated by volunteers, supervisors and outside judges.

College students who expressed interest in mental health service to children were remarkably similar to one another on ACL personality variables. This similarity resulted in few significant differences between various samples of successful volunteers (STAYS) and dropouts (DROPS). A pattern of the ACL scale score trends however was generated to describe the successful volunteer. This study has demonstrated that it is difficult to predict success among volunteers based on their personality characteristics. An obvious conclusion is that this direction of research is not fruitful. A more critical focus would be the situational variables involved in training supervisors and volunteers. The interaction between experience levels and training in each classroom and throughout the school, and the cooperation and teamwork among the supervisors and volunteers could all profitably be examined as part of a program evaluation project.

SUMMARY

Undergraduate volunteers (N=103) at the Loyola University Day School, a day treatment facility for emotionally disturbed children, were tested with the Adjective Check List (ACL). The study proposed to develop a list of the personality and demographic characteristics that would identify successful volunteers (Stayers) from among the applicants. The importance of identifying successful candidates was highlighted by the Day School's reliance on volunteers for a major portion of its direct service to the children. Since volunteers typically donated only a semester of service the turnover rate has been high. The school staff wanted to maximize the volunteer training program by finer candidate selection.

Samples of Stayers (N=29) and Dropouts (N=14) were tested as the criterion group while all new Applicants during a six month period (N=70) were pretested before their volunteer experience and again afterwards. Time card reports and Supervisor's ratings were examined on all Stayers. Findings showed that Stayers and Dropouts were remarkably similar in personality and demographic characteristics. Significant differences found between the criterion groups on three scales, e.g., that Dropouts scored lower on need for order and higher on lability and need for change than Stayers, were not cross validated by the second sample. There was a consistent ratio of two females to one male among Stayers and Dropouts; they maintained a grade point average of B, carrying full course loads. The majority were working at least part-time beyond their classwork and volunteering. Stayers were significantly more likely to be receiving

course credit for their service than Dropouts. Stayers were more frequently enrolled in service-oriented academic majors such as psychology, premedicine, education, and social service than the Dropouts were and they planned careers in similar areas. The similarities between Stayers and Dropouts were discussed in terms of the several selection processes involved in choosing volunteer work with children. Future research applications for volunteer training programs were also discussed.

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APPENDICES

APPENDIX A

LOYOLA DAY SCHOOL VOLUNTEER PROGRAM

The Loyola Day School would appreciate your prompt cooperation in evaluating volunteer _____ now working in your classroom: BLUE RED GREEN TANGERINE WHITE

Scheduled Hours: _____ No. Vol. Mtgs. attended _____

Duration of assignment: _____

Brief description of tasks _____

_____

Please rate the overall effectiveness of this person as a volunteer in comparison with other volunteers you have known:

_____Bottom 20% _____Middle 20% _____Top 20%

Please circle the appropriate response, using the following rating scale:

1 = Poor 2 = Fair 3 = Good 4 = Excellent N = not enough information.

Relationship to child(ren)	1	2	3	4	N
Receptiveness to new ideas	1	2	3	4	N
Ability to work with others	1	2	3	4	N
Initiative	1	2	3	4	N
Attendance, Punctuality	1	2	3	4	N
Dependability	1	2	3	4	N
Creativity	1	2	3	4	N
Interest in duties	1	2	3	4	N
Ability to follow directions	1	2	3	4	N
Ability to set limits	1	2	3	4	N
Patience, Tolerance	1	2	3	4	N
Ability to relate to authority	1	2	3	4	N
Adaptability	1	2	3	4	N

Please write any additional comments on the back (e.g. strengths, weaknesses).

_____ _____

Date Signature

APPENDIX B

LOYOLA DAY SCHOOL EVALUATION

The staff invites your participation in a Day School survey of current and former volunteers. We would appreciate your frank responses to the evaluation and the Adjective Check List, a brief self-descriptive instrument. For the volunteers new this semester the ACL will be a retest. (Please us a #2 pencil) Strict confidentiality of the data will be maintained. Please feel free to add other comments or suggestions.

Please fold the completed packet and place in the sealed, marked box in either the Day School or Guidance Center today before you leave.

Thank you for your cooperation today and throughout the year. We could not run our Day School program as successfully without your continued support.

Sincerely,

Jean Keeley
Administrative Assistant
Loyola Guidance Center and Day School
274-5305

- -

Please turn in this tear sheet separately as a participant. You may give it to the Secretary at the Guidance Center or put it in the time card box in your Day School room.

DATE: ROOM: B R G T W

NAME: PHONE NUMBER(S):

P.S. Check here ____________ to receive a summary of the results next fall. If so, please add your address, too.

LOYOLA DAY SCHOOL SURVEY

Please provide the following information concerning the Day School, classroom, and supervisor you have worked for the last semester or two. Your personal comments and criticisms will be kept confidential.

Classroom: BLUE RED GREEN TANGERINE WHITE

What is the function or goal of this room?

How well do you feel that the room is fulfilling this? (Give examples if possible.)

Were you fully accepted by the staff you worked with, or did they consider you an outsider?

Please specify your duties as you saw them.

Please rate your feelings about your duties:
1 = Very much so 2 = Somewhat 3 = A little 4 = Not at all

_____Important?

_____Productive?

_____Interesting?

_____Too demanding physically?

_____Too demanding mentally?

_____Took too much of your time?

_____Frustrating?

_____Helpful for the children?

_____Helpful for the coordinators?

_____Menial given your abilities?

_____Too difficult given your abilities?

_____In line with your interests?

ADDITIONAL COMMENTS CONCERNING YOUR DUTIES:

Supervisors' names_____
Please circle the one with whom you usually work and complete the ratings on that person:

Please circle the appropriate response:
1 = Never 2 = Sometimes 3 = Usually 4 = Constantly
Did your supervisor:

Clarify what was expected of you?	1	2	3	4
Explain procedures adequately?	1	2	3	4
Encourage questions?	1	2	3	4
Answer questions clearly?	1	2	3	4
Expect too much from you?	1	2	3	4
Show understanding?	1	2	3	4
Criticize unjustly?	1	2	3	4
Accept your presence?	1	2	3	4
Accept suggestions willingly?	1	2	3	4
Encourage your participation?	1	2	3	4
Demonstrate professional abilities?	1	2	3	4
Generate inspiration in you?	1	2	3	4
Show interest in your performance?	1	2	3	4
Show respect for the children?	1	2	3	4

Additional comments concerning the room coordination and use of volunteers:

Frequency of volunteer meetings held in your room_____
Number of volunteer meetings you attended_____
Please comment on content and personal value of volunteer meetings:

Please evaluate your overall experience using these rating scales.
Place an "X" over the rating that best expresses your feelings.

	very unpleasant						very pleasant
	-3	-2	-1	0	+1	+2	+3
Supervisors	-3	-2	-1	0	+1	+2	+3
Classroom	-3	-2	-1	0	+1	+2	+3
Day School	-3	-2	-1	0	+1	+2	+3

PERSONAL DATA: Began volunteering _____ (month & year) Ending _____ (date)

Returning as vol? _____ Prefer same room or different? _____

School _____ Yr. in school _____ Age _____ Sex _____

Major _____ No. hrs. carrying/sem. _____ GPA _____

Career/Job plans _____

No. hrs working or other volunteering/week _____

Course credit for volunteering? Please describe:

_____
Course # & prof's name

How did you hear about the Day School? _____

What have you learned from volunteering that wasn't available in a class or text?

What changes would you suggest for the school? the children? volunteer training? orientation to the program?

Please add any other comments or criticisms about your experience at the Day School.

_____ _____
Date Signature (optional)

LOYOLA DAY SCHOOL VOLUNTEER RECRUITMENT SURVEY

SCHOOL_____YR. IN SCHOOL_____ AGE_____ SEX_____

MAJOR_____NO.HRS. CARRYING SEMESTER_____

NO.HRS. WORKING OR OTHER VOLUNTEERING/WK._____ GPA _____

CAREER/JOB PLANS _____

HOW DID YOU HEAR ABOUT VOLUNTEERING AT THE DAY SCHOOL? _____

_____

WOULD YOU HAVE RECEIVED COURSE CREDIT FOR VOLUNTEERING?
please describe:

_____
course number & professor's name

PLEASE CHECK ALL THE ITEMS THAT APPLY:

_____called the Guidance Center/Day School for an orientation _____
mo./yr.

_____attended an orientation

_____completed application forms

_____assigned to ____Blue ____Red ____ Green ____ Tangerine ____ White room

_____called or contacted by room coordinator _____
NAME

_____called the Guidance Center to find out my assignment

_____worked at the Day School for _____hours

_____attended a volunteer meeting

Would or have you recommended the Day School to your friends?

What happened that you did not continue as a Day School volunteer?

_____ _____
Date Signature (optional)

APPENDIX C

NAME (see directions below)

DIRECTIONS FOR USING NAME GRID: In the boxes above, print your last name first. Skip a box, then print as much of your first name as possible. Below each box blacken the circle that is lettered the same as the letter in the box. Blacken the blank circle for spaces.

I.D. NO./SPECIAL CODES
(use only as directed)

FOR NCS USE ONLY

SEX: MALE ○ FEMALE ○

AGE _____ DATE _____ SCHOOL _____

NCS ANSWER SHEET FOR

THE ADJECTIVE CHECK LIST

BY HARRISON G. GOUGH

Published by Consulting Psychologists Press
577 College Ave., Palo Alto, Calif.

DIRECTIONS FOR USING NCS ANSWER SHEET

This answer sheet contains a list of 300 adjectives. Please read them quickly and blacken in the circle beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and fill the circles for the adjectives which describe you as you really are, not as you would like to be. BE SURE TO TURN THE PAGE OVER and continue through adjective No. 300 on the reverse side.

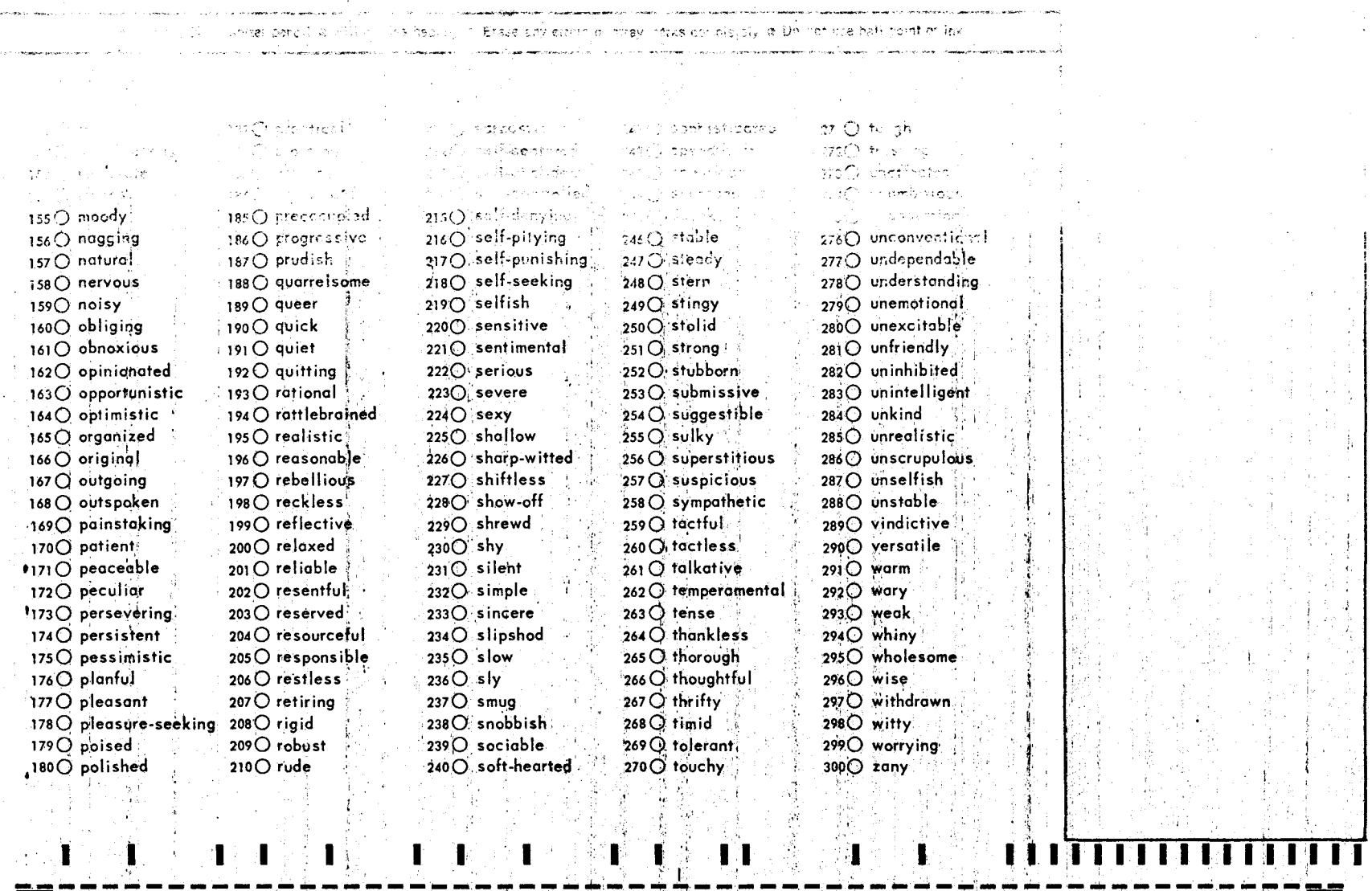
● Use No. 2½ or softer pencil ● Fill circles heavily ● Erase any errors or stray marks completely ● Do not use ball point or ink ● Example: ●

1 ○ absent-minded	31 ○ cheerful	61 ○ dependent	91 ○ foresighted	121 ○ impulsive
2 ○ active	32 ○ civilized	62 ○ despondent	92 ○ forgetful	122 ○ independent
3 ○ adaptable	33 ○ clear-thinking	63 ○ determined	93 ○ forgiving	123 ○ indifferent
4 ○ adventurous	34 ○ clever	64 ○ dignified	94 ○ formal	124 ○ individualistic
5 ○ affected	35 ○ coarse	65 ○ discreet	95 ○ frank	125 ○ industrious
6 ○ affectionate	36 ○ cold	66 ○ disorderly	96 ○ friendly	126 ○ infantile
7 ○ aggressive	37 ○ commonplace	67 ○ dissatisfied	97 ○ frivolous	127 ○ informal
8 ○ alert	38 ○ complaining	68 ○ distractible	98 ○ fussy	128 ○ ingenious
9 ○ aloof	39 ○ complicated	69 ○ distrustful	99 ○ generous	129 ○ inhibited
10 ○ ambitious	40 ○ conceited	70 ○ dominant	100 ○ gentle	130 ○ initiative
11 ○ anxious	41 ○ confident	71 ○ dreamy	101 ○ gloomy	131 ○ insightful
12 ○ apathetic	42 ○ confused	72 ○ dull	102 ○ good-looking	132 ○ intelligent
13 ○ appreciative	43 ○ conscientious	73 ○ easy-going	103 ○ good-natured	133 ○ interests narrow
14 ○ argumentative	44 ○ conservative	74 ○ effeminate	104 ○ greedy	134 ○ interests wide
15 ○ arrogant	45 ○ considerate	75 ○ efficient	105 ○ handsome	135 ○ intolerant
16 ○ artistic	46 ○ contented	76 ○ egotistical	106 ○ hard-headed	136 ○ inventive
17 ○ assertive	47 ○ conventional	77 ○ emotional	107 ○ hard-hearted	137 ○ irresponsible
18 ○ attractive	48 ○ cool	78 ○ energetic	108 ○ hasty	138 ○ irritable
19 ○ autocratic	49 ○ cooperative	79 ○ enterprising	109 ○ headstrong	139 ○ jolly
20 ○ awkward	50 ○ courageous	80 ○ enthusiastic	110 ○ healthy	140 ○ kind
21 ○ bitter	51 ○ cowardly	81 ○ evasive	111 ○ helpful	141 ○ lazy
22 ○ blustery	52 ○ cruel	82 ○ excitable	112 ○ high-strung	142 ○ leisurely
23 ○ boastful	53 ○ curious	83 ○ fair-minded	113 ○ honest	143 ○ logical
24 ○ bossy	54 ○ cynical	84 ○ fault-finding	114 ○ hostile	144 ○ loud
25 ○ calm	55 ○ daring	85 ○ fearful	115 ○ humorous	145 ○ loyal
26 ○ capable	56 ○ deceitful	86 ○ feminine	116 ○ hurried	146 ○ mannerly
27 ○ careless	57 ○ defensive	87 ○ fickle	117 ○ idealistic	147 ○ masculine
28 ○ cautious	58 ○ deliberate	88 ○ flirtatious	118 ○ imaginative	148 ○ mature
29 ○ changeable	59 ○ demanding	89 ○ foolish	119 ○ immature	149 ○ meek
30 ○ charming	60 ○ dependable	90 ○ forceful	120 ○ impatient	150 ○ methodical

CONTINUE ON REVERSE SIDE →

Scored by NATIONAL COMPUTER SYSTEMS,
4401 West 76th St., Minneapolis, Minn. 55435

NCS Trans-Optic P103B-10



155 ○ moody
156 ○ nagging
157 ○ natural
158 ○ nervous
159 ○ noisy
160 ○ obliging
161 ○ obnoxious
162 ○ opinionated
163 ○ opportunistic
164 ○ optimistic
165 ○ organized
166 ○ original
167 ○ outgoing
168 ○ outspoken
169 ○ painstaking
170 ○ patient
171 ○ peaceable
172 ○ peculiar
173 ○ persevering
174 ○ persistent
175 ○ pessimistic
176 ○ planful
177 ○ pleasant
178 ○ pleasure-seeking
179 ○ poised
180 ○ polished
185 ○ preoccupied
186 ○ progressive
187 ○ prudish
188 ○ quarrelsome
189 ○ queer
190 ○ quick
191 ○ quiet
192 ○ quitting
193 ○ rational
194 ○ rattlebrained
195 ○ realistic
196 ○ reasonable
197 ○ rebellious
198 ○ reckless
199 ○ reflective
200 ○ relaxed
201 ○ reliable
202 ○ resentful
203 ○ reserved
204 ○ resourceful
205 ○ responsible
206 ○ restless
207 ○ retiring
208 ○ rigid
209 ○ robust
210 ○ rude
215 ○ self-pitying
216 ○ self-punishing
217 ○ self-seeking
218 ○ selfish
219 ○ sensitive
220 ○ sentimental
221 ○ serious
222 ○ severe
223 ○ sexy
224 ○ shallow
225 ○ sharp-witted
226 ○ shiftless
227 ○ show-off
228 ○ shrewd
229 ○ shy
230 ○ silent
231 ○ simple
232 ○ sincere
233 ○ slipshod
234 ○ slow
235 ○ sly
236 ○ smug
237 ○ snobbish
238 ○ sociable
239 ○ soft-hearted
240 ○ stable
245 ○ steady
247 ○ stern
248 ○ stingy
249 ○ stolid
250 ○ strong
251 ○ stubborn
252 ○ submissive
253 ○ suggestible
254 ○ sulky
255 ○ superstitious
256 ○ suspicious
257 ○ sympathetic
258 ○ tactful
259 ○ tactless
260 ○ talkative
261 ○ temperamental
262 ○ tense
263 ○ thankless
264 ○ thorough
265 ○ thoughtful
266 ○ thrifty
267 ○ timid
268 ○ tolerant
269 ○ touchy
270 ○ unconventional
276 ○ undependable
277 ○ understanding
278 ○ unemotional
279 ○ unexcitable
280 ○ unfriendly
281 ○ uninhibited
282 ○ unintelligent
283 ○ unkind
284 ○ unrealistic
285 ○ unscrupulous
286 ○ unselfish
287 ○ unstable
288 ○ vindictive
289 ○ versatile
290 ○ warm
291 ○ wary
292 ○ weak
293 ○ whiny
294 ○ wholesome
295 ○ wise
296 ○ withdrawn
297 ○ witty
298 ○ worrying
299 ○ zany
300 ○ zany

APPENDIX D

STANDARD SCORE ACL SCALE INTERCORRELATIONS FOR 800 MEN AND WOMEN.
(MANUAL, GOUGH & HEILBRUN, 1965, p. 29)

SCALE	No CKD	DF	FAV	UN-FAV	S-CFD	S SCN	LAB	PER ADJ	ACH	DOM	END	ORD	INT	NUR	AFF	HET	AUT	AGG	CHA	SUC	ABA	DEF	CRS
DF	13																						
FAV	21	67																					
UNFAV	20	-43	-43																				
SCFD	06	24	33	-09																			
SCN	-10	51	42	-59	00																		
LAB	08	05	16	00	20	-23																	
PERADJ	00	63	70	54	19	57	01																
ACH	03	51	57	-38	48	36	12	51															
DOM	02	42	47	-27	65	12	11	28	68														
END	-02	57	47	-41	30	57	-20	49	64	47													
ORD	04	50	48	-37	19	53	-21	44	55	38	72												
INT	21	59	58	-38	13	43	11	56	34	19	42	37											
NUR	-11	56	63	-58	04	50	04	63	27	13	37	28	44										
AFF	092	65	59	-40	29	38	22	64	38	35	37	24	50	57									
HET	05	23	24	-16	23	02	25	11	04	26	04	-03	04	34	38								
EXH	03	-11	-08	19	42	-44	27	-26	07	39	-16	-18	-30	-23	04	42							
AUT	15	-26	-20	31	37	-43	14	-40	00	32	-19	-21	-32	-44	-20	05	48						
AGG	06	-41	-39	49	18	-60	09	-60	-11	05	-32	-28	-46	-61	-53	-09	42	56					
CHA	11	03	12	09	30	-39	37	-04	03	18	-33	-26	-03	-03	11	30	43	30	22				
SUC	06	-43	-39	38	-49	-27	03	-36	-34	-51	-48	-40	-32	-24	-37	-18	-04	-09	17	-08			
ABA	-05	-16	-17	-06	-50	17	-15	02	-35	-56	-14	-03	04	08	-09	-16	-48	-47	-33	-24	40		
DEF	-04	25	20	-34	-36	51	-23	29	-07	-21	22	26	20	46	18	03	-46	-65	-65	-41	10	51	
CRS	05	-31	-32	32	-08	-08	-17	-22	-17	-25	-14	-13	-04	-30	033	-37	-23	07	10	-06	16	14	-06

APPROVAL SHEET

This dissertation submitted by M. Jean Keeley has been read and approved by the following Committee.

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Professor, Psychology, Loyola University

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

4/23/79
Date

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Director's Signature