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Principal Motives of Positive Youth-Adult Relationships: A Model for Identifying the Motives of Adult Volunteers and Youth-Adult Relationships in Physical Activity-Based Youth Development Programs

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PRINCIPAL MOTIVES OF POSITIVE YOUTH-ADULT RELATIONSHIPS: A MODEL FOR
IDENTIFYING THE MOTIVES OF ADULT VOLUNTEERS AND YOUTH-ADULT
RELATIONSHIPS IN PHYSICAL ACTIVITY-BASED YOUTH DEVELOPMENT
PROGRAMS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Kinesiology

by
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To my mother, Shari, who's support, encouragement, and advice have upheld me throughout life and the journey to obtain a doctorate degree.

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ABSTRACT

The field of positive youth development has evolved in response to the growing effort to provide youth with safe and healthful activities during leisure time. Physical activity-based youth development programs (PA-based YDPs) utilize a range of individual and team sports and physical activities as tools to simultaneously teach character development and physical skills for the acquisition of life skills. The intentional focus on positive youth development provides a suitable context for the development of a youth-adult relationship (YAR). The bonding between a youth and adult is critical to the development of adaptive responses and life skills which ultimately impact the functionality of youth in adulthood. There is a limited understanding of the relationship between characteristics of adults who volunteer in PA-based YDPs and characteristics of YARs. Due to the importance of establishing a positive YAR within a PA-based YDP, it is useful to consider how the motivation of adult volunteers is related to characteristics of positive YARs.

The purpose of this dissertation was to examine the relationship between volunteer adult motives and characteristics of YARs. Two studies, one using quantitative methods and one using qualitative methods, addressed this general purpose. The quantitative study examined the relationship between adult motivations and characteristics of YARs by testing the proposed model, Principal Motives of Positive Youth-Adult Relationships Model. The qualitative study used a semi-structured interview protocol with 12 volunteer adult leaders to investigate the motives of adult volunteers and their perceptions of YARs established in PA-based.

Results of the study did not support the hypothesized model; however, it did provide justification for refining the model to focus on one YAR characteristic (trust/respect) as it may relate to volunteer motivation. The study did provide evidence to support a relationship between

the satisfaction of volunteer motivation and the development of YARs. Additionally, facilitators of YAR development focused on the presence of two YAR characteristics. Implications for the broad base of positive YDPs and youth sport settings along with directions for future research are included.

CHAPTER ONE: INTRODUCTION

Adolescents spend a great deal of their time in school; however, it is during the after-school hours that both opportunity and risk prevail as youth make choices regarding participation in a variety of health behaviors (Roth & Brooks-Gunn, 2003). Over the past few decades increased emphasis has been placed on providing youth with safe and healthful activities to engage in during their leisure time, particularly during the after-school hours. Physical activity (PA) is one context that naturally coincides with positive youth development, and participation in physical-activity based youth development programs continues to grow each year (Perkins & Noam, 2007). A context for positive youth development is the establishment of positive youth-adult relationships in PA settings (Anderson & Sandmann, 2009; Camiré, Forneris, Trudel, & Bernard, 2011; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Riley & Anderson-Butcher, 2012). Research indicates effective youth-adult relationships have a positive impact on the character and social development of both youth and adults involved in the relationship (Anderson-Butcher, Cash, Saltzburg, Midle, & Pace, 2004). Yet, while the breadth of research regarding effective youth-adult relationships continues to grow and key characteristics of both the relationship and the adult have surfaced, the youth-adult relationship remains an understudied component of positive youth development.

Over the past two decades, the field of youth development has evolved to focus on the unique skills, talents, strengths, and the *future* of youth. The change in vision empowers adults to view children as resources for society, not problems (Damon, 2004). The new approach, positive youth development, seeks to use time and opportunities available after school to further develop the individual skills and abilities of youth through content and opportunities for success in academics, social-emotional competence, technology, arts, and PA (Durlak et al., 2007; Riggs &

Greenberg, 2004). This dissertation focuses on PA-based youth development programs (YDPs). PA-based YDPs refer to development programs which focus on PA and simultaneously teach life skills and physical skills while making connections between the two types of skill (Anderson-Butcher et al., 2013; Petitpas, Cornelius, Van Raalte, & Jones, 2005). Rather than focusing only on teaching sport/physical skills, a PA-based YDP uses PA as the vehicle through which life skills are experienced and acquired (Perkins & Noam, 2007; Petitpas et al., 2005).

A potential asset of a PA-based YDP is the development of a positive youth-adult relationship (YAR). Catalano and colleagues (2004) suggest positive bonding between youth and adults is crucial to the development of adaptive responses in life and ultimately impacts the health and functionality of youth in adulthood. YARs are regularly defined as relationships in which there is interaction and high levels of participation for both the youth and adult participant(s) (Jones & Perkins, 2006; Mitra, Sanders, & Perkins, 2010; Zeldin, Christens, & Powers, 2013). More specifically, YARs entail “a relationship in which both youth and adults have the potential to contribute to decision making processes, to learn from one another, and to promote change” (Mitra et al., 2010, p. 106) where the ultimate goal of the relationship is for youth to be developed to the point to which they are able to lead themselves (Anderson & Sandmann, 2009). In doing so, additional goals of the relationships include establishing and applying decision making and life skills (Zeldin, Larson, Camino, & O’Conner, 2005). The end result of a positive YAR can also impact individuals outside of the immediate relationship. To accomplish each of these goals and impact the greater community, careful attention is required to develop positive YARs. A number of characteristics of effective and positive YARs have been identified, and are consistent within positive youth development literature, they include: a) trust/mutual respect, b) partnership, c) tasks/goals, and d) positive adult attitudes.

Trust and mutual respect, cited as critical components of an effective YAR, serve as the basis for developing a genuine YAR where both the youth and adult contribute and interact in conversation and activities (Jekielek, Moore, & Hair, 2002; Liang, Spencer, Brogan, & Corral, 2008; Rhodes & DuBois, 2008). These mutual interactions promote reciprocal sharing which permit even deeper discussions and activities to occur (Nakkula & Harris, 2010). Partnership between a youth and adult is achieved when both participants contribute equally but in different capacities. Each participant has the opportunity to share and participate in decision making by bringing their own voice, perspective, and experiences into the partnership (Denner, Meyer, & Bean, 2005; Zeldin et al., 2013). Aside from simply working as partners and engaging in relationship building activities, participants must work on tasks or goals larger than themselves, ones that are typically for the benefit of a community or group (Camino, 2005). Finally, an effective YAR is led by an adult with positive attitudes which stem from a belief in the future of youth, thus focus on the skills and abilities in need of development. Specifically, positive adult attitudes include care (Anderson-Butcher, 2004; Zeldin et al., 2005), tolerance, authenticity, and the willingness of the adult to exhibit respect and equality in the relationship (Zeldin, Camino, Calbert, & Ivey, 2002).

Given the characteristics of positive and effective YARs, it is prudent to consider the responsibility of the adult in establishing and maintaining such relationships. Literature suggests adults can establish an effective YAR by offering guidance, creating a safe environment, and pursuing social interaction (Crabbe, 2009; Denner et al., 2005; Rhodes, Spencer, Keller, Liang, & Noam, 2006). The concept of guidance, rather than instruction or authoritative leadership, is prevalent in positive YAR literature (Crabbe, 2009; Denner et al., 2005; Larson, 2000; Zeldin et al., 2005). According to Crabbe (2009), adults within a YAR function as “cultural

intermediaries” (p.190) who seek to understand youth where they are by acting as interpreters and guiders, rather than authoritative directors. Providing guidance includes sharing skills and tools to make decisions and sharing feelings, emotions, and opinions (Denner et al., 2005). While adults will consciously make efforts to guide and provide authentic learning environments, they must also consider the social interactions that will occur outside of the YDP setting. Adults must be informed and reminded that not every moment of the YAR is profound or will result in the personal development of the youth; as effective YARs are characterized by the small gains that are achieved sporadically and over an extended period of time (Rhodes et al., 2006). It is the small gains and “density of social interactions” (Petitpas et al., 2005, p.69) that result in the positive development of youth.

While discussing the role and responsibility of adults in YDPs it is critical to note that a majority of the adults who fulfill these roles are volunteers. Reasons for volunteering vary, but include self-motivated goals (i.e., personal agenda, fill a void) or the desire to help others out of empathy or interest. Additionally, people often volunteer for the same task but for different reasons (Clary et al., 1998; Penner, 2002). According to functional analysis, an approach used to identify the initial motives of volunteers, there are six motive functions for volunteering: a) values, b) understanding, c) social, d) career, e) protective, and f) enhancement (Clary et al., 1998). *Values* are associated with the opportunity to express altruism and demonstrate care and concern for others. *Understanding* includes the opportunity to engage in learning about self and the world along with sharing personal knowledge and skills with others (Clary et al., 1998; Clary & Snyder, 1999). *Social* motivation functions include establishing and maintaining relationships or a favorable social image. *Career* functions allude to the possible benefits of volunteering on one’s career. The *protective* function is ego-related and serves to reduce guilt and negative self-

perception or address personal issues. *Enhancement* is also ego-related, but focuses on enhancing or maintaining positive affect, such as personal growth and self-esteem.

Principal Motives of Positive Youth-Adult Relationships

Considerable research has been conducted to identify the motives of volunteers in PA-based YDPs (Busser & Carruthes, 2010; Hoyer et al., 2008; Jones & Perkins, 2006; Kim et al., 2010); however, the relationship between these motives and the characteristics of positive YARs has not been investigated. Due to the importance of establishing a positive YAR within a PA-based YDP, it is useful to consider how the motivation of adult volunteers is related to each of the four characteristics of positive YARs. Five factors of functional analysis are hypothesized to be representative of the initial motives of adult volunteers and associated with the four characteristics of YARs. The hypothesized links between each function and the YAR characteristics are identified in the Principal Motives of Positive Youth-Adult Relationships Model presented in Figure 1.

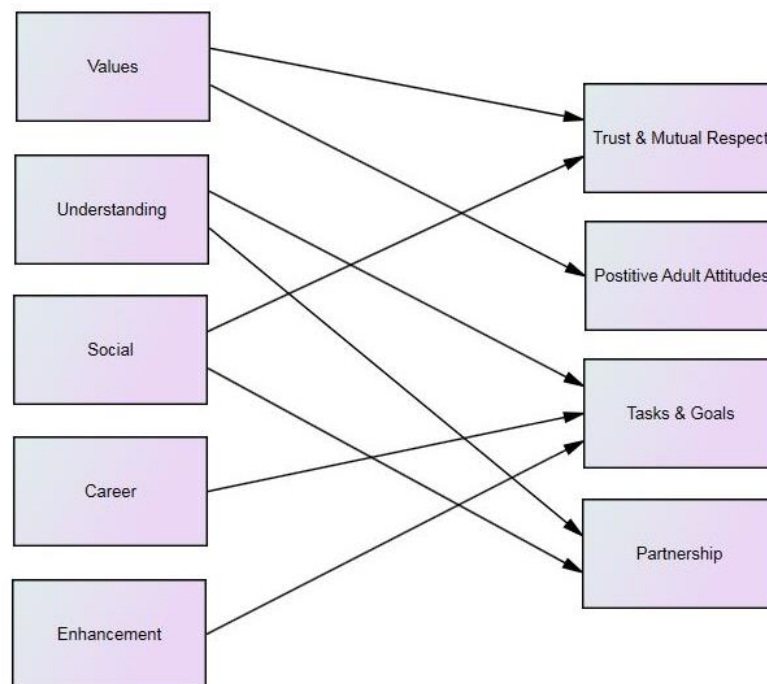


Figure 1. Principal Motives of Positive Youth-Adult Relationships Model

The purpose of this dissertation was to examine the relationship between adult volunteer motivations and characteristics of YARs. Two studies, one using quantitative methods and one using qualitative methods, addressed this general purpose. The quantitative study examined the relationship between adult motivations and characteristics of YARs by testing a proposed model, Principal Motives of Positive Youth-Adult Relationships Model. The qualitative study used a semi-structured interview protocol with 12 volunteer adult leaders to investigate the motives of adult volunteers and their perceptions of YARs established in PA-based YDP.

CHAPTER TWO: PRINCIPAL MOTIVES OF YOUTH-ADULT RELATIONSHIPS

Adolescents spend a great deal of their time in school; however, it is during the after-school hours that both opportunity and risk prevail as youth make choices regarding participation in a variety of health behaviors (Roth & Brooks-Gunn, 2003). Physical activity (PA) is one context that naturally coincides with positive youth development, and participation in PA-based youth development programs (YDPs) continues to grow each year (Perkins & Noam, 2007). A considerable component of positive youth development is the establishment of positive youth-adult relationships (YAR) (Anderson & Sandmann, 2009; Camiré et al., 2011; Catalano et al., 2004; Riley & Anderson-Butcher, 2012). Research indicates effective YARs have a positive impact on the character and social development of both youth and adults involved in the relationship (Anderson-Butcher et al., 2004), and PA-based YDPs offer a suitable context for the establishment of such relationships (Anderson-Butcher et al., 2013; Hellison, Martinek, & Walsh, 2008; Perkins & Naom, 2007; Petitpas et al., 2005). Many of the adults who serve youth PA programs are volunteers, to the point that the programs are dependent upon volunteers (Bouchet & Lehe, 2010; Rundle-Thiele & Auld, 2009); therefore, it is important to consider their motives for volunteering to work with youth in PA-based YDPs and the ways in which these motives might influence their relationships with the youth with whom they interact. Yet, while the breadth of research regarding effective youth-adult relationships continues to grow and key characteristics of both the relationship and the adult have surfaced, the youth-adult relationship remains an understudied component of positive youth development.

PA-based Youth Development Programs

Over the past two decades, the field of youth development has evolved to focus on the unique skills, talents, strengths, and the *future* of youth. The change in vision empowers adults to

view children as resources for society, not problems (Damon, 2004). The positive youth development approach seeks to create programs which utilize time and opportunities available after school to further develop the individual skills and abilities of youth through content and opportunities for success in academics, social-emotional competence, technology, arts, and PA (Durlak et al., 2007; Riggs & Greenberg, 2004). This study included PA-based YDPs, programs that focus on PA and simultaneously teach life skills and physical skills while making connections between the two types of skill (Anderson-Butcher et al., 2013; Petitpas et al., 2005). Rather than focusing only on teaching sport/physical skills, PA-based YDPs use PA as the vehicle by which life skills are experienced and acquired (Fraser-Thomas, Côté, & Deakin, 2005; Kelly, 2012; Perkins & Noam, 2007; Petitpas et al., 2005).

The PA-based approach to youth development not only promotes the transfer of life skills (Brunelle, Danish, & Forneris, 2007; Riley & Anderson-Butcher, 2012), but has also been found to improve behavior management and decrease involvement in risky health behaviors (AIDS Impact, 2009; D'Andrea, Bergholz, Fortunato, & Spinazzola, 2013). As a result, substantial emphasis is placed on the life skills and competencies which are often dependent upon the establishment of a positive YAR within the context of a YDP (Roth & Brooks-Gunn, 2003; Petitpas et al., 2005). The social support provided by these YARs is associated with positive social development outcomes and can protect youth from engaging in risky behaviors (Jekielek et al., 2002; Riggs & Greenberg, 2004). Furthermore, youth who engage in such relationships are more likely to become successful in adulthood, having benefited from the emotional, cognitive, and social support of an adult during such a challenging stage in life (Crabbe, 2005; Perkins & Noam, 2007).

Positive Youth-Adult Relationships

One potential asset of a PA-based YDP is the development of a positive youth-adult relationship (YAR). Positive youth development literature uses several terms to refer to YARs, (i.e., relationships, partnerships, mentorships) and experts differentiate between the levels of youth-adult interactions (Jones & Perkins, 2006) and the number of participants within the relationships, ranging from one-on-one interactions to groups with several adults and youth working together (Camino & Zeldin, 2002; Zeldin et al., 2013). Regardless of the terminology, experts agree effective YARs can be defined as relationships where there are high levels of participation for both the youth and adult participant(s) (Camino & Zeldin, 2002; Jones & Perkins, 2005; Mitra et al., 2010; Zeldin et al., 2013). More specifically, the YARs are characterized by collaborative decision making, mutual learning, and partnership (Camino, 2005; Jones & Perkins, 2005; Mitra et al., 2010). These descriptors coincide with the goals of a YAR, where the ultimate goal of the relationship is to facilitate youth development to the point to which the youth is able to lead him/herself, and potentially impact individuals outside of the relationship (Anderson & Sandmann, 2009; Zeldin et al., 2005). To accomplish the positive development of youth and impact the greater community, detailed attention is required to promote positive and effective YARs by examining common characteristics among the relationships, including: trust/mutual respect, partnership, tasks/goals, and positive adult attitudes.

Characteristics of YARs

Trust and mutual respect. Trust and mutual respect are repeatedly cited as critical components of an effective YAR (Jekielek et al., 2002; Liang et al., 2008; Libby, Rosen, & Sedonean, 2005; Rhodes & DuBois, 2008; Zeldin et al., 2002). Mutuality serves as the basis for

developing a genuine YAR where both the youth and adult contribute and interact in conversation and activities. These mutual interactions promote reciprocal sharing which permit even deeper discussions and activities to occur (Nakkula & Harris, 2010). The establishment of trust and mutual respect is a gradual process, dependent upon interactive participation within the relationship (Anderson & Sandmann, 2009; Larson, 2006). In the presence of authentic trust and respect, the result is a true companionship between a youth and adult (Larson, 2006; Antonni Philippe, Sagar, Huguet, Paquet, & Jowett, 2011).

Partnership. Partnership between a youth and adult is achieved when both participants contribute equally but in different capacities. Each participant has the opportunity to share and participate in decision making by bringing their own voice, perspective, and experiences into the partnership (Denner et al., 2005; Zeldin et al., 2013). The reciprocal leading and learning contributes to the development of the YAR and each participant individually (Anderson & Sandmann, 2009; Mitra et al., 2010).

Tasks and goals. An effective YAR is task-focused (Halpern, 2005). Aside from simply engaging in relationship building activities, participants must work on tasks or goals larger than themselves, ones that are typically for the benefit of a community or group (Camino, 2005). Through the process of working through tasks or achieving set goals, the YAR is strengthened while also developing self-determination and autonomy in the youth participant (Anderson & Sandmann, 2009; Liang et al., 2008).

Positive adult attitudes. An essential element of positive youth development and effective YARs is a willing adult with positive attitudes toward youth. The positive adult attitudes stem from a belief in the future of youth, and thus focus on the skills and abilities in need of development. Specifically, positive adult attitudes include care (Anderson-Butcher,

2004; Zeldin et al., 2005), tolerance, authenticity, and the willingness of the adult to exhibit respect and equality in the relationship (Zeldin et al., 2002). Furthermore, adults who are open to the thoughts and ideas of youth and remain non-judgmental offer support, acceptance, and strength for youth (Halpern, 2005; Larson, 2006; Munson, Smalling, Spencer, Scott Jr., & Tracy, 2010).

When founded upon voluntary and informal interactions, YARs can be both effective and positive (Crabbe, 2009; Petitpas et al., 2005). The establishment of trust and mutual respect is a sort of cornerstone for productive YARs and a true partnership. Additionally, the presence of positive adult attitudes and tasks/goals are necessary for creating and maintaining a productive relationship between a youth and adult. By understanding and striving to incorporate each of these characteristics, adult volunteers will be more effective at developing positive YARs.

Volunteer Motives

Volunteerism is described as planned behavior that is unpaid, usually long-term, and occurs within an organizational setting (Clary & Snyder, 1999; Hoye et al., 2008; Penner, 2002). The primary reasons for volunteering may vary, but typically include self-motivated goals (i.e., personal agenda, fill a void) or the desire to help others out of empathy or interest. A common approach to studying volunteerism and understanding the initial motivations for volunteering is functional analysis.

Functional analysis approach is derived from social psychology related to attitudes (Katz, 1960) and personality (Smith, Bruner, & White, 1956). The main ideology behind each of these functionalist theories is that the motives or processes that move an individual to act or behave vary. Similarly, people often volunteer for the same task but for different reasons (Clary et al., 1998; Penner, 2002). In an effort to apply functional theorizing to understand the motives of

volunteers, Clary and colleagues (1998) examined the classic theories of Katz (1960) and Smith et al. (1956). The functions identified by each theory served as the basis for six volunteer motives and led to the development of the Volunteer Functions Inventory (VFI), a tool for assessing the motives of volunteers. The six functions include: a) values, b) understanding, c) social, d) career, e) protective, and f) enhancement.

Principal Motives of Positive Youth-Adult Relationships Model

Considerable research has been conducted to identify the motives of volunteers in PA-based YDPs (Busser & Carruthes, 2010; Hoye et al., 2008; Jones & Perkins, 2006; Kim et al., 2010); however, the relationship between these motives and the characteristics of positive YARs has not been investigated. Due to the importance of establishing a positive YAR within a PA-based YDP, it is prudent to consider how the motivation of adult volunteers might relate to each of the four characteristics of positive YARs. Five of the six motives identified in functional analysis are hypothesized to be associated with the four characteristics of effective YARs. These hypothesized links between each function and the YAR characteristics are identified in the Principal Motives of Positive Youth-Adult Relationships Model presented in Figure 1.

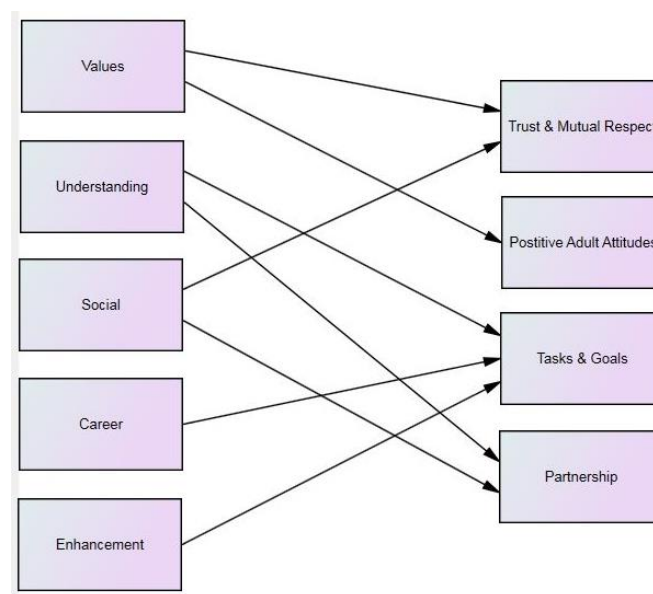


Figure 1. Principal Motives of Positive Youth-Adult Relationships Model

Values. The value motive is satisfied when adults find opportunities to express altruism, care, and concern for youth. Value is often reported as the primary motive of adult coaches and mentors who volunteer in a variety of youth settings and developed unique relationships with young adults (Busser & Carruthers, 2010; Hoye et al., 2008; Kim et al., 2010). In theory, the desires to demonstrate altruism, care, and concern will lend to relationships fostered by positive adult attitudes and trust/mutual respect, two of the YAR characteristics.

The correlation between the value motive and positive adult attitudes results in the development of character and life skills (Vella, Oades, & Crowe, 2011). Emphasis is placed on the social-emotional development of youth, where unconditional support and genuine concern facilitates relationship maintenance (Caldarella, Gromm, Shatzer, & Wall, 2010; Fritzberg & Almayehu, 2004) and trust/mutual respect. The presence of trust and mutual respect are considered primary characteristics of an effective YAR (Anderson & Sandmann, 2009; Larson, 2006; Liang et al., 2008; Munson et al., 2020) shared between both the youth and adult (Ahrens et al., 2011). This can only be accomplish with ample time, commitment, and a sincere adult willing to engage in meaningful interactions to establish trust and confidence with the youth participants (Jones, Doveston, & Rose, 2009; Rose & Jones, 2007).

Understanding. As adults are able to learn about themselves and share knowledge and skills with youth, the understanding motive is satisfied. The partnership and tasks/goals characteristics of YARs are quite possibly associated with understanding. To achieve partnership adults must conscientiously work with youth as teammates as both bring personal strengths and skills to the relationship while simultaneously engaging in partnership activities, such as planning, designing, and coordinating tasks/activities (Camino & Zeldin, 2002; Jones & Perkins, 2006). Especially within PA-based YDPs, adults have specific skills and talents to share with

youth. As adults demonstrate skill and share knowledge, they also have ample opportunities to engage youth in decisions related to specific tasks and goals. As the expert, the coach/adult can progressively guide and train his/her athletes to make decisions regarding specific goals, skill development, and activity selection which should result in the transfer of knowledge and physical skill (Antonni Philippe et al., 2011; Camiré et al., 2012; Vella et al., 2011).

Social. The social motive can be achieved by establishing or maintaining relationships and a favorable social image, possibly impacted by the partnership and trust/mutual respect characteristics of YARs. The development of a two-way relationship is exactly the motive of the social function. The social motives for volunteerism are acquired when the adult volunteer truly engages in the partnership of a YAR by utilizing their strengths and appealing to the youth's interests, and as a result develops a new relationship (Jones & Perkins, 2006). In addition to partnership, to establish relationships and achieve the social motive, adults must also exhibit trust and respect. Adults who are encouraging, caring, and personable demonstrate a genuine concern to work with youth (Riley & Anderson-Butcher, 2012) and are likely to establish the trust and mutual respect necessary for effective YARs.

Career. Typically, the career function is less important among volunteers, but this varies by age (Clary & Snyder, 1999). The career motive is satisfied when there are specific career benefits for the adult. Due to the personal nature of the career motive, to enhance one's career profile (Allen, 2003), it is minimally related to the tasks and goals characteristics of YARs. Adults may use various volunteer opportunities to improve their professional skills and credentials (Kim et al., 2010) creating a slight association between career and tasks/goals.

Enhancement. The enhancement motive focuses on maintaining or enhancing positive affect (e.g., personal growth, self-esteem) and is theorized to be related to the tasks and goals

characteristic of YARs. Enhancement is synonymous with personal development. While working with youth to accomplish program tasks/goals adults are able to experience the enhancement motive when they personally develop new skills, talents, and/or abilities (Bouchet & Lehe, 2010). In another aspect, adults are also able to experience emotional enhancement (i.e., sense of accomplishment, increased self-esteem) as the result of working with children to complete the tasks and goals of both school and community projects (Stergios & Carruthers, 2002).

Protective. Opposite of enhancement is the protective function, an ego-related function focused on reducing negative self-perception or guilt. The protective motive is consistently the lowest ranked function among volunteers (Kim et al., 2010; Busser & Carruthers, 2010). Due to its negative affect, the protective motive is not suggested to be linked with any of the YAR characteristics.

The general purpose of this study was to examine the relationship between adult motivations and characteristics of YARs. Quantitative methods were used to determine the motives of adult volunteers, assess the perceptions YARs among youth and adult participants, and test the following hypotheses:

- I. Value and social motives are positive predictors of trust and mutual respect.
- II. The value motive is a positive predictor of positive adult attitudes.
- III. Understanding, career, and enhancement motives are positive predictors of tasks and goals.
- IV. Understanding and social motives are positive predictors of partnership.

Methods

Participants

Participants in this study included adult volunteers (N=53) and youth participants (N=98) in PA-based YPDs in the southeastern United States. Adults included 33 males and 20 females, of which 48 were White and 5 were Black. The youth participants, 80 male and 18 female (65%

White, 13% Black, 2% Hispanic), ranged in age from seven to 18 years; 40 were first-time participants of their program and 58 were repeat participants.

Current literature uses both “physical activity” and “sport” as terms which encompass a variety of physical activities. In either case, participation in PA or sport benefits children’s physical health, motor development, and psychosocial health (Fraser-Thomas & Côté, 2006), and is an integral context for positive youth development (Weiss, 2008). As such, programs that utilized PA in a variety of capacities were included in this study, including sport, recreation, and community programming for both individual and team activities. Programs were recruited by using the internet to search for programs which identified the specific focus on the youth development of physical skills and life skills. Program administrators were contacted and provided an explanation of the study and copies of survey instruments for their review.

Following an agreement to participate, details for data collection were planned via phone contact and in-person meeting. Program types included martial arts, golf, running, and outdoor activity programs, all of which specifically combined PA with a curricular focus on the development of life skills. Girls and boys in grades three through twelve participated by completing a self-report instrument designed to assess the quality of the relationship with their “leader” (adult volunteer). The adult volunteers in each program were responsible for facilitating the curriculum and PA development.

Data Collection

Written informed consent was obtained from the parents of all youth participants and written assent was obtained from all youth. Adult participants signed a consent form agreeing to participate in the study. Instruments and consent forms for the participants were administered by the researcher during the mid-point or end of the program cycle. At the time of the survey

administration, each youth completed an assent form and a survey to assess perceptions of YAR characteristics. Adult leaders were given the consent form and two survey instruments, one to assess his/her motive(s) for volunteering, and a demographic questionnaire.

Measures

Demographics. Basic demographic information was collected. Participants reported their race, gender, and duration of volunteer service or program participation.

Volunteer motives. Adult motives were assessed using the Volunteer Functions Inventory (VFI) developed by Clary and colleagues (1998). The VFI is a 30-item inventory that contains six subscales, each with five items. Participants responded by indicating the importance of each statement using a 7-point scale ranging from 1 (not at all important/accurate) to 7 (extremely important/accurate). Examples of each subscale include: "I am concerned about those less fortunate than myself" (Values); "Volunteering allows me to gain a new perspective on things" (Understanding); "My friends volunteer" (Social); "Volunteering will help me succeed in my chosen profession" (Career); "Volunteering makes me feel important" (Enhancement); "No matter how bad I've been feeling, volunteering helps me to forget about it" (Protective).

To score the VFI, the means for each subscale were calculated, a high score indicated the motive is of great importance, whereas a low score indicated the motive is less important. The VFI has established reliability and validity reporting internal reliability for each subscale with an average Cronbach alpha of .82. The alphas for each motive subscale in this study were: values, .83; career, .92; social, .75; understanding, .87; and enhancement, .74. Construct validity was established through three separate studies which indicate volunteers who receive benefits related to their motive have greater satisfaction and intentions to return as volunteers (Clary et al., 1998).

Youth-adult relationship characteristics. Perceptions of the YAR characteristics were assessed by having youth complete an adapted version of the Involvement and Interaction Rating Scale (IIRS) created by Jones (2004). Four subscales to represent the YAR characteristics were established based upon subthemes from the original IIRS, a 46-item assessment tool with nine subthemes used to measure the characteristics and attitudes of YARs. Four of the subthemes were related to the YAR characteristics. The YAR subscale for this study and original IIRS subtheme, contained within parentheses, include: trust and mutual respect (mutual respect, 6 items); partnership (mutual learning, 5 items); tasks and goals (community obligation, 5 items); and positive adult attitudes (adult support, 4 items).

The IIRS has established reliability with an overall Cronbach alpha of .94 with Cronbach alpha reliability coefficients for each subscale: trust and mutual respect (mutual respect, .80); partnership (mutual learning, .60); tasks and goals (community obligation, .75); and positive adult attitudes (adult support, .73). The Alpha coefficients for this study were: trust and respect, .75; partnership, .55; tasks and goals, .51; and positive adult attitudes, .75. Construct validity and cultural sensitivity for the original IIRS was determined by an expert panel review (Jones & Perkins, 2005); an independent panel of experts in youth development programming reviewed the subscales used in this study and indicated that the questions and constructs matched the YAR characteristics.

Only youth responses to IIRS were used to determine the perceptions of YAR characteristics. Each youth was instructed to identify and assess their assigned adult leader, and indicated who their volunteer adult leader was by writing his/her name on the survey. Directions were given for each youth to specifically evaluate the relationship between the youth and one adult identified. Bipolar statements measure the perceptions of youth and adult experiences

based upon four subscales, one for each of the YAR characteristics: trust/mutual respect, partnership, tasks/goals, and positive adult attitudes. An example bipolar statement is “*Youth and adults always engage in respectful conversations*” opposed to “*Youth and adults never engage in respectful conversations*”. Participants respond to each item by placing an X in boxes representing a 10-point interval scale.

The scale was scored by finding the mean score of each subscale (YAR characteristic) for each participant. The subscale scores for each youth were assigned to the adult volunteer identified by the youth. In instances where multiple youth assessed the same volunteer adult, all subscale scored (youth responses) were averaged to determine a mean subscale score for the volunteer adult identified. Mean scores for each of the four subscales represented the perceptions of YAR characteristics. This resulted in a sample size for the analyses of 53, the number of adult volunteers.

Data Analysis

Each of the four hypotheses were tested in a separate regression equation using SPSS 23 with significance values set at $<.05$. Regression models predicting each outcome variable (the four YAR characteristics) were run with the five motives—values, career, social, understanding (under), enhancement (enhance)—as predictors and gender, race, and duration of service as covariates. Models were reduced by removing non-significant variables until changes in the adjusted R^2 indicated that further reduction was not improving model fit.

Results

Results are based upon data collected from adult volunteer leaders (n=53) and youth participants (n=98). Basic demographic information for adult and youth participants are provided in Table 1 and Table 2.

Table 1
Demographics of Adult Participants

	N (53)	Percent (100%)
<u>Gender</u>		
Female	33	62.2
Male	20	37.8
<u>Race</u>		
White	48	90.5
Black	5	9.5
<u>Duration of Volunteer Service</u>		
First Time	8	15.1
Repeat	45	84.9

Table 2
Demographics of Youth Participants

	N (53)	Percent (100%)
<u>Gender</u>		
Female	18	18.4
Male	80	81.6
<u>Race/Ethnicity</u>		
White	69	70.4
Black	23	23.4
Hispanic	3	3.1
Asian	3	3.1
<u>Age Group</u>		
7-8	6	6.1
9-10	12	12.2
11-12	32	32.7
13-14	17	17.3
15-18	31	31.7
<u>Duration of Participation</u>		
First Time	40	40.8
Repeat	58	59.2

Bivariate relationships among all of the continuous variables were examined using Pearson Product Moment correlations. Means, standard deviations, and the correlation matrix for motive functions and youth perceptions of YAR characteristics are reported in Table 3. With the exception of the values and career functions, all other motive functions were significantly

correlated with each other. Correlations of youth perceptions between each of the YAR characteristics were significant at the .05 level. There were no significant correlations between motives and YAR characteristics.

Table 3
Summary of Correlations, Means, and Standard Deviations for Motive Functions and Youth Perception of YAR Characteristics (N=53)

Measure	1	2	3	4	5	6	7	8	9	<i>M</i>	<i>SD</i>
1. Values	--	.131	.580**	.699**	.436**	.228	-.111	.067	.144	29.75	5.75
2. Career		--	.281*	.277*	.381**	.080	-.145	.067	.035	15.41	9.70
3. Social			--	.637**	.462**	.012	-.167	-.042	.108	23.11	6.75
4. Under				--	.495**	.170	-.094	.100	.150	26.98	6.91
5. Enhanc					--	.059	-.074	.160	.030	22.45	7.06
6. Trust/Resp						--	.637**	.590**	.728**	7.55	1.45
7. Partnership							--	.570**	.457**	7.57	1.26
8. Task/Goal								--	.330*	7.36	1.24
9. Adult Att									--	8.04	1.47

Notes. *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed). Trust/Resp = Youth Perception of Trust/Respect; Partnership = Youth Perception of Partnership; Task/Goal = Youth Perception of Tasks/Goals; Adult Att = Youth Perception of Adult Attitudes.

A repeated measures ANOVA was used to test for differences in motive function among volunteer adult leaders. Mauchly's test indicated that the assumption of sphericity had been violated, $\chi^2(9) = 46.92, p = .000$. As a result, the degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity ($\epsilon = .66$). Results indicated there was a significant difference between volunteer adult motives, $F(2.62, 136.17) = 47.829, p < .001$. Post hoc comparisons using the Bonferroni correction indicated a significant ordering of motive functions, where values ($M = 29.76, SD = 5.75$) was highest, followed by understanding ($M = 26.98, SD = 6.91$). Enhancement ($M = 22.45, SD = 7.06$) and social motive functions ($M = 23.11, SD = 6.75$) were third and did not differ significantly from each other. Career ($M = 15.42, SD = 6.75$) was significantly lower than all other motives.

Multiple regression was used to test each hypothesis. For each hypothesis a separate regression model predicting one YAR characteristic was run with the motive functions as predictors and gender, race, and duration as covariates. None of the variables significantly predicted YAR characteristics. The results for each model were: youth perceptions of trust/respect, $F(8,52) = .590$, $p = .781$, $R^2 = .097$; youth perceptions of partnership, $F(8,52) = .458$, $p = .879$, $R^2 = .077$; youth perceptions of tasks/goals, $F(8,52) = .488$, $p = .858$, $R^2 = .082$; and youth perceptions of adult attitudes, $F(8,52) = .247$, $p = .979$, $R^2 = .043$. Coefficients for the final version of each of the models can be found in Tables 4-7.

Table 4
Summary of Multiple Regression Analysis Predicting Youth Perceptions of Trust/Respect

Variable	<u>B</u>	<u>SEB</u>	<u>β</u>	<u>P</u>
Race	.382	.727	.078	.602
Gender	.079	.462	.027	.864
Duration	-.228	.636	-.057	.722
Values	.079	.054	.312	.150
Career	.011	.025	.076	.647
Social	-.051	.043	-.238	.237
Understanding	.023	.048	.108	.639
Enhancement	-.014	.037	-.067	.711

Notes. $R^2 = .097$, Adj. $R^2 = -.067$. (N = 53).

Table 5
Summary of Multiple Regression Analysis Predicting Youth Perceptions of Partnership

Variable	<u>B</u>	<u>SEB</u>	<u>β</u>	<u>P</u>
Race	.434	.641	.101	.502
Gender	-.284	.407	-.110	.489
Duration	.259	.560	.074	.676
Values	-.013	.047	-.058	.790
Career	-.011	.022	-.085	.613
Social	-.035	.038	-.186	.359
Understanding	.019	.042	.102	.660
Enhancement	.008	.032	.042	.816

Notes. $R^2 = .077$, Adj. $R^2 = -.091$. (N = 53).

Table 6
Summary of Multiple Regression Analysis Predicting Youth Perceptions of Tasks/Goals

Variable	<u>B</u>	<u>SEB</u>	<u>β</u>	<u>P</u>
Race	.602	.627	.143	.342
Gender	-.189	.398	-.075	.637
Duration	-.203	.548	-.059	.713
Values	.010	.046	.047	.828
Career	.003	.021	.021	.899
Social	-.047	.037	-.258	.203
Understanding	.029	.041	.159	.493
Enhancement	.029	.032	.166	.362

Notes. $R^2 = .082$, Adj. $R^2 = -.085$. (N = 53).

Table 7
Summary of Multiple Regression Analysis Predicting Youth Perceptions of Adult Attitudes

Variable	<u>B</u>	<u>SEB</u>	<u>β</u>	<u>P</u>
Race	.506	.758	.102	.508
Gender	.229	.482	.076	.637
Duration	.014	.663	.004	.983
Values	.029	.056	.113	.608
Career	.001	.026	.006	.972
Social	.002	.044	.009	.966
Understanding	.020	.050	.096	.685
Enhancement	-.018	.038	-.087	.639

Notes. $R^2 = .043$, Adj. $R^2 = -.131$. (N = 53).

Discussion

The Principal Motives of Positive YARs model was not supported by the results of this study. Although the regressions were not significant in predicting YAR characteristics, both the values and understanding functions were strongly endorsed as motives for volunteering by participants in this study. This is congruent with existing research that identifies these as prominent motives for youth sport volunteers (Busser & Carruthers, 2010; Hoye et al., 2008; Kim et al., 2010). There were no significant differences in motives by race and gender, but there were different patterns of motivation between first time and repeat volunteers. The primary motive functions for first time volunteers were values, understanding, and enhancement

functions; this pattern of motivation is consistent among adult volunteers in YDPs (Clary et al., 2003). Repeat volunteers varied from this pattern where values, understanding, and social were highest ranked motives. This may be due, in part, to the consensus that the initial motives for volunteering may change over time (Cuskelly, Harrington, & Stebbins, 2002; Finkelstein, 2009). The difference in career motive for first time and repeat volunteers was significant, and similar results have been found in youth sport settings (Busser & Carruthers, 2010). Career motives were higher for first time volunteers, this may be due to the perceived benefits of volunteering to become a paid staff member of the program or provide evidence of community involvement on a job resume. For both groups, career was the lowest ranked motive which is consistent with youth sport volunteer motivation research (Kim et al., 2010)

Youth perceptions for each of the YAR characteristics were high and significantly correlated. Youth were participants of PA-based YDPs that employed a specific focus on the positive development of youth, and thus the high perception of each YAR characteristics is likely reflective of the nature of positive YPDs, and consistent with research in youth development programming (Jones & Perkins, 2006).

Recently scholars have worked to establish validated measures to identify the presence of YAR characteristics which are distinct from program quality, yet related to positive youth outcomes (Zeldin, Krauss, Collura, Lucchesi, & Sulaiman, 2014). Results from their research explored the significance of two dimensions of YARs, supporting the notion that it is suitable to use brief measures for YAR assessment that focus on specific characteristics. In this case, the dimensions included items that were related to the YAR characteristics of tasks/goals and trust/respect. Instrumentation used by Zeldin and colleagues (2014) effectively measured these two YAR characteristics, supporting the inclusion of tasks/goals and trust/respect as

characteristics of positive and effective YARs. Their research did not, however, examine adult motivation or any other adult characteristic; thus additional analysis of the relationship between these two YAR characteristics and volunteer adult motivation may be suitable and applicable to the proposed model of this study.

Due to the lack of support for the Principal Motives of Positive Youth-Adult Relationships Model, a critical review for the basis of the model is warranted. Research consistently cites the values and understanding motives as a primary motives for adult volunteers in youth sport (Busser & Carruthers, 2010; Kim et al., 2010) and the importance of trust/respect in YARs (Anderson & Sandmann, 2009; Larson, 2006; Liang et al., 2008; Munson et al., 2010). Based upon the emergence of these factors, the relationship between values and trust/respect was hypothesized. Associations between the understanding motive and partnership were established based upon the functions of each aspect. The understanding function is satisfied when a volunteer learns and shares knowledge with others, and partnership is the result of working together in mental and physical capacities to plan, design, and coordinate (Camino & Zeldin, 2002; Jones & Perkins, 2006). The associations are strong in research concerning coach-athlete relationships (Antonni Philippe et al., 2011; Camiré et al., 2012; Vella et al., 2011), similar to the YARs developed in PA-based YDPs.

In reference to the social, career, and enhancement functions, the associations were hypothesized to be minimally related. The association between career function and tasks/goals was hypothesized to be minimally related, and based upon the significance of mentoring relationships among adults (Allen & Finkelstein, 2003). The enhancement motive is satisfied when a volunteer experiences personal growth, increased self-esteem, or other positive affect. Due to the personal fulfillment of this motive, it may be that none of the YAR characteristics

reflect the emotional enhancement of an adult volunteer (Stergios & Carruthers, 2010). The proposed model was highly theoretical, and based upon limited research; therefore, inferences from related fields were utilized as support. The theoretical relationship between volunteer adult motivation and YARs was not supported in this study.

Based upon the high ratings of the adult leaders, it is evident youth in these PA-based YDPs were pleased with their relationships with volunteer adults. The study suggests these programs are doing a satisfactory job of recruiting effective volunteers.

In addition to the lack of variability among youth perception, the study was limited by a number of data collection factors. First, it was difficult to identify programs in the area with a specific character/life skills development component. Several programs offered informal positive youth development, and were not included in the study. Additionally, obtaining permission to collect data from a couple of the program headquarters was problematic, which limited the number of available PA-based YDPs.

The study was also limited by the instrument used to assess YAR characteristics. The alphas for youth perceptions of partnership (.55) and tasks/goals (.51) were unacceptable, indicating there was an issue with the items effectively assessing these YAR characteristics. The lack of reliability indicated by these values would limit the ability of the current study to detect any relationships that do exist between those variables and other variables.

Another possible issue with the instrument was the youth interpretation of the instrument. Part of the survey process required youth participants to identify one adult to assess. Youth responses were paired with the specified adult, however, some items on the instrument were phrased using plural terminology. For example, "*Youth and adults frequently help one another develop new skills.*" It may have been difficult for youth to isolate one adult in their responses

and adequately assess YAR characteristics. Perhaps, there is some level of a grouping effect on the results. In other words, youth evaluated all of the adult leaders in their program as opposed to the one he/she identified. If this was the case, the motive scores for one leader would not be correctly correlated with the youth responses. Then again, it is likely the intentional focus of positive youth development in the selected programs contributed to the high perceptions of YAR characteristics. To ensure the effective assessment of youth perceptions of the YAR characteristics, future research should consider the impact of item phrasing to isolate the relationship between a youth and one of his/her leaders.

Given the plausible connection between motive functions and trust/respect, it would be prudent to consider selecting instruments to better assess youth perceptions of the trust/respect YAR characteristic. It might be also be useful to reduce the proposed model to identify predictors of only two of the characteristics using different instrumentation. The instrument previously mentioned and recently validated by Zeldin and colleagues (2014) may be one suitable option for assessing the relationship between volunteer motive and positive YARs. It would be beneficial for future studies to simplify the research using measures to explicitly target the presence of trust/respect as it may relate to volunteer motives in positive YARs.

CHAPTER THREE: VOLUNTEER ADULT MOTIVATION AND YOUTH-ADULT RELATIONSHIPS

Volunteerism is characterized by planned behavior that is unpaid, usually long-term, and occurs within an organizational setting (Clary & Snyder, 1999; Hoye et al., 2008; Penner, 2002). The reasons for volunteering vary, but typically include self-motivated goals (i.e., personal agenda, fill a void) or the desire to help others out of empathy or concern (Penner, 2002). The motivation of a volunteer is a particularly interesting component, and one that can provide significant insight regarding volunteer recruitment and retention. To ensure the positive development of YARs and effective PA-based YDPs, it is necessary to ensure systems are in place to select appropriate volunteers and then to maximize retention. Part of the selection process might include considering the motives for becoming a volunteer youth worker.

Recent research has been directed at identifying the motives of adult volunteers in PA-based programs as one of six functions for volunteering, which include: values, understanding, social, career, enhancement, and protective (Busser & Carruthes, 2010; Hoye et al., 2008; Jones & Perkins, 2006). The six motive functions derived from functional analysis approach include: values, understanding, social, career, enhancement, and protective (Clary et al., 1998). *Values* are associated with the opportunity to express altruism and demonstrate care or concern for others. *Understanding* includes the opportunity to engage in learning about self and the world along with sharing personal knowledge and skills with others (Clary et al., 1998; Clary & Snyder, 1999). *Social* motivation functions include establishing and maintaining relationships or a favorable social image. *Career* functions allude to the possible benefits of volunteering on one's career. The *enhancement* function is ego-related and focuses on enhancing or maintaining positive affect, such as personal growth and self-esteem. *Protective* is also ego-related, but serves to reduce guilt and negative self-perception or address personal issues. Of the motive functions,

values and understanding are the primary motives reported in youth sport settings similar to PA-based YDPs (Kim et al., 2010).

Youth sport and PA programming is dependent upon volunteers (Bouchet & Lehe, 2010; Rundle-Thiele & Auld, 2009). To most effectively utilize volunteers, attention must be directed to the process of volunteer management. This process begins with recruitment efforts to identify and select potential volunteers. Using motive to identifying effective volunteers is perhaps the first step in establishing a successful PA-based YDP. It is necessary to not only recruit sufficient volunteers, but identify those who are willing to make a long-term commitment to more formal positions within a PA-based YDP (Schlesinger, Klenk, & Vagel, 2015). Positions such as group leader or coach require both short- and long-term commitments of adult volunteers, such as consistently attending program sessions/activities and maintaining involvement throughout the duration of the program cycle. If one volunteers to serve as the leader of a small group, he/she must be present regularly. Further, committed volunteers must acknowledge the importance of participating from the beginning to the end of the program cycle. For some programs, there is a definitive start date and culminating activity included the program structure. Other programs, however, operate with an ongoing enrollment where youth can become participants at any point in time. Information pertinent to commitment requirements along with expectations for volunteer roles will assist in the selection process and possible retention of long-term volunteers.

The second phase of volunteer management concentrates on strategies to retain effective volunteers. Strategies for effective volunteer management include program training and augmenting volunteer satisfaction through motive matching. Levels or duration of volunteer activity are correlated with volunteer satisfaction (Penner, 2002), which justifies the importance of focusing on these strategies. The maintenance and retention of both first time and veteran

volunteers are significant issues for an organization (Rundel-Thiele & Auld, 2009). For PA-based YDPs it is important to train, supervise, and support the adults working with youth to be sure a safe environment is maintained and a positive YAR can be produced (Hoye et al., 2008).

Formal volunteer management is necessary to retain volunteers (Ooi & Yusof, 2015) and is a process that includes initial and continual program training (Bouchet & Lehe, 2010). In order to establish and navigate a YAR, training and skill development specific to the context of working with youth are required (Jones & Perkins, 2006). Volunteers in PA-based YDPs often fulfill the role of both coach and teacher; therefore, training is required to assist with the development of sport specific skills along with the knowledge and strategies required to teach youth. Specific training should be utilized to develop volunteer competence in multiple areas, such as sport knowledge, pedagogy, and communication (Ooi & Yusof, 2015). In general, volunteer adults are unaware of the characteristics of or skills required to form positive YARs; thus, program specific training for relationship development and positive youth development is warranted (Camiré et al., 2011; Vella, Oades, & Crowe, 2011).

To experience satisfaction as a volunteer, opportunities that enable volunteers to fulfill their specific functional motives must be provided (Busser & Carruthers, 2010; Kim et al., 2010). Motive matching refers to the matching of a volunteer's motives with opportunities to achieve the motive (Stukas et al., 2009). The fulfilment of volunteer needs and motives is considerable for the retention of volunteers (Clary & Snyder, 1999; Hoye et al., 2008; Kim, Chelladurai, & Trail, 2007). Tools used to identify motive matching support the theory that volunteers who satisfy their motives find the volunteer experience "rewarding, exciting, interesting, enjoyable, and fulfilling" (Stukas et al., 2009, p.23). Specific to PA-based settings, opportunities for matched motives may include witnessing skill acquisition and the improvement of athletes

(understanding) and having fun as a coach while creating a team (social) (Rundle-Thiele & Auld, 2009). The more a volunteer finds satisfaction with his/her role the more committed he/she will be to continue volunteering their time and services. Of course, as adults experience matched motivation and satisfaction as a volunteer, youth will similarly experience positive affect. Volunteers who “believe in the importance of positive youth development through sport and believe that they have the skills necessary to foster it, are more likely to produce players who value sportsperson like behaviors” (Busser & Carruthers, 2010, p.137), which will ideally transfer to life’s situations in childhood and throughout adulthood.

Additional research regarding volunteer motivation is needed identify possible facilitators of and barriers to developing and maintaining positive relationships between adult volunteers and youth participants in a PA-based YDPs. Insight of relationship facilitators is necessary for program designers, curriculum developers, and those involved with volunteer training. The detection of possible barriers would also serve as the basis for problem detection and deterrence, which is necessary to equip program administrators in establishing a positive program environment. A clear understanding of YAR facilitators and barriers may also assist with the retention of adult volunteers in a range of YDPs and youth sport settings.

Research emphasis on the specific role of motivation as it relates to the development of each YAR is also warranted. A thorough investigation of the role of motive on YARs development may benefit YDPs in identifying, training, and retaining effective adult volunteers. Volunteer identification has been the focus of recent research in an effort to select participants who will find satisfaction in their role and remain active within the program (Busser & Carruthers, 2010). Following the identification of volunteers, the management of training and

retaining volunteers is equally crucial. Additional insight as to how motive impacts relationship development would be helpful in targeting specific aspects of YAR training.

Methods

Qualitative methods were used to investigate the motives of adult volunteers and their perceptions of YARs established in a PA-based YDP. Data were collected through semi-structured interviews and analyzed thematically in relation to the purpose of the study, to answer the following research questions:

- I. What are adult leader's motivation for volunteering and how do they perceive their motivation relates to developing relationships with youth?
- II. What are the facilitators and barriers of developing relationships with youth in a PA-based YDP setting?

Participants and Setting

Purposeful sampling strategies were used with the goal of gaining the perspectives of a variety of volunteers. Participants were recruited using survey data collected in the previous study to include volunteers who represented each of the five volunteer motives. Twelve adult volunteers from PA-based YDPs in the southeastern U.S. were interviewed for this study. Volunteers included three white females and nine males (7 white, 2 black), of which included two first-time volunteers and 10 veteran volunteers. Years as a volunteer ranged from one to 34 years, with an average of nine years of volunteer service. To accommodate the participants, interviews were conducted at the location of their choice (i.e., program site, home).

Participants were volunteers of the following programs: The First Tee (golf), Youth Run NOLA (running), Boy Scouts of America (outdoor adventure), and individually owned and operated Taekwondo programs. In each of the programs the volunteers served as leaders of a small group of youth (typically less than eight youth per adult). They were specifically trained to teach youth physical skills and deliver a program-endorsed character development curriculum,

and were supervised by a program administrator. As is typical of PA-based YPDs, the programs used PA as the vehicle to deliver the character development and life skills necessary to succeed in adulthood.

Procedure

Data were collected via semi-structured interviews, ranging from fifteen to 60 minutes; the average interview was 24 minutes. One interview was conducted with each participant. Interviews were conducted by the researcher, a middle-class Caucasian woman. Prior to the start of the interview, the purpose of the study was explained. Participants signed a consent form, agreed to be audio-recorded, and were informed that they could end the interview at any time. Questions related to the motives of each volunteer and perceptions of each YAR characteristic; a copy of the interview guide is included in Appendix A. In addition, participants were asked about the impact of their YAR and volunteering experience in general. To maintain confidentiality, pseudonyms were used to replace the names and locations of all participants. The procedures and interview guide were approved by the researcher's IRB.

Data Analysis

All interviews were recorded and transcribed verbatim. Inductive analysis and open coding aligned with a constructivist approach was used to analyze the data (Charmaz, 2006). After listening to and transcribing all of the interviews, two copies of the transcript were printed. The two research questions were coded and analyzed separately using one copy of each transcript. The most detailed interview was selected to begin the coding process. Each interview was read through to gain a general sense of the information. The transcripts were then coded line by line to identify significant phrases and sentences related to the purpose of the study (Patton, 2002). Following this first round of coding, data were synthesized to develop descriptive

categories. Each category, along with supporting quotes for each category, was typed into a Word document. To determine which categories were related, inductive analysis and constant comparison were used to combine categories into first order themes (Patton, 2002). First order themes with similar characteristics were reduced into higher order themes which represented broad categories related to volunteer motives and YARs.

Data Credibility

A summary for each interview was written immediately following each interview transcription and analysis. Summaries were based upon the data identified as related to the purpose of the study. Data credibility was established by sending the official interview transcription and summary to each concerned participant for member check approval (Lincoln & Guba, 1985). Peer debriefing with external peer reviewers were also used to examine the research process/product and maintain data credibility (Creswell & Miller, 2000).

Results

The general purpose of this study was to investigate the relationship between motivation and YARs. When asked about the barriers to developing a YAR, participants had trouble identifying areas of frustration. A more in-depth discussion of potential challenges led to the following themes: a) every child is different and so are your teaching methods; b) the limits of a short attention span; c) general disinterest and negative attitudes; and d) physical skill limitations of adult volunteers.

The volunteers were much more apt to discuss components they perceived to assist the development of relationships with youth in their program. Adult leaders identified the following facilitators of YARs: a) it's all about fun and games; b) incorporating trust, respect, and honesty; c) working together to plan and prepare for program events; and d) program specific training is

essential. Finally, the results of this study address the perceived impact of personal motivation on the development of relationships between volunteer adults and youth participants in a PA-based YDP. Participants highlighted the following themes: a) my volunteer work is fun; b) I have a passion for this program; c) this is a place to make friends and call home; d) when I get to teach, they get to learn; and e) I guide, advise, and instill character.

Challenges to Developing a YAR

Participants were asked direct and indirect follow up questions to identify possible barriers to developing YARs. Throughout the course of most interviews, volunteers demonstrated difficulty in identifying a “barrier,” but with additional time and probing were able to identify various challenges of relationship development. Thus, the themes for potential challenges to developing a positive YAR include: a) every child is different and so are your teaching methods; b) the limits of a short attention span; c) general disinterest and negative attitudes; and d) physical skill limitations of adult volunteers.

Every child is different and so are your teaching methods. One common barrier to developing positive relationships with youth participants was learning to adjust to each individual child. Dan shared his motto for learning each new child as “Each one, teach one.” According to him, and half of the other volunteers interviewed, “every kid is at a different level” (Dan). There are a variety of differences among youth, from physical skill limitations to learning disabilities and diverse personality styles.

Several of the volunteers noted the adjustments required to teach youth with different skill sets. Dan had to learn that coordination takes time and practice. “What I had to accept was not every kid will get it instantly” (Dan).

Otis often noticed the frustration from the youth as well:

By going through things you see the ups and downs. The exercises and things that we do you see the ups and downs, you can look at their frustration and see when they can't do something. That they half way do it. And you can look at them, from there you can feel with them by the connection and help them do things. You develop a bond with them. And they look forward to that.

While Katie found that her program was beneficial for autistic children, she also remarked that “working with autistic children can try your patience, and each one is different. And you have to treat each one a little bit different, and so probably the most frustrating is when you're having to learn a new one.”

The learning curve for adapting to different personality styles was also mentioned: “Every student is different. There's no one personality that works well with them... Every situation is different depending on what they need and how they learn the best. You learn to pick up on... how they learn, and that's where it really helps to know the kids,” (Will). Katie also understood the importance of getting to know each youth as an individual. There was always a new student to learn and new approach to try. The importance of getting to know each individual was also necessary for confronting the challenges of youth who came from different and difficult “home environments” (Jim). In the end, Bill summarized the approach to differences in youth: “We do the best we can do with what we've got.”

The limits of a short attention span. In a few instances limited attention span was cited as a barrier to developing relationships with youth. Attention limitations were an issue for both the youth and volunteer leaders. When instruction was halted, delays occurred and learning was disrupted. For the adult, it was often frustrating to “learn how to deal with” (Otis) kids that struggled with “concentering on things [because] their mind wanders.” When Nancy thought

about the children that needed additional time and attention, she stated, “It creates a barrier because you have to stop the class and keep reminding them, ‘Hey, come on settle down.’”

While frustrating for some, Will understood the limited attention span as one of the virtues of children. When dealing with young kids Will shared the following:

Their attention span is really short and you’re trying to keep them focused on a task for longer periods so they can actually learn what they’re supposed to learn... it becomes a test of patience and pushing the kids to try to work... it’s not really a frustration it’s just what has to happen.

General disinterest and negative attitudes. There were two attitudes mentioned as barriers to relationship development, disinterest and negativity. Youth displayed varying reasons for being uninterested in program activities. At times the root of the problem was addressed (e.g. fear of failure) and in other instances the problem was mere boredom or lack of concern for the activity in general. Nancy found children may, on occasion, have “an off day, they don’t feel well. I guess when they come out like that and really don’t want to be here... you have to work extra with them, to try to motivate them.” Even when discussing the barrier, Nancy perceived a method for overcoming the lack of interest. The intermittent cases are perhaps easier to handle. Perpetual disinterest, however, was rather frustrating. “I have volunteered with some kids that didn’t want to be out here, and that is frustrating. The kids that don’t want to be here... So a few of them would improve, but for the most part they didn’t improve” reflected Perry. In addition to the lack of interest, sheer negativity was also difficult to address. Sherry remembered “one student in particular that can make all kinds of excuses and he starts to make excuses before he even tries.” She eventually addressed the attitude by agreeing to give up; her psychology worked and the student showed marked improvement in both skill and attitude.

Physical skill limitations of volunteer adults. A few of the volunteers specifically pointed out their personal skill limitations as a slight barrier. Dan viewed his small frame as “a

disadvantage. I'm small. So most kids don't look at me like, 'Oh, he's a big bearded adult.' Two of the other participants were recent cancer survivors. Both are volunteers in marital arts programs, where the entire body is engaged during a majority of the activities. Their limitations were at times temporary, but in some cases permanent. Otis recounted, "After battling with cancer and everything I had to have rotator cuff surgery. And that was the hardest for me because I couldn't do anything for over six months." Two years into remission, Sherry admitted martial arts is now "different for me because I have some limitations and everything." As with the other barriers mentioned, each of these were facts of life and nothing that couldn't be worked around or overcome.

Facilitators of Developing a YAR

The volunteer leaders interviewed were easily able to identify elements they perceived to facilitate the development of relationships with youth in their program. There was significant consensus in each theme as more than half of the participants mentioned each of the four themes discovered. In no particular order, the themes include: a) It's all about fun and games; b) incorporating trust, respect, and honesty; c) working together to plan and prepare for program events; and d) program specific training is essential.

It's all about fun and games! Due to the nature of a PA-based YDP, it is really all about fun and games. At different points during the interviews, participants pointed out the importance and impact of simply having fun with youth. Although there was a specific structure for each program, opportunities for fun should also abound. "People do laugh and we do have fun and play games," shared Bill. Jim echoed the importance of having a good time, suggesting volunteers should "Try to have fun because if you aren't having fun, guess what, they won't

either!” Others noticed the value of fun and games as methods for developing camaraderie and providing the opportunity to “draw into” (Blake) youth.

“But I tell you what, when you go out and you spend the night in the tent [chuckles] and you get... some bad weather, you get some camaraderie going through rainstorms. And just having fun activities together, that’s good fellowship. That helps you to interact and build a strong bond” shared Joey.

Incorporating trust, respect, and honesty. As participants reflected on the YARs in their program, it was also evident that there was an element of trust and respect in the relationships. Youth and adults trusted each other, were able to be open and honest, and thus developed working relationships. According to Bill relationships were formed “out of respect and a want to learn.” Otis saw “mutual respect is one of the first things that we work on—trust and respect.” They accomplished this by specifically teaching a new life skill each month where youth and adults would report back how they were demonstrating and developing the particular character quality. There was mutual accountability as well. For others it was as simply as “eye to eye contact” (Blake) or stating “yes sir” and “yes ma’am” that was incorporated into “the culture of the whole [program]” (Sherry). The mutual demonstration of verbal respect and attention set the basis for establishing respect and developing relationships.

In like ways the presence of trust was also considered. Some cited youth trusted adults “to make the right decision” (Nancy) and “know what needs to be put together” (Sherry) to have a productive session or program event. Others commented how the role of trust and respect passed from adult to older youth and new/younger youth. Jim mentioned that after new children adjust to his program, “it’s like a machine” where “the older guys will start to prepare the younger guys.” The effect of trust filtered down, and older youth appreciated being valued as a

viable leaders in the program. Eddie shared he and other adults in his program did the same with older youth offering them various positions of leadership. “When I talk to them I show them the respect of their position. I don’t talk down to them,” (Eddie).

Working together to plan and prepare for program events. The importance of working as partners with youth during the planning and preparing of program sessions and events was also noted. While ordinarily adults were responsible for planning and leading program activities, there were periodically specific opportunities for youth input. In conjunction with being willing to work as teammates, the volunteers also emphasized the value in demonstrating patience and spending additional time as needed. When planning demonstrations for the community, Bill commented on how the youth and adults “all work together” to prepare and adults “encourage them to come up with stuff so we can put it together and apply it.” Others saw the importance for youth to “learn that experience of planning” (Eddie) rather than always being directed what to do. Offering “choices from time to time...or have responsibility...When those situations arise we give them a chance to shine. They enjoy it,” commented Joey. Opportunities to plan and prepare encouraged responsibility, and also allowed the leaders to invest additional time and patience while working with youth in their program.

Half of the participants commented on time, concurring that “just spending time with them and showing them that one on one attention always helps” (Blake). In doing so adults were also able to demonstrate patience, “a different kind of patience,” according to Katie. As others simply stated, “Be patient” (Otis), be “real patient” (Jim). The patience permitted youth the time required to plan, prepare, and potentially fail, a valid but difficult lesson for adults to observe. While uncomfortable, Eddie found it necessary for the youth in his program, as he and other

leaders often had to “sit back and allow them to fail. They learn that experience of planning, and not me saying, ‘Hey guys, no, don’t do that.’ It’s difficult to sit back and watch them stumble.”

Program specific training is essential. The curriculum, design, and training specific to the program for each volunteer interviewed was considered a major contributor to developing positive YARs. Half of the participants admitted that just the design of the program was sufficient to facilitate relationships between youth and adults. Due to the nature of PA-based YDPs, each program included a specific focus on the development of life skills. As such, the programs included a workbook or handouts for youth. Bill shared youth were encouraged to “use tenants and the oath” for application in and out of the program, stating “respect and courtesy goes outside of class.” Perry made the following comments about his program:

The way the program is set up, they not only teach golf, they teach other skills, like how to get along with the other kids, how to meet and greet the kids. It also teaches them about things to improve their self-motivation and integrity and different things like that, to try to improve the person.

Similarly, Eddie found his program setup as efficient for developing YARs. “The program itself and the way it’s setup it allows for positive male or adult role models... positive adult relationships throughout the program” said Eddie. Of course, in order to implement the program correctly, Eddie also noted the vitality “to get as much training as possible as the organization provides. That’s the key, to get as well trained as possible in order to be able to train them and teach them as best as you can.” Others commented on program specific training, indicating that not only does it help, but without training volunteers “won’t get the whole picture” (Nancy) of the program and how it is designed to work. For Dan, program training helped him find “the best way to verbally instruct the kids,” which was rooted in the “praise, correction, praise” teaching strategy. Strategies such as this, and other program specific tips, are important for volunteer leaders to facilitate the development of positive relationship with youth in their program.

The Impact of Motivation on YAR Development

To answer the first research question, a number of themes emerged in response to how motivation facilitates the development of a YAR. Prior to this study each participant took part of a motivation inventory where each was identified with one of six motive functions. Upon analysis and deep consideration of the data collected, three of these motive functions were depicted among the themes (social, understanding, value). Thus, the themes include: a) my volunteer work is fun; b) I have a passion for this program; c) this is a place to make friends and call home; d) when I get to teach, they get to learn; and e) I guide, advise, and instill character.

My volunteer work is fun. The specific mention of *fun* and *enjoyment* were continually endorsed by the participants. Nine of the twelve participants were enthusiastic in stating their work as a volunteer was *fun*. When asked why he volunteered, Otis shared, “It’s real fun...I love doing it!” Other declarations included “It’s what I’ve always enjoyed” (Will), “I just like it” (Bill), and “I enjoy it, it’s just fun! We have fun,” (Jim). The importance of having fun is necessary for adults, youth, and the development of a YAR. According to Joey “having fun activities together is good fellowship that helps you interact and build a strong bond.” The consist mention of both *fun* and *enjoyment* is important to note and included as a major motivator for the successful development of a positive YAR.

I have a passion for this program. Whether a thing of the past or way to give to the future, every volunteer mentioned a passion for their program. Half of the volunteers had been members of the specific program as youth and a few others participated in similar activities as children. The impact of the program on their personal lives thus led a few of the volunteers to enroll their own children in comparable programs. Additionally, participants felt as though

volunteering was a *natural progression* where they were provided the opportunity to *give back* to the program that had assisted them.

When asked why he volunteered, Dan was clear in stating his “most important reason: Martial arts has been such a major part of my life. The discipline aspect, the confidence aspect, the coordination, the self-confidence. All of those things played a major role in my life.” Will, also a volunteer of a martial arts program, echoed the role of the art in his personal life: “I like the art, I like what it did for me...I enjoy giving back.” Others shared about the personal impact of program participation during childhood. Blake and Eddie were both graduates of their respective YDPs. After finishing his program, Blake stuck around to volunteer as a helper, which progressed into a coaching position; he now serves as a volunteer instructor three times a week. As a participant of the program, “It was one of the best things I ever did,” Blake said, “I want to be involved in golf anyway I can... [to] give back to the program I grew up in.” Eddie completed his program in 1989 as an Eagle Scout, twenty-six years later he has “been in and out of the program in various forms ever since.” Clearly, the impact of a positive and effective YDP extends into adulthood, where participants are not only affected but feel compelled to continue their involvement with the program.

In an effort to extend the same positive experience to their own children, several participants indicated the desire for their children and family to be part of the program. Dan participated in a martial arts as a child and often spoke of the impact of the program on both youth and adult participants. While reflecting upon the positive outcomes Dan recounted, “This kid is respectful...which is the reason I wanted [my children] in martial arts. So we came, my wife and I with the four boys.” Bill’s family also “started at the same time.” Years after completing the program as participants, both of Bill’s children have been hired as instructors

while Bill volunteers on a weekly basis. As parents these volunteers saw the need for their child to be engaged in positive programming, the result was a parent volunteer who was willing and able to give back to the program, their community, and spend additional time with their child.

A significant number of participants spoke of their desire to *give back* to their program. This was often referred to as a *natural progression*. After completing the program as a child, having children in the program, or retiring, more than half of the volunteers desired to remain active as volunteer leader. Following his time as a participant in a golf program, Blake discovered his desire to tackle golf as a career. For him, the program provided the opportunity to “not only gain experience, but give back to the program [he] grew up in.” Many of the martial artists commented on the progression from participant to instructor. “It was a natural kind of thing as you move up into the ranks... As you become a senior student you automatically help... It’s just kind of a natural progression of things” (Katie). When asked what compelled her to volunteer as an instructor, Katie elaborated by sharing:

Because of the instructors that I had. They were always so patient, always so willing to help, and very giving of their time. You could see the progression that happened with them, it was the same natural thing. They were moving up in the rank, they were getting a little more responsibility, turning around and teaching exactly what they knew. There was no withholding of knowledge... the more you learned the more you wanted to share with those underneath you as well.

Simply put, “you go on and you want to teach the kids things” (Otis). Over and over the participants shared of their desire to continue on and share with others what had been shared with them. Others spoke of the opportunity to return to the same or similar programs. Nancy and Sherry were two volunteers who had recently retired, each of whom volunteered to incorporate additional activities as part of their respective programs. According to Eddie, participants of his program often return after some time. He shared, “There’s a large percentage of youth that turn back to the program [after] they’ve left to go take part in their own life.”

This is a place to make friends and call home. Subjects responded by indicating social motivation for volunteering. It was mentioned several times that the programs offered a positive environment where friendships, support, and a pseudo-family structured was present. Katie viewed her program as offering the positive environment that simply was not present in many of life's situations. The effect of Katie's positive program was significant in building her self-esteem, "I know how it affects me when I've had a rough day and people smile at you and encourage you, and you feel like you're actually good at something. It helps you in other areas even if you don't realize it." On other occasions the presence of the environment extended itself into public encounters with program participants. Bill shared of experiences when he would run into youth "outside of class and they always get all excited and want to come up and say, 'Hi!' whenever they see us outside of the studio."

Similarly, others expressed the distinct opportunity to have a place to go to meet people and make friends. The main benefit of being a volunteer for Jim was the "emotional bonding and friendships" with both youth and adults in the program. Will echoed the social benefits of having "another place to go and hang out and meet people. Friendship and associations with new and different people that share a common passion." It was passion and common interest that brought them together to form new bonds, and for some the bond was stronger than one might imagine. Katie actually met her husband through the program, and says "the people here are like family. You know the same people, they give you support." Otis and Nancy, volunteers at separate programs refer to their participants as part of a "big family" as well. "We're all like a big family...if they invite us we try to go do things outside of the actual program," Nancy shared.

When I get to teach, they get to learn. It comes as no surprise that the opportunity to share knowledge was a major motivator for participating in YDPs and developing positive

YARs. The understanding function is satisfied when volunteers experience the opportunity to share their skills and knowledge with youth, which are accomplished by teaching and observing skill acquisition. Nine of the twelve volunteers cited opportunities for teaching as moments of personal success and satisfaction as a volunteer. Dan summarized the importance of teaching and satisfying the understanding function perfectly when he stated, “I love to teach. Whenever you teach, you learn. And teaching here, when I teach I learn. I learn about kids, I learn about personalities. I work here just for the kids.” Many others expressed their love to teach and “spend one on one time” (Jim) with youth in the program. Blake also found importance in working with youth “one on one.” Katie enjoyed sharing her knowledge because “there’s some feeling about when you actually teach somebody something and you see them actually get better because of something that you shared with them. It kind of makes their success your success. It’s representative of you. It makes you feel good.” For Sherry, teaching was just as satisfying, “There’s gratification in being able to help someone...it’s just satisfying to be able to share your knowledge or skills.” The participants also saw how the process of teaching and learning bridged the gap between youth and adult, noting that “any time you are trying to learn something from somebody there’s a relationship developed. Usually it’s a relationship out of respect and want to learn,” (Bill).

Several volunteers pointed out their love for teaching was linked to watching youth learn and grow, often making strides greater than anticipated. “I feel like I have accomplished something when I can teach a kid something that I know and I watch him develop and learn. That’s the gratification I get out of it”, shared Otis. Will liked teaching because it helped the youth “push their own limits and grow.” There were “Wow!” moments mentioned, too. Blake recalled one such moment:

I was watching this kid in the sand trap. Couldn't get it out of the trap. I walked over there, kind of messed with him and helped him adjust. Couple little minor things. Then he gets up there, next swing hit to about three inches and just the smile on his face. Couldn't believe he did. And that's probably what made me fall in love with it.

Sometimes the acquisition of skill was more subtle. It required lots of practice and reinforcement. "I had to learn not everyone will get it right away, but if he sticks with it, he will. Here's what I like to tell a kid, 'If you practice you may not become great, but you will get better,'" shared Dan. Many times, as Dan and others noted, youth did get better. Jim was both literal and metaphoric in his analysis of the development of youth in his program, which is based on outdoor activity:

Watching these kids come in as a little bitty fellows and they are in the front of the canoe. And then two or three years down the road they are in the back of the canoe and they are steering. They learn enough skills so they are not the little boy in the front anymore.

I guide, advise, and instill character. The final theme to surface in light of how motivation facilitates the development of a YAR was value. This theme also depicts the value function which is satisfied when the volunteer has the opportunity to express care and concern while also acting upon their personal value system. For a majority of the volunteers (nine), the opportunity to offer guidance or be a mentor to youth in the program was substantial. While serving as a guide, participants commented on their ability to invest in youth and watch them develop into individual successes.

Dan mentioned his approach to guiding youth was acknowledging each one differently and remembering the "kids are the future." Often young people are unable to identify areas in need of improvement, which is what Will felt like his role as a guide was. "It's sort of a mentorship, an instructor and guidance, helping people to realize where they need to improve and then giving them the freedom to improve themselves, remember it, and keep pushing" remarked Will. The notion of progress was often mentioned and focused on areas of character

development. Rather than mere interest in youth picking up physical skills the benefit of guidance permitted the ability to see changes in self-esteem, self-management, and behavior. “You’re actually helping them progress and be proud of themselves and accomplishments. That’s really what it’s all about,” informed Nancy.

Part of knowing what changes were in need included the establishment of expectations. Several participants shared the importance for youth to “set their own expectations” (Perry) and forced themselves as adults to “sit back and watch” (Eddie), offering pointers when necessary. For Eddie, the goal was simple, to guide youth and “make them understand that your actions are what’s going to take them where they want to go. We really focus on being a unit, so we put these guys in a position of leadership... We just step down at that point and advise them as to what they are to do.” The chance for youth to serve as leaders had the potential to affect their level of responsibility, motivation, and leadership. Will found it useful to “give them the choices from time to time, we let them lead or have responsibility within the class. When those situations arise and we give them a chance to shine, they enjoy it! It gives them the motivation to keep pushing.” Such development may not be afforded in other settings, according to Eddie. Great satisfaction is found when one is “able to watch a young man start out and learn leadership skills he wouldn’t necessarily have the opportunity to learn in any other thing, whether it be sports, or school, or anything like that. To be able to watch him go from a shy little guy to a true leader” said Eddie.

For other volunteers, the guidance was less formal and simply an opportunity to invest in youth personally. Blake felt his role as a volunteer coach was “to help them. Not only to be there for them athletically, but be there for them personally... [to] help them succeed is what I am here for.” Jim and Bill viewed their presence as “example setting” (Jim). “You get to get to help kids

and try to be a good example for the kids so the kids have somebody that they can look up to and say, ‘Oh, yeah! I’d like to be able to do that when I get older,’” shared Bill. Joey hoped his example would leave a legacy, sharing his involvement was about “a father that’s involved with his son and his activities. That would give them an example, I would hope, that will carry on when they have kids to be strongly involved in their kids’ activities and support them.”

Similar views included the “chance to pour into a kid’s life” (Dan). In his program, Dan enjoyed watching the “underdogs” become more coordinated and confident because “those are the ones who want to give back, because once again that self-esteem that it is producing allows them to say, ‘Hey, you know what, I matter. I am somebody. I matter. My life matters.’” Otis also commented on the change that skill acquisition had on personal development and the satisfaction in watching them “develop as a person.”

The volunteers had fun in their program. They enjoyed working with youth and participating in program activities. As the result of fun, either in childhood or as an adult volunteer, many expressed a sincere passion for their program. At their program they formed relationships with youth and adults. They were given the opportunity to share knowledge, teach skills, and invest in youth.

Discussion

Recent research suggests volunteer retention and satisfaction stem from a sincere passion for a sport or activity (Ooi & Yusof, 2015). PA-based YDPs employ a variety of individual and team activities, presenting a range of opportunities for adults to return to sport as a volunteer. Also within the context of a positive YDP is the chance to develop relationships with youth. The focus of this study was to investigate the relationship between volunteer motives and YARs. Participants identified numerous facilitators of and challenges to developing these relationships.

They also linked their involvement in a YAR with satisfying their personal motives for volunteering in a PA-based YDP.

When asked about the barriers and frustrations around developing a YAR, a handful of volunteers explicitly stated “I don’t get frustrated.” During the first few interviews this seemed quite odd and perhaps a little superficial; however, after continued consideration the volunteer’s lack of frustration made a great deal of sense. After all, the participants interviewed were *volunteers* at their program, and at any time could cease participation. The fact they were motivated to volunteer and chose to be a part of their program sets them apart from other adults who establish relationships with youth (e.g., teacher, parent). And while they may not get frustrated, there were admittedly moments where “patience had been tested” (Joey).

Among the challenges to developing positive and effective YARs participants acknowledged limitations characteristic of children in general. The theme “every child is different and so are your teaching methods” reflects the current trend in pedagogy which advocates differentiated instruction for all students (Whipp, Taggart, & Jackson, 2014). The concept of having to learn each child’s level of physical skill, learning capacity, and personality style was seen as an obstacle requiring volunteers to learn and adjust their teaching methodologies for each youth participant. “The limits of a short attention span” also required adult volunteers to “learn how to deal with” (Otis) the children and each situation as it was presented. It was acknowledged that these barriers were characteristics of children themselves, the only method for overcoming such obstacles was to indeed learn about the child and discover which method of individualized instruction best suited the child’s learning style.

Barriers related to the “general disinterest and negative attitudes” theme also required individualized attention, yet the consequences of such attitudes varied in time and intensity. In

some cases adults chalked it up to a bad day, but in other instances perpetual negativity was the root of a sincere disinterest in the program itself. Admittedly, there was little that could be done but to make the best of a difficult situation. The decision to tolerate each youth supports the positive adult attitude characteristic of YARs, where adult volunteers remain open to the opinions and ideas of each youth (Halpern, 2005; Zeldin et al., 2002).

Like “every child is different and so are your teaching methods” and “the limits of a short attention span”, the theme of “physical skill limitations of adult volunteers” was also characterized by the volunteers as a fact of life. A few of the adult participants felt limited by their personal skill set (due to physical characteristics or diseases) and were unable to do anything to improve their physical limitations. Due to the nature of the adult’s control of this barrier and acceptance of their limitations, they found it realistic and necessary to work according to their ability.

Perceived facilitators of the relationships between youth and adults were consistent with youth development research and correlated with two of the characteristics for positive relationships. “It’s all about fun and games” was the first theme to emerge, and is really indicative of PA-based YDPs. Including PA and games is essential to the purpose of a YDP and reflects the purpose of using PA as the vehicle to impart life skills and character development (Perkins & Noam, 2007; Petitpas et al., 2005). Participants were consistent in mentioning the necessity of fun and games, often alluding to the connection between opportunities for fun and fellowship as methods for building deeper bonds with youth in the program.

The “incorporating trust, respect, and honesty” theme was clearly associated one of the characteristics of positive YARs. More than half of the participants commented on the value of character quality which is equivalent to the YAR characteristics of mutual trust/respect. A

majority of the participants cited mutual trust and respect as the basis for which positive and significant relationships could be developed, a concept very consistent among YAR research (Liang et al., 2008; Libby et al., 2005; Rhodes & DuBois, 2008). The effect of trust/respect led to a positive program culture, where the presence and demonstration of character was passed from adult to youth, and also from older/advanced youth to novice participants in the program. Through the process of learning to trust and respect each other youth and adults learned to interact during program activities, providing youth with opportunities for leadership and responsibility. In these instances youth were encouraged to make decisions and take authority, and thus truly experience the presence of trust in their relationships with adults (Larson, 2006; Antonni Philippe et al., 2011). The opportunities for decision making were also strongly linked to another facilitator for developing YARs, the theme of “working together to plan and prepare for program events.”

The effect of “incorporating trust, respect and honesty” made a significant contribution to the theme of “working together to plan and prepare for program events.” This theme is also related to the partnership characteristic of positive YARs. It was evident that youth and adults in these programs shared equal opportunities for leadership, just different types of leadership (Denner et al., 2005). Youth and adults were challenged to bring their own perspectives and experiences the partnership, (Zeldin et al., 2013). Program volunteers spoke of instances where adults and youth worked together, as partners, to plan and prepare for program tasks and events. The reciprocal leading and learning, impossible without the presence of trust/respect, was said to contribute to the development of the YAR and each participant individually, providing support for the inclusion of partnership as a YAR characteristic (Anderson & Sandmann, 2009; Mitra et al., 2010).

The final facilitator for developing YARs “program specific training is essential” provides evidence for the importance of specialized training for effective YAR development and the retention of adult volunteers (Anderson-Butcher et al., 2004; Busser & Carruthers, 2010). Many of the volunteers interviewed emphasized the importance of program specific training, explaining that the unique design and curriculum of the program required particular attention. The incorporation of a character building curriculum with the fun program activities provided a fitting context for relationship and youth development. Yet, to effectively utilize both curriculum and physical skill development participants spoke of the training they had received from program administrators. From teaching tips and methods such as “praise, correction, praise” (Dan) to guidance for delivering the character curriculum, initial and continual training was a point of focus.

The second research question addressed the impact of motivation on developing YARs in the program setting. The “my volunteer work is fun” theme was clearly expressed and straightforward. Participants consistently made mention of having fun and enjoying their role as a volunteer in the program. Perhaps, the enjoyment factor was one function of their continuance with the program. In a very liberal sense this theme may fit the enhancement function, a motive that is fulfilled when a volunteer experiences enhanced positive affect, such as self-esteem or personal growth (Clary et al., 1998). However, fun may be a one dimensional aspect of increasing positive affect; thus, it did not entirely satisfy the enhancement motive function.

A majority of the participants declared in various terminology the “I have a passion for this program” theme. Half of the volunteers had been participants of the program in which they volunteered, or its equivalent. This is consistent with research suggesting volunteers in youth sport return to work as volunteers out of passion for the sport and a desire to develop youth (Ooi

& Yusof, 2015). In many cases, becoming a volunteer fulfilled a desire to give back to the program. For others, volunteering as a leader was merely the natural progression from student to teacher. This passion was also a reference to the understanding volunteer function. Katie made reference to the understanding motive for volunteering when she recalled her motivation for volunteering (and her perception of other instructors), “the more you learned the more you wanted to share with those underneath you as well.” The desire to share in the transfer of knowledge and skill provides evidence to support the achievement of the understanding function in PA-based YDPs (Antonni Philippe et al., 2011; Vella et al., 2011). Like Katie, many went on to teach those coming up in the program.

The specific desire to teach was depicted in the “when I get to teach, they get to learn” theme, which is linked to the understanding function of volunteering. The presence of volunteers high in understanding contributed to focusing on sharing knowledge and skills necessary for physical skill acquisition. A majority of the volunteers noted feelings of success and achievement when youth learned a new skill as the direct result of their time spent together, supporting research that cites the implications of the transfer of knowledge and physical skill (Antonni Philippe et al., 2011; Camiré et al., 2012; Vella et al., 2011). Whether in a day’s work or following months of practice, gratification was achieved on the account of physical skill development.

Social motives for relationship development were also highlighted by the volunteer adults. “This is a place to make friends and call home” theme clearly depicts the social function for volunteering. The programs offered positive environments for making friends and exchanging encouragement, aspects related to the satisfaction of social motivation. As a result of

opportunities to engage in meaningful interaction and learning, relationships were developed (Jones & Perkins, 2006) often to the point of developing family-like associations.

Finally, the theme “I guide, advise, and instill character” emerged as one relating to the values function for volunteering. A majority of the participants mentioned the specific desire to guide, advise, or mentor, which is consistent with research suggesting value is often the primary motive of adults who volunteer in various youth-based programs (Busser & Carruthers, 2010; Hoyer et al., 2008; Kim et al., 2010). The guidance approach is consistently cited as an effective method for encouraging positive relationship development (Crabbe, 2009; Denner et al., 2005; Larson, 2000; Zeldin et al., 2005). While acting as mentor leaders, volunteers were able to satisfy their desire to express care and concern for youth while also sharing the values of the program curriculum. Due to the nature of PA-based YDPs, each program had a specific curriculum designed to impart life skills and character development (Zeldin et al., 2005). As a result, the adults were offered ample opportunities to intentionally guide youth with the ultimate goal of instilling positive character traits necessary for each youth to become his or her own leader (Anderson & Sandmann, 2009).

In terms of achieving the other motive functions, neither the career nor protective functions were mentioned during the discussions about motive, which supports the limited presence of these motives in volunteer research (Kim et al., 2010; Hoyer et al., 2009). As previously mentioned, the enhancement function may be partially satisfied by the “my volunteer work is fun” theme but it does not represent clear attainment of positive affect. To adequately satisfy enhancement, volunteers would need to feel needed and better about themselves as a result of enjoying their work as a volunteer (Busser & Carruthers, 2010). Three of the six volunteer functions (understanding, social, value) are prevalent in response to the impact of

motivation on developing effective YARs. Thus, it is plausible to conclude the volunteers had experienced fulfillment of their motive and were satisfied volunteers (Busser & Carruthers, 2010; Hoyer et al., 2008; Kim et al., 2007). The satisfaction of volunteer motives is considered critical for volunteer retention and is also supported by this study (Stukas et al., 2009).

In general, the focus of this qualitative investigation was to determine the impact of motive on YARs established in PA-based YDPs. The two research questions resulted in numerous themes to describe the relationship between volunteer adult motives and YAR characteristics and resulted in a more in-depth understanding of the beginning and development of a relationship between youth and adults. Specific findings related to the barriers and facilitators of YAR development will assist program volunteers, leaders, and administrators in identifying causal areas and provide a point to establish strategies to overcome potential obstacles to establishing positive relationships. The facilitators can be considered points for program evaluation and target areas for the promotion of productive youth development environments. Additionally, the impact of motivation on relationship development indicates volunteers experienced satisfaction as a result of having fun and fulfilling the volunteer motive function of value, understanding, and social.

Given the presence of three volunteer motive functions it is prudent to conclude motive identification as a relevant factor for selecting and maintaining effective long-term volunteers. As a result, a focus on volunteer satisfaction is warranted. Program administrators should consider strategies for maximizing motive satisfaction, most likely by providing opportunities for motive matching. Research suggests effective volunteer management also includes training volunteers (Bouchet & Lehe, 2010), which was supported by the “program specific training is essential” theme identified by volunteers as a facilitator for YAR development. The implications

of this study suggest each program must identify and disseminate program specific information and as it relates to the role and expectations of volunteers. This information would be beneficial for identifying and training selected volunteers. In conjunction with program specific literature, training should seek to develop competence in sport knowledge, relationship development, and positive youth development (Ooi & Yusof, 2015; Vella, Oades, & Crowe, 2011). While most of themes emerged despite program type, the mention of “program specific training is essential” highlights the wide range of PA-based YDPs. Although participants were from a number of different programs, several volunteers were part of a gender-specific program. Future research should include participants from a wide range of PA-based YDPs, including those that represent gender specific and co-educational programs which include individual and team sports or activities.

CHAPTER FOUR: GENERAL DISUCSSION

The field of positive youth development has evolved in response to the growing effort to provide youth with safe and healthful activities during leisure time (Perkins & Noam, 2007). Physical activity-based youth development programs (PA-based YDPs) utilize a range of individual and team sports and physical activities as tools to simultaneously teach character development and physical skills through which life skills may be acquired (Petitpas et al., 2005). The intentional focus on positive youth development provides a suitable context for the development of a youth-adult relationship (YAR). The bonding between youth and adult is critical to the development of adaptive responses in life which ultimately impacts the functionality of youth in adulthood (Catalano et al., 2004). While the outcomes of YARs are important, there is a limited understanding of the relationship between characteristics of adults who volunteer in PA-based YDPs and characteristics of YARs. The purpose of this dissertation was to examine the relationship between volunteer adult motives and characteristics of YARs. In an effort to learn more about adult volunteers, quantitative and qualitative methodologies were employed to investigate this relationship.

The proposed Principal Motives of Positive Youth-Adult Relationships Model describes the hypothesized relationships between volunteer adult motives and four characteristics of YARs—trust/respect, partnership, adult attitudes, and tasks/goals. The results of the quantitative study did not support the hypothesized model. The study also provided evidence which supports trends in motivation among youth sport volunteers suggesting the values and understanding functions are prominent motives and career is significantly lower than all of the motive functions (Busser & Carruthers, 2010; Hoyer et al., 2008; Kim et al., 2010). Results of the survey revealed there was moderate variability among the social and enhancement motive functions.

The qualitative study resulted in the identification of themes relating to the relationship between adult volunteer motivation and YARs. First, participants shared perceived challenges to developing a YAR centered on physical and cognitive differences. Further, the facilitators of relationship development focused on the importance of volunteer training, fun, and two of the YAR characteristics (trust/respect and partnership). Finally, volunteers related the impact of their motivation on developing YARs; the enjoyment, passion for the program, and the satisfaction of three motive functions (values, understanding, and social) were significant contributors.

The presence of adults who indicated values and understanding as the primary functions of volunteer motivation is significant and consistent with youth sport volunteers (Kim et al., 2010). Knowledge of volunteer motive function is useful for volunteer management as one function of volunteer satisfaction is motive matching. Volunteers find satisfaction when they experience opportunities to fulfil their personal motive function(s); thus, it is important for volunteer managers to provide experiences to satisfy the motivational needs of their volunteers (Busser & Carruthers, 2010).

The qualitative investigation of motivation and YARs did yield results which reflected the proposed model. Participants of the qualitative study reported the impact of three volunteer motive functions—values, understanding, and social—on volunteer satisfaction and their perception of effective YAR generation. The volunteers also cited the presence of trust/respect and partnership as facilitators of YAR development. In the proposed model the social function is hypothesized to predict trust/respect and partnership, which is reflected in these themes. Additionally, the values function was hypothesized to predict trust/respect and understanding to predict partnership. The occurrence of these four parts of the model suggests there may be relationships between these motive functions and the two YAR characteristics as well. Future

research should be directed toward refining the Principal Motives of Positive Youth-Adult Relationships to isolate the relationship between trust/respect and partnership and the motive functions. The replication of this study with a larger sample size and greater scope of PA-based YDPs may provide the variability in adult motive functions to achieve a more statistically powerful sample whereby the results may be different.

Neither study supported the significance of the career or enhancement motives, nor the YAR characteristic of adult attitudes or tasks/goals. However, results from the quantitative study indicated youth perceptions of adult attitudes was the highest ranked YAR characteristic. The quantitative study utilized a measure that was designed to measure constructs that were judged by an expert panel to be similar to the four YAR characteristics targeted in this study. Given the moderate number of items with bipolar statements and plural phrasing, it seems likely that this measure may have also failed to adequately assess the YAR characteristics. It may be suitable to explore other measures for identifying the presence of YAR characteristics. Selecting an instrument with fewer items which focus on one or two YAR characteristics may be more effective in achieving the goal to assess the relationship between motivation and perceptions of YARs.

Results from both studies have implications for the broad base of YDPs, including programming that does not explicitly use character development or life skills application. There are a wide range of YDPs that use other modalities for the positive development of youth, such as music, technology, arts, etc. (Durlak et al., 2007; Riggs & Greenberg, 2004). Youth sport and recreation programs continue to multiply at a substantial rate, providing an excellent opportunity for the development of youth as well (Perkins & Noam, 2007), but there is a critical need for volunteer training (Busser & Carruthers, 2010). In both youth development and recreation,

attention must be devoted to the effective management of volunteers, specifically in the area of training adults to establish and maintain positive relationships with youth. In a general sense, adults must be trained to incorporate content knowledge, communication, pedagogy, and relationship development skills (Ooi & Yusof, 2015). The utilization of such skills will cultivate a positive environment and encourage the development of an effective YAR.

By focusing on the development of relationships between youth and adults, it is necessary to conceptualize the element of training adult participants. Results from the qualitative study indicated a facilitator for developing effective YARs was the necessity of program specific training. Concepts similar to the themes which emerged from the qualitative study are applicable for training resources and protocols to properly apply relevant information. YAR training can then be instituted in YDPs, youth sport, and physical education settings. Future research should be directed toward establishing specific strategies and key points for starting, developing, and maintaining positive and effective YARs. Information pertaining to the identification and application of key YAR characteristics would be useful resources for both volunteers and volunteer managers, as this type of specialized training is critical for volunteer retention (Anderson-Butcher et al., 2004).

Due to the positive nature of PA-based YDPs and intentional focus on youth development, it is possible that the programs already lend themselves to positive YARs and highly motivated volunteers. In an effort to expand the research regarding relationships between volunteer motivation and YARs, the Principal Motives of Positive Youth-Adult Relationships model should be extended to investigate youth sport and recreational programs that do not specifically focus on character or life skills development. There is both theoretical and empirical interest in identifying connections between motivation and YARs despite the lack of intentional

youth development. Exploration among these programs will deepen the understanding of the relationship between adult volunteer motivation and positive YARs.

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APPENDIX A: EXTENDED REVIEW OF LITERATURE

Adolescents spend a great deal of their time in school; however, it is during the after-school hours that both opportunity and risk prevail as youth make choices regarding participation in a variety of health behaviors (Roth & Brooks-Gunn, 2003). Over the past few decades increased emphasis has been placed on providing youth with safe and healthful activities to engage in during their leisure time, particularly during the after-school hours. Physical activity (PA) is one context that naturally coincides with positive youth development, and participation in physical-activity based youth development programs continues to grow each year (Perkins & Noam, 2007; Quinn, 1999). A considerable component of positive youth development is the establishment of positive youth-adult relationships and/or the coach-athlete relationship in PA settings (Anderson & Sandmann, 2009; Camiré, Forneris, Trudel, & Bernard, 2011; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Riley & Anderson-Butcher, 2012). Research indicates effective youth-adult relationships have a positive impact on the character and social development of both youth and adults involved in the relationship (Anderson-Butcher, Cash, Saltzburg, Midle, & Pace, 2004). Yet, while the breadth of research regarding effective youth-adult relationships continues to grow and key characteristics of both the relationship and the adult have surfaced, the youth-adult relationship remains an understudied component of positive youth development.

Given the voluntary nature of many adults within these relationships (Bouchet & Lehe, 2010; Rundle-Thiele & Auld, 2009; Quinn, 1999), it is important to consider the motives for volunteering to work with youth in PA-based youth development programs. In Australia, community sport, sport complexes, and the PA of young Australians would be greatly compromised without volunteers (Rundle-Thiele & Auld, 2009). Bouchet and Lehe (2010)

believe that without volunteers, youth sport in the United States would not be possible. PA and sport provide a context for the transfer of life skills and establishment of positive youth-adult relationships (Anderson-Butcher et al., 2013; Hellison, Martinek, & Walsh, 2008; Perkins & Naom, 2007; Petitpas, Corenilius, Van Raalte, & Jones, 2005). It is, therefore, important to identify the specific characteristics that empower volunteers to be effective in PA-based youth development programs.

Prior to identifying the characteristics of effective volunteers, the prevalence of parent volunteerism must be addressed. Numerous studies that have investigated the motives for volunteering with youth in PA settings, namely youth sport organizations, indicate the overwhelming majority of program volunteers are parents (Hoye, Cuskelly, Taylor, & Darcy, 2008; Kim, Chelladurai, & Trail, 2007; Wiersma & Sherman, 2005). Simply being a parent is a major facilitator to coach, manage, or become involved with the child's PA experience (Wilson, Erickson, Horton, Young, & Côté, 2007). Although the initial impetus for volunteering is often the child-parent relationship, parents experience positive outcomes as a result of their volunteerism, i.e., additional social relationships and sense of community integration (Kerins, 2012). Despite the additional outcomes, however, there are major retention concerns with parents serving as the primary volunteers for PA-based YDPs. It is often unclear if a parent will remain a coach once their child stops participating; thus, investigation into the motives for initial and continued parent volunteerism is warranted (Kim et al., 2007). Furthermore, although parents can be effective volunteers, being a parent is not a characteristic of an effective volunteer.

A number of methods to conceptualizing the volunteer process have emerged over time. Functional analysis is an effective approach for understanding the initial motives for volunteering (Clary et al., 1998). This manuscript applies functional analysis to adult volunteers

in positive youth development settings. Further, the motives of functional analysis will serve as the basis for a new theoretical model to investigate the relationship between the motives of adult volunteers and the characteristics of positive youth-adult relationships. As such, the focus of this paper is to investigate the characteristics of effective youth-adult relationships along with the principal motives of adult volunteers in an effort to identify quality adult volunteers for PA-based youth development programs.

The first section of this paper examines the positive approach for youth development programs and identifies the characteristics and benefits of effective programs. The second section provides an explanation of the youth-adult relationship as an integral part of a positive and effective PA-based youth development programs. In the third section, the functional analysis approach to understanding volunteer motives is described and applied to a new theoretical model. The model explores the potential relationships between the motives of adult volunteers and characteristics of positive youth-adult relationships. Finally, this paper concludes with strengths and weaknesses in the literature, practical implications, and directions for future research.

Youth Development Programs

Adolescence marks a stage in which a child is continually challenged by risk and opportunity (Roth & Brooks-Gunn, 2003). There are numerous challenges to successful youth development, including various family structures, drugs and other unhealthy substances, decline in physical health and wellness, evolving and overburdened schools, and an overabundance of social media (Greenberg et al., 2003; Lerner, Almerigi, Theokas, & Lerner, 2005; Riggs & Greenberg, 2004). Couple these obstacles with a lack of after-school opportunities and children are left to fend for themselves during the riskiest hours of their day (Riggs & Greenberg, 2004;

Roth & Brooks-Gunn, 2003). For decades, the response to these issues entailed a problem-based approach which offered programs and activities to keep youth occupied, overcome their problems, and prevent participation in various at-risk behaviors (Catalano et al., 2004; Damon, 2004; Lerner et al., 2005). Over the past two decades, the field of youth development has evolved to focus on the unique skills, talents, strengths, and the *future* of youth. The change in vision empowers adults to view children as resources for society, not problems (Damon, 2004).

Problem and prevention approaches were not based on theory or research, and often did not show a positive impact on youth behavior problems (Catalano et al., 2004). According to Catalano and colleagues the youth development field began to shift as longitudinal studies were completed and researchers sought to understand the impact of multiple problem behaviors, environmental predictors, and factors that could promote positive development while also preventing problems.

The new approach, positive youth development, seeks to use time and opportunities available after school to further develop the individual skills and abilities of youth through content and opportunities for success in academics, social-emotional competence, technology, arts, and PA (Durlak et al., 2007; Riggs & Greenberg, 2004). Concurrently, success in these domains is coupled with the intentional acquisition and transfer of life skills to the four domains of youth development: a) physical, b) intellectual, c) psychological/emotional, and d) social (National Research Council Institute of Medicine, 2002). This reconceptualization of youth development is useful in assisting families with the transition of youth to adulthood (Catalano et al., 2004).

The paradigm shift in youth development is described as the intentional transfer from a problem detection and deterrence approach to a more holistic goal-based view for preparing and

developing youth (Roth & Brooks-Gunn, 2003). Much of this is based on the growing depth of both empirical and theoretical research related to youth development. Thus, the study of youth development shifted to combine biological and comparative psychology where new frameworks for youth development were influenced by development systems theory and the three levels of organization—biological, individual, and contextual (Lerner, 2005).

Based on the view of children as resources for society, and the belief in systematic changes throughout adolescence, Lerner (2005) endorses two hypotheses for positive youth development programs (YDPs). In the first hypothesis, positive development and outcomes will occur when “the strengths of youth are aligned with resources for healthy growth present in the key contexts of adolescent development” (Lerner, 2005, p. 27). The second hypothesis, derived from developmental systems theory, is the Five Cs, a conceptual framework designed to identify youth outcomes characteristic of effective YDPs.

Support is found in research using the Development Assets Model, created by Benson (1997) and colleagues from the Search Institute in Minnesota, where 40 internal and external assets were identified as the “environmental and intrapersonal strengths” necessary to develop and enhance the education and health outcomes of youth (Benson, 2003, p.19). In subsequent work by Lerner and colleagues (2005) the number of developmental assets was reduced to 14.

A second plausible theory of mechanisms by which positive youth development programs meet the needs of youth for support and challenge is the Five Cs. In an effort to develop national goals and indicators for positive YDPs, Roth and Brooks-Gunn (2003) adapted and defined the Five Cs identified by Lerner, Fisher, & Weinberg (2000): a) competence, b) confidence, c) connections, d) character, and e) caring. Lerner and colleagues (2005) support the model and emphasize the Five Cs are more likely to be developed when youth engage in

“positive and sustained adult-youth relationships, youth skill-building activities, and opportunities for youth participation” (p.12). Additional evaluation of the Five Cs model conducted by Bowers and colleagues (2010) confirm the validity of the model in evaluating the effectiveness of YDPs. It is important to note Roth and Brooks-Gunn (2003) defined the Five Cs as part of a broader set of positive YDP characteristics. Due to the broad spectrum of YDPs and potential frameworks, they proposed three key characteristics indicative of successful YDPs: program goals, program atmosphere, and program activities. The following section provides a brief description and details for each program characteristic.

Program Characteristics

While establishing a blueprint for a YDP may not be useful, it is necessary to determine a set of key characteristics by which to identify positive YDPs. The characteristics have been identified as common components of successful programming, and are presented as points of focus when designing and implementing a YDP. Roth and Brooks-Gunn (2003) found effective YDPs have three common characteristics: a) program goals, b) program atmosphere, and c) program activities.

Program goals. Program goals for successful YDPs include the promotion of positive development by meeting the needs of youth for support, challenge, and preparation for the future (Roth & Brooks-Gunn, 2003). The Five Cs are used to identify program goals for YDPs in any context. Competence refers to the enhancement of social, cognitive, academic, and vocational skills. Confidence includes goals related to intrapersonal improvement (i.e., self-esteem, self-efficacy). Establishing relationships with people and organizations is the connections goal. Character goals range from developing respect and spirituality to decreasing problem behaviors. Caring, the fifth C, refers to the improvement of compassion and empathy.

Program atmosphere. The program atmosphere is established via a youth-centered environment that is positive, caring, and dependent upon the disposition and demeanor of program staff along with the quality of relationships that are established with adults and peers (Roth & Brooks-Gunn, 2003). Riggs and Greenberg (2004) found that high quality YDPs have an effective program atmosphere characterized by caring staff, a low youth-to-adult ratio, and numerous experiences for social development. When children and youth establish positive relationships with adults that care about them, they are more likely to become successful as adults, having benefited from the instrumental, emotional, cognitive, and social support of the adult (Crabbe, 2005; Jekielek, Moore, & Hair, 2002; Perkins & Noam, 2007). Furthermore, the social support provided by the youth-adult relationship is associated with positive social development outcomes and can protect youth from engaging in risky behaviors (Jekielek et al., 2002; Riggs & Greenberg, 2004).

As Riggs and Greenberg (2004) discovered, the establishment of relationships and an effective program atmosphere is made possible when the youth-to-adult ratio is kept as low as possible. It takes time and attention to establish and maintain a relationship, and the likelihood of this increases in a small group environment. Quinn (1999) echoes the importance of small groups when she observed that many national YDPs are dependent upon trained leaders and volunteers to deliver program materials and nurture individual relationships. The success of YDPs and achievement of program goals is often grounded in the ability to create a positive program atmosphere achieved by the attitude and attention of as little as one or two program leaders.

Program activities. Features of program activities include activities that are developmentally appropriate, challenging, skill building, supportive, interactive, and reflective (Connell, Gambone, & Smith, 2001; Roth & Brooks-Gunn, 2003; Perkins & Noam, 2007). As an

extension of the program atmosphere, activities are used to develop skills or competencies independent from the positive development goal (Roth & Brooks-Gunn, 2003). In other words, various activities are often used as the vessel to present the positive development, for example the use of music, arts, or PA. Regardless of the context of the program, activities that are both structured and voluntary allow for positive youth development, specifically the development of initiative that transfers to increased concentration and intrinsic motivation (Larson, 2000).

The three characteristics of effective YDPs, specifically the Five Cs as program goals, are supported as the general basis for positive youth programs with an intentional focus on development (e.g., Bowers et al., 2010; Connell et al., 2001; Lerner et al., 2005; Riggs & Greenberg, 2004). As previously mentioned, a variety of contexts are used to facilitate youth development. The following section will focus on the use of PA for positive youth development.

Physical Activity-Based Youth Development Programs

Over the past decade participation in youth sport has increased significantly, especially for girls, to an estimated 40 million participants (Weiss, 2008). Due to this widespread popularity, youth sport programs have the capacity engage and promote the positive development of American youth (Perkins & Noam, 2007; Quinn, 1999). Sport participation benefits children's physical health, motor development, and psychosocial health (Fraser-Thomas & Côté, 2006), and is an integral context for positive youth development (Weiss, 2008). PA is also suitable for addressing the broader issues associated with health, wellbeing, and substance misuse (Crabbe, 2005). Wicks, Beedy, Spangler, and Perkins (2007) suggest participation in sports has the ability to develop each of the Five Cs, with considerable focus on competence/skill development, connections with adults and peers, and confidence in self, each of which are important life skills. As time allocated to physical education continues to decline and after-

school PA options remain limited, the health and wellness of youth are at stake (Wicks et al., 2007). Still, the mere offering of an after-school sport or PA program is not enough to provide positive development for youth.

It is important to note that the term “sport” encompasses a variation of physical activities. For the purpose of this paper, PA-based YDPs will refer to participation in a development program that includes all types of PA and environments in which PA is utilized, including sport, recreation, and community programming. More specifically, YDPs that are based on PA simultaneously teach life skills and physical skills while making connections between the two types of skill (Anderson-Butcher et al., 2013; Petitpas et al., 2005). Rather than focusing only on teaching sport skills, a PA-based YDP uses PA as the vehicle by which life skills are experienced and acquired (Fraser-Thomas, Côté, & Deakin, 2005; Kelly, 2012; Perkins & Noam, 2007; Petitpas et al., 2005).

Positive Youth-Adult Relationships

One potential asset of a YDP is the development of a positive youth-adult relationship (YAR). Catalano and colleagues (2004) suggest positive bonding between youth and adults is crucial to the development of adaptive responses in life and ultimately impact the health and functionality of youth in adulthood. To gain a better understanding of the YAR, it is important to define the term, identify the goals of such a relationship, and to investigate the responsibility of adults within the relationship.

In light of the broad spectrum of YDPs, a variety of interactions between youth and adults are plausible. Researchers and leaders within positive youth development suggest YARs can be defined as relationships, mentorships, or partnerships (Camino & Zeldin, 2002; Jones & Perkins, 2006; Zeldin, Christens, & Powers, 2013). Jones and Perkins (2006) differentiate

between the different levels of youth-adult interactions that range from being youth-led to adult-led relationships with a true partnership in the middle. Furthermore, such partnerships include varying degrees in the number of participants. For example, interactions can be one-on-one, include few youth and several adults, or few adults and many youth (Camino & Zeldin, 2002). Zeldin and colleagues (2013) differentiate a true partnership from traditional mentoring relationships by indicating a partnership features multiple youth and multiple adults that work together. Regardless of the terminology (i.e., relationship, mentorship, partnership) or number of participants engaged in the interactions between youth and adults, YARs are regularly defined as relationships in which there is interaction and high levels of participation for both the youth and adult participant(s) (Camino & Zeldin, 2002; Jones & Perkins, 2005; Mitra, Sanders, & Perkins, 2010; Zeldin et al., 2013). More specifically, Mitra et al. (2010) suggest YARs entail “a relationship in which both youth and adults have the potential to contribute to decision making processes, to learn from one another, and to promote change” (p. 106). The concept of partnership remains consistent in the literature, as experts allude to teamwork, collaborative decision making, and mutual learning (Camino, 2005; Jones & Perkins, 2005). Each of these descriptors coincide with the goals of a YAR.

Prior to discussing the characteristics of YARs, it is important to determine the goals of such a relationship. Anderson and Sandmann (2009) explain the ultimate goal of a YAR is for youth to be developed to the point to which they are able to lead themselves. In doing so, additional goals of the relationships include establishing and applying decision making and life skills (Zeldin, Larson, Camino, & O’Conner, 2005). The end result of a positive YAR can also impact individuals outside of the immediate relationship. Zeldin and colleagues (2005) found “analysts now focus on relationships as a foundation from which youth can be active agents in

their own development, the development of others, and the development of the community” (p.2). To accomplish each of these goals and impact the greater community, careful attention is required to develop positive YARs. A number of characteristics of effective and positive YARs have been identified, and are consistent within positive youth development literature. In the following section, four characteristics of effective YARs will be discussed: a) trust and mutual respect, b) partnership, c) tasks and goals, and d) positive adult attitudes.

Characteristics of YARs

Trust and mutual respect. Positive relationships between youth and adults require certain characteristics, and in the presence of such characteristics a quality and effective relationship is possible. Following an extensive case study project, Crabbe (2005) identified twelve key elements to establishing and building effective relationships within a YDP. Two of these elements—trust and mutual respect—are repeatedly mentioned in positive youth development literature as vital components to the development of an effective YAR (Jekielek et al., 2002; Liang, Spencer, Brogan, & Corral, 2008; Libby, Rosen, & Sedonean, 2005; Rhodes & DuBois, 2008; Zeldin, Camino, Calvert, & Ivey, 2002). Mutuality is the underlying concept of a YAR, where both participants are valuable contributors who take part in “an interaction of mental learning” (Anderson & Sandmann, 2009, p.3). Similarly, the establishment of trust and mutual respect is referred to as the “meeting of the minds” (Crabbe, 2005, p.106) between youth and adults, where a two-way relationship is made possible. The establishment of a two-way relationship is important as it involves an interactive process of relationship participation (Larson, 2006). YARs are enhanced by sharing and mutual closeness in the relationship, where reciprocal sharing permits deeper discussions and activities to occur (Nakkula & Harris, 2010). Adults are often encouraged to remember the establishment of trust and mutuality is a gradual

process, and when developed appropriately will turn into a true companionship between a youth and adult and/or coach and athlete (Larson, 2006; Antonni Philippe et al., 2011). The interactive process of relationship building, built upon a foundation of trust and mutual respect, is indicative of the second most common characteristic of a YAR—partnership.

Partnership. The idea of partnership entails a sense of equality within a YAR. The term partnership reflects strong “relationships [that] emanate from reciprocity in leading and learning” (Zeldin et al., 2005, p.5). In terms of the equality of participants within the relationship, it is suggested that youth and adults have “equal but different roles” (Denner, Meyer, & Bean, 2005, p.92) where each has an equal voice and contributes to both the actual relationship and development of the other participant (Mittra et al., 2010). Youth and adults are challenged to bring their own perspectives, experiences, and networks into the partnership (Zeldin et al., 2013). Ultimately, this shared partnership leads to empowerment which builds motivation and efficacy in an individual and results in youth who are able to lead themselves (Anderson & Sandmann, 2009).

A partnership approach is analogous to an apprenticeship, where the adult appropriately shares and teaches new skill while permitting the youth to actively participate. Collaborative decision-making is also an effective method for encouraging partnership, where the adult uses strategic questioning or probing to guide youth in determining rules, expectations, topics, and behavior expectations for individual and group relationships (Denner et al., 2005). While not new to positive youth development, the concept of partnership has also emerged as an important and effective element of YARs in mentoring contexts. Keller and Pryce (2012) identified “sage” mentorships which are representative of true horizontal relationships between youth and adults. Sage mentors use an egalitarian approach and are characterized by adults who are youth-centered

and emphasize partnership through sharing their own wisdom and knowledge, while also encouraging reflection and exploring meaning in all activities and circumstances. They seek to establish a horizontal mentorship where fun and friendship are balanced and a major part of the partnership, yet are supported by the offerings an adult can bring to a relationship (Keller & Pryce, 2012).

Tasks and goals. As an extension of partnership, relationship development is achieved when participants work on actual tasks or toward a larger goal than merely establishing a relationship; in other words, the partnership of a YAR is task-focused (Halpern, 2005). Caminio (2005) explains effective relationships are formed when youth and adults “work toward a goal larger than themselves, often for the common good of a given community or collective” (p. 76). Participation in a relationship or one-on-one mentoring is not enough; it is process of working through tasks or achieving goals outside of relationship that develops the self-determination and autonomy of youth (Anderson & Sandmann, 2009; Liang et al., 2008).

Positive adult attitudes. Reflecting the paradigm shift in youth development, it is essential that adults within a YAR possess positive attitudes toward youth. This includes, but is not limited to, viewing youth as contributors to society and demonstrating care and tolerance. To truly be reflective of the positive youth development approach, adults must enter a YAR with an appreciation for youth as contributors to society. As contributors, adults become advocates of youth participation where youth within a YAR are afforded the opportunity to make decisions which have the potential to effect the community (Zeldin et al., 2002).

As previously mentioned, effective YARs are built upon a foundation of trust and mutual respect. An extension of these relationship characteristics is the physical demonstration of a caring attitude toward youth. Care is exemplified by considering the wide ranging and ever

changing output of youth emotion along with their affective needs for social and emotional support (Zeldin et al., 2005). Care can be manifested by modeling empathy and instilling within each youth “the desire to exert one’s best effort” (Anderson-Butcher, 2004, p.93). Tolerance is an extension of care, where the adult must consciously appreciate the differences between each youth, and between youth and adults. In doing so, adults must remain open to take all ideas seriously and provide non-judgmental feedback when necessary in an effort to strength a youths’ view of themselves (Halpern, 2005; Zeldin et al., 2002). Zeldin and colleagues (2002) acknowledge the difficulty in learning to tolerate the differences between youth and adults:

The shifts in perspective require overcoming deep societal stereotypes. The work includes helping youth and adults find a balance between values of respect and equality, on the one hand, and the realities of age and experiential differences, on the other hand. Locating such a balance is not easy. But it provides a foundation for youth-adult partnerships that can endure. (p. 27)

In addition to care and tolerance, authenticity and being non-judgmental are very important for a youth to feel accepted as they are and become comfortable enough to share (Larson, 2006; Munson, Smalling, Spencer, Scott Jr., & Tracy, 2010). An adult demonstrates authenticity when he/she shares the right information at an appropriate time; knowing what and when to share aids in the progressive development of a YAR (Larson, 2006). Finally, demonstrating persistence and patience are valuable approaches for an adult to uphold within a YAR (Ahrens et al., 2011).

The establishment and maintenance of a positive YAR begins with the mutual trust and respect of a two-way partnership, and include specific task or goals and positive adult attitudes. It is also important to note effective YARs are founded on premise that they are both voluntary and informal, unlike relationships with parents and teachers (Crabbe, 2009; Petitpas et al., 2005).

The Responsibility of Adults

Given the characteristics of positive and effective YARs, it is prudent to discuss the responsibility of the adult in establishing and maintaining such relationships. Literature suggests adults can establish an effective YAR by offering guidance, creating a safe environment, and pursuing social interaction (Crabbe, 2009; Denner et al., 2005; Rhodes, Spencer, Keller, Liang, & Noam, 2006).

The concept of guidance, rather than instruction or authoritative leadership, is prevalent in positive YAR literature (Ahrens et al., 2011; Crabbe, 2009; Denner et al., 2005; Larson, 2000; Zeldin et al., 2005). According to Crabbe (2009), adults within a YAR function as “cultural intermediaries” (p.190) who seek to understand youth where they are by acting as interpreters and guiders, rather than authoritative directors. Providing guidance includes sharing skills and tools to make decisions and sharing feelings, emotions, and opinions (Denner et al., 2005). The sharing of personal thoughts and the decision making process must be done in a controlled manner that emphasizes what is important and relevant. It is this process of learning to be tactful that requires continual guidance. The concept of guidance indicates an ongoing process-approach to relationship development, where tolerance and respect are valued. Such an emphasis on respect for youth lends to the willingness to listen, learn, and accept that equality is not synonymous with being the same (Zeldin et al., 2002; Zeldin et al., 2005). Youth do not want to do everything themselves, but “desire to share responsibilities and tasks with adults...Moreover, youth welcome adult participation through coaching, guidance, modeling of behaviors, and sharing tasks” (Camino, 2005, p. 77). However, the ability to guide does not come easy, and takes a considerable amount of practice. Adults are often caught in the middle of a strong desire to protect and prevent risky behavior with the understanding that youth need to be self-directed

in making decisions for themselves (Larson, 2000). Therefore, adults in a YAR must strive to allow youth to make decisions independently while also guiding them in both private and public endeavors. Due to the public nature of YDPs, it is also the responsibility of the adult to establish a safe environment for all youth participants.

The establishment of a safe environment for interactions between adults and youth is founded on the emphasis of authenticity. Authenticity is characterized by an environment in which participants feel safe to share, disagree, and make important decisions (Denner et al., 2005). The adult role entails including all youth by permitting and encouraging all voices to be heard, all perspectives to be considered, and all challenges to be addressed. In doing so, reflection becomes a crucial element of the environment where each participant engages in critical thinking prior to taking action (Zeldin et al., 2005; Zeldin et al., 2013). The existence of such a safe and authentic environment will naturally lend to positive social interactions between all youth and adult participants within a YDP.

An additional responsibility of the adult includes the unlimited social interactions of a YAR. While adults will consciously make efforts to guide and provide authentic learning environments, they must also consider the social interactions that will occur outside of the YDP setting. Adults must be informed and reminded that not every moment of the YAR is profound or will result in the personal development of the youth; as effective YARs are characterized by the small gains that are achieved sporadically and over an extended period of time (Rhodes et al., 2006). It is the small gains and “density of social interactions” (Petitpas et al., 2005, p.69) that result in the positive development of youth.

Coach-Athlete Relationship

As this review focuses on YARs in the PA setting, discussion related to the characteristics of the coach-athlete relationship (CAR) is warranted. In defining the CAR, Jowett and Meek (2000) began by applying Kelley and colleagues (1983) definition of a two-way interpersonal relationship to the sport setting, where the coach and athlete's "emotions, thoughts, and behaviors are mutually and causally interconnected" (Jowett & Meek, 2000, p.158). Subsequently, the 3Cs + 1 model was developed to identify the constructs of effective CARs (Jowett & Meek, 2000; Jowett, & Ntoumanis, 2004). The model began with the three concepts of closeness, co-orientation, and complementarity to characterize the interpersonal relationship of a coach and athlete. Operational definitions for each construct of the model were established. Closeness refers to the emotional or affective connections in the relationship; co-orientation is depicted by similar views or shared perceptions of the relationship; and complementarity of the relationship is determined by the existence of cooperation and effective interactions between the coach and athlete (Jowett & Meek, 2002). Following additional research, Jowett and Ntoumanis (2004) refined the model by adding a fourth construct, commitment, and redefining co-orientation to reflect shared perceptions of the CAR. Specific examples and application for each construct in the 3Cs +1 model is examined.

Closeness. Closeness is characterized by feelings of like, value, and trust, where both the coach and athlete experience the exchange of positive emotions with one another (Jowett & Ntoumanis, 2004). This social and emotional experience and feelings of closeness are also said to be built upon reciprocal feelings of trust and mutuality, which are reflective of effective YARs in a positive YDP (LaVoi, 2007; Antonni Philippe, Sagar, Huguet, Paquet, & Jowett, 2011; Poczwadowski, Barott, & Henschen, 2002). The emphasis of respect, followed by love and

esteem are even considered so vital within a CAR that if not established the “relationship is at a dead end” (Trzaskoma-Bicsérdy, Bognár, Révész, & Géczi, 2007, p.493). Effective CARs are established when coaches offer support, motivation, and demonstrate a caring attitude (Strachan, Côté, & Deakin, 2010). Athletes experience closeness when they perceive their coaches to understand and accept them as individuals and strive to meet their needs as both an athlete and developing youth (Camiré et al., 2011; Strachan et al., 2010). Consequently, coaches are urged to “recognize that facilitating positive youth development through sport is not an easy endeavor, nor is it automatic” (Camiré et al., 2011, p.98). Closeness in a CAR is not established immediately, and often requires a coach to relate to an athlete outside of the realm of PA. In doing so, a coach must demonstrate a spirit of cooperation, where the construct of complementarity can be achieved.

Complementarity. Due to the nature of being a coach and the leadership that is associated with the position, establishing complementarity can be difficult. Complementarity within a CAR is characterized by the ability of the coach and athlete to work together and cooperate, similar to the emphasis of partnership within an effective YAR. This partnership requires the same understanding of equal but different roles for both the coach and athlete. Expertise in sport and coaching skills are valued in the role of the coach (Camiré et al., 2011; Antonni Philippe et al., 2011; Strachan et al., 2010). A complementary CAR “captures cooperative and positive behaviors as they focus on organization, direction, instruction, and order on the part of the coach, as well as acceptance, recognition, belief, and agreement on part of the athlete” (Yang & Jowett, 2013, p. 838). While athletes recognize the authority of the coach and respond by accepting instruction, they must also be afforded the opportunity to work with the coach to change and progress as athletes, individuals, and within the CAR. Cooperation is often

evoked when athletes contribute to decisions related to practice, activities, drill design, and goal setting (Antonni Philippe et al., 2011; Strachan et al., 2010; Trzaskoma-Bicsérdy et al., 2007).

Co-orientation. Co-orientation, or the shared perspective of the CAR, is rather straightforward. A similar view of the relationship is “developed as a result of open channels of communication” (Jowett & Ntoumanis, 2004). While perspectives can differ and what one may perceive is opposite of what the other believes, the realistic shared view of a CAR is made possible when both the coach and athlete believe each can benefit from the relationship (Strachan et al., 2010).

Commitment. Although time is not always an indicator of the strength or success of a relationship, effective CARs require an adequate level of commitment where participants are engaged and feel close enough to endure. Jackson, Grove, and Beauchamp (2010) found that confidence in the other person of the relationship (i.e., athlete’s confidence in coach and vice versa) predicts a greater level of commitment in a CAR. Commitment also requires activity beyond the primary setting to include activity outside of sport events (Camiré et al., 2011). The impact of commitment includes increased self-concept (Jowett, 2008) and interdependence (Jowett & Nezelek, 2012; Jackson et al., 2010).

The concepts of the 3Cs + 1 model for CARs support the development of an interpersonal relationship and are similar to the characteristics of YARs. Due to the unique context of PA, it is suitable to consider both CARs and YARs as plausible relationships in PA-based YDPs. The establishment of such relationships is dependent upon the availability and recruitment of adult volunteers (Cuskelly, 2004; Kim, Zang, & Connaughton, 2010; Rundle-Thiele & Auld, 2009).

In PA settings, the coach is often the position fulfilled by volunteers; thus, the establishment of positive YARs is a point of interest for PA-based YDPs (Busser & Carruthes,

2010). Literature indicates the primary motives for volunteerism in youth PA settings are related to value and empathy, which are often associated with the desire to positively impact youth through social interaction and relationship building (Cuskelly, 2008; Kim et al., 2010). Additional research related to community and recreational programming, but not entirely PA-based, has investigated the priority of YAR development as a motive for volunteering in positive YPDs (Anderson & Sandmann, 2009; Wilson et al., 2007). Thus, additional research regarding the motives of adult volunteers in association with the development of positive YARs is warranted.

Functional Analysis

Volunteerism is characterized by planned behavior that is unpaid, usually long-term, and occurs within an organizational setting (Clary & Snyder, 1999; Finkelstein et al., 2005; Hoye et al., 2008; Penner, 2002). Reasons for volunteering vary, but include self-motivated goals (i.e., personal agenda, fill a void) or the desire to help others out of empathy or interest. There are a number of approaches to studying volunteerism. A common approach to understanding the initial motivations for volunteering is functional analysis.

The functional analysis approach is derived from social psychology related to attitudes (Katz, 1960) and personality (Smith, Bruner, & White, 1956). The main ideology behind each of these functionalist theories is that the motives or processes that move an individual to act or behave vary. Similarly, people often volunteer for the same task but for different reasons (Clary et al., 1998; Penner, 2002). In an effort to apply functional theorizing to understand the motivation of volunteers, Clary and colleagues (1998) examined the classic theories of Katz (1960) and Smith et al. (1956). Both theories are based on a four-factor solution, of which several of the factors are similar. Specifically, the knowledge (Katz) and object appraisal (Smith

et al.) functions which are rooted in the desire to share understanding; the value expressive (Katz) and quality of expressiveness (Smith et al.) functions to express value; and the ego defensive (Katz) and externalization (Smith et al.) functions serve to protect individuals from negative affect. These comparable factors serve as the basis for three of the six motivational functions—understanding, value, protective—for volunteerism identified by Clary and colleagues. It is important to note the ego-related function was further scrutinized to distinguish between negative and positive affect; as a result, Clary et al. (1998) included two ego-related functions as part of their analysis of volunteerism.

The six functions include: a) values, b) understanding, c) social, d) career, e) protective, and f) enhancement. *Values* are associated with the opportunity to express altruism and demonstrate care and concern for others. *Understanding* includes the opportunity to engage in learning about self and the world along with sharing personal knowledge and skills with others (Clary et al., 1998; Clary & Snyder, 1999). *Social* motivation functions include establishing and maintaining relationships or a favorable social image. *Career* functions allude to the possible benefits of volunteering on one's career. The *protective* function is ego-related and serves to reduce guilt and negative self-perception or address personal issues. *Enhancement* is also ego-related, but focuses on enhancing or maintaining positive affect, such as personal growth and self-esteem.

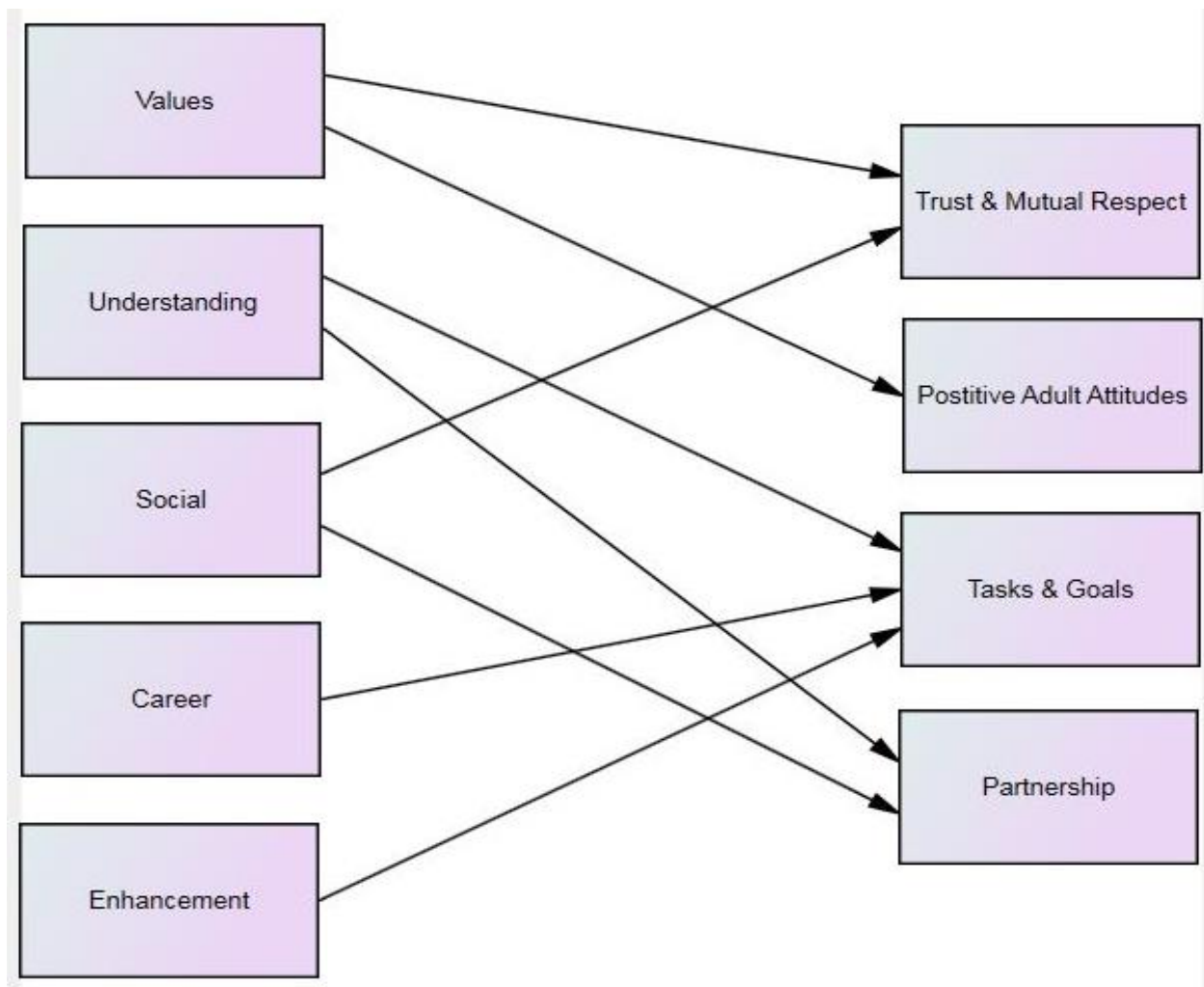
Following the development of these functions, Clary and colleagues (1998) created the Volunteer Functions Inventory (VFI), a tool for assessing the motives of volunteers. To validate the VFI, six studies were conducted to test the reliability and validity of the inventory. Varied samples of both volunteers and non-volunteers along with diverse methodologies, including

exploratory and confirmatory analysis, confirm the six-factor structure of the VFI (Clary et al., 1998).

Principal Motives of Positive Youth-Adult Relationships

Considerable research has been conducted to identify the motives of volunteers within sport and PA-based YDPs (Busser & Carruthes, 2010; Hoye et al., 2008; Jones & Perkins, 2006; Kim et al., 2010); however, the relationship between these motives and the characteristics of positive YARs has not been investigated. In 2009, Weiss and Wiese-Bjornstal posited a series of fundamental building blocks and best practices to promote effective PA-based YDPs, the four characteristics of positive YARs—trust and mutual respect, positive adult attitudes, tasks and goals, and partnership—are included. Due to the importance of establishing a positive YAR within a PA-based YDP, it is prudent to consider how the motivation of adult volunteers is related to each of the four characteristics of positive YARs. Five factors of functional analysis are hypothesized to be representative of the initial motives of adult volunteers and associated with characteristics of YARs. The hypothesized links between each function and the YAR characteristics are identified in the Principal Motives of Positive Youth-Adult Relationships Model presented in Figure 1 and described in the following section.

Figure 1. Principal Motives of Positive Youth-Adult Relationships Model



Values Motive

The value motive is satisfied when adults are able to express altruism and demonstrate care and concern for youth. In PA settings, the value motive is often cited as the primary motivation for volunteering to work with youth, perhaps due to the prominence of parental volunteers (Busser & Carruthers, 2010; Rundle-Thiele & Auld, 2009). Value is also commonly reported as the main motive for coaches and mentors who work in a variety of settings and

developed unique relationships with youth and young adults (Hoye et al., 2008; Kim et al., 2010). In theory, the desire of value motivated volunteers to express altruism and demonstrate care and concern will foster a relationship characterized by positive adult attitudes, and trust and mutual respect.

Youth involved in relationships with adults emphasize the importance for the adult to have both a general positive outlook on their relationship, along with specific positive adult attitudes toward the youth as an individual. From the adults' perspective, coaches high in value motive and positive attitudes toward youth have a strong desire to develop character and life skills through the PA setting (Vella, Oades, & Crowe, 2011). For them, the social-emotional development of youth athletes is a main priority for participating in youth sport programs. Similar positive attitudes are also effective in mentoring-based YARs. Decades after their relationship began, Fritzberg and Almayehu (2004) shared the importance of an adult's unconditional support during each circumstance and stage of a YAR, keeping in mind that both the youth and adult can benefit from the relationship. Fritzberg found himself able to share and impart value while also being challenged by his mentee. Like Fritzberg, adults who are able to express their personal values and share mutually with youth satisfy their value motive; as a result they experience greater fulfilment with their YAR and are more likely to return out of concern for their mentee (Caldarella, Gromm, Shatzer, & Wall, 2010). In light of the positive approach to youth development, having a positive attitude as an adult is an important characteristics of effective YARs. The same attitudes are related to the second characteristic of YARs associated with the value motive—the presence of trust and mutual respect.

The presence of trust and mutual respect are considered primary characteristics of an effective YAR (Anderson & Sandmann, 2009; Larson, 2006; Liang et al., 2008; Munson et al.,

2020). The demonstration of respect and genuine affection are essential to the initial development of a YAR, and must be shared between both the youth and adult (Ahrens et al., 2011). Doing so requires time, commitment, and deep interest in youth where adults seek to develop relationships built upon trust and confidence which are attained through mutual and meaningful interactions (Rose & Jones, 2007; Jones, Doveston, & Rose, 2009). While both the participants must take part in this effort, the greater responsibility is on the coach (LaVoi, 2007) or adult. As trust and mutual respect are developed, both participants of a YAR are able experience genuine sharing and interaction where sensitive information can be exchanged in confidence as the result of an adult's willingness to respect confidentiality (Munson et al., 2010).

Understanding Motive

The second function analysis motive associated with YARs is understanding. As adults are able to learn and share their skills, the understanding motive is satisfied and is likely correlated with two YAR characteristics: partnership and tasks and goals. In terms of partnership, adults must conscientiously work to develop a sense of teamwork where both the youth and adult bring personal strengths and skills to the relationship (Jones & Perkins, 2006). Adults are able share with and develop youth by engaging in partnership activities, such as planning, designing, and coordinating tasks and activities (Camino & Zeldin, 2002). Similarly, an egalitarian approach is effective for partnership and fulfilment of the understanding motive. This is evident when an adult shares his/her wisdom while also encouraging reflection and exploration by the youth. Therefore, partnership is an appropriate characteristic of YARs, whereby a partnership approach includes collaboration and dual participation in tasks and goals.

Adults and coaches within YARs have skills and talents to share with youth. The understanding motive is also satisfied when an adult is able to demonstrate knowledge and skill

by fostering productive and developmentally appropriate practices, however, this is most effective when the youth/athlete has a significant part in planning and executing the tasks or activities (Antonni Philippe et al., 2011; Camiré, Trudel, & Forneris, 2012; Jones & Perkins, 2006). In PA settings, coaches have ample opportunities to engage young athletes in decisions related to tasks and goals. While the coach may be the expert, he/she can progressively guide and train his/her athletes to make decisions regarding goals, skill development, and drill selection (Antonni Philippe et al., 2011; Camiré et al., 2012). An appropriate progression of tasks and goals results in the transfer knowledge of game and physical skills for the athlete and success for the coach (Vella et al., 2011).

Social Motive

The social motive can be achieved through partnership along with trust and mutual respect. The partnership aspect of YARs is characterized by the development of a two-way relationship, which is exactly the motive of the social function. The social motives for volunteerism are acquired when the adult volunteer truly engages in the partnership of a YAR by utilizing their strengths and appealing to the youth's interests, and as a result develops a new relationship (Jones & Perkins, 2006). Social motive and partnership are also achieved when both youth and adult participants experience the feeling of importance in relation to one another (Stergios & Carruthers, 2010). In addition to partnership, to establish relationships and achieve the social motive, adults must also exhibit trust and respect. Adults who are encouraging, caring, and personable demonstrate a genuine concern to work with youth (Riley & Anderson-Butcher, 2012) and are likely to establish the trust and mutual respect necessary for effective YARs. In addition to relationship development, the social motive of functional analysis is also linked to the benefits of social networking, public acknowledgment, and the satisfaction of relationship

development. When working with young children, Stergios and Carruthers (2010) found elder volunteers experienced a connection to youth similar to their relationship with their grandchildren; as a result, trust and mutual respect were an integral aspect of their interactions.

Career Motive

Typically, the career function is less important among volunteers, but this varies by age (Clary & Snyder, 1999). When expressed, this motive is largely instrumental in nature, the motive is simply to enhance the participants career profile (Allen, 2003); thus, it is hardly related to any YAR characteristic. Still, adults seek to use various volunteer tasks and goals to improve their professional skills and credentials (Kim et al., 2010). Thus, the career motive may be slightly associated with the tasks and goals characteristic of YARs.

Enhancement Motive

The enhancement motive is theorized to be related to the tasks and goals of YARs. Enhancement is synonymous with personal development, where an adult experiences personal growth and by challenging him/herself, testing his/her skills, and sharing such skills with others while participating in tasks and achieving goals (Hoye et al., 2008). Adults are able to experience the enhancement motive when they gain new skills or develop additional talents and abilities for themselves as a result of their volunteerism (Bouchet & Lehe, 2010), likely accomplished while working on tasks and achieving goals in PA-based YDPs. The same can be said of first time youth coaches who seek to understand youth sport and improve as a coach, both of which are accomplished through the tasks and goals of YARs (Busser & Carruthers, 2010). In mentoring settings, self-enhancement is linked to career mentoring as opposed to psychosocial mentoring (Allen, 2003), for two plausible reasons. First, career mentoring permits the adult to enhance him/herself while share their professional skills. Also, adults high in the enhancement function

may find little value in the relational and counseling aspects typically associated with psychosocial mentoring (Allen, 2003), and the other characteristics of YARs. In another aspect, adults are also able to experience emotional enhancement (i.e., sense of accomplishment, increased self-esteem) as the result of working with children to complete the tasks and goals of both school and community projects (Stergios & Carruthers, 2010).

Protective Motive

The protective function is typically less important among volunteers (Clary & Snyder, 1999) and consistently the lowest ranked function (Kim et al., 2010; Stergios & Carruthers, 2010). This function is helpful with learning to cope, dealing with loneliness, and reducing personal guilt (Stergios & Carruthers, 2010). Due to the negative affect of the protective motive, it is not posited to be linked with any of the YAR characteristics.

Summary. A deeper understanding of the relationships between youth and adults may benefit youth development programs in identifying, training, and retaining adult leaders and volunteers. The Principal Motives of Positive Youth-Adult Relationships Model seeks to identify the relationship between adult motives and their relationship to each of the four identified characteristics of positive YARs—trust and mutual respect, positive adult attitudes, tasks and goals, and partnership. In terms of functional analysis, five of the functions are supportive of the characteristics of positive YARs. Adults most often report the value and understanding functions as the primary motive for participating in youth settings (Hoye et al., 2008; Kim et al., 2010); however, there is support for the social, career, and enhancement motives as well.

Identifying Effective Adult Volunteers

The motives of volunteers can be linked to five factors of functional analysis. While these motives are often a part of initiating volunteerism, there is much to be said regarding the

recruitment and retention of volunteers, and more specifically, effective volunteers. Any individual is able to offer their time and services as a volunteer or serve in the capacity of a youth coach; however, the need is for positive and effective volunteers to serve youth (Gilbert & Trudel, 2001). Therefore, it is of grave concern for organizations and the stakeholders of each organization to consider the efforts of recruitment and retention of effective adult volunteers within PA-based YDPs.

Recruiting and Maintaining Effective Adult Volunteers

Researchers across the globe concur that PA programming is dependent upon volunteers, yet identifying effective volunteers is only the first step in establishing the foundation for a successful PA-based YDP (Bouchet & Lehe, 2010; Rundle-Thiele & Auld, 2009). With such a dependency upon volunteers, the recruitment, management, and retention of volunteers are considerable issues for an organization, as each aspect is vital to the viability of operational procedures (Rundle-Thiele & Auld, 2009). The Principal Motives for Youth-Adult Relationships Model offers a framework for identifying the initial motives for adult volunteers within positive YDPs and finding those volunteers most likely to promote positive youth development. The model can be applied to PA settings and used by organizations to guide the recruitment and maintenance of volunteers in PA-based YDPs.

Conclusion

Strengths and Weaknesses in the Literature

Experts in the field of youth development have advocated a positive developmental approach to working with youth by focusing on the development of existing strengths and abilities in one context to the application of life skills useful in adulthood (Roth & Brooks-Gunn, 2003; Lerner et al., 2005; Riggs & Greenberg, 2004). PA-based YDPs offer a natural setting for

youth development (Hellison et al., 2008) ideal for engaging youth in PA and developing YARs, an integral part of the positive approach to youth development (Jowett & Meek, 2000; Jowett & Ntoumanis, 2004; Petitpas et al., 2005). The original approach to youth development has transformed to a positive-based approach and this has led to difficulties in identifying YDPs and program goals broad enough to include a variety of contexts, such as PA. Current research indicates a relationship between effective YARs and positive outcomes in youth development (Anderson & Sandmann, 2009; Zeldin et al., 2005). Researchers have a basic understanding of what the characteristics of these relationships are: trust and mutual respect, partnership, tasks and goals, and positive adult attitudes (Anderson & Sandmann, 2009; Zeldin et al., 2005; Crabbe, 2005; Zeldin et al., 2005).

Still, little is known about the specific characteristics, attitudes, and motivations of adult participants in YDPs (Roth & Brooks-Gunn, 2003). There is a need to identify what practices encourage and motivate adults to volunteer as participants and mentors in a YAR (Jekielek et al., 2002) and to determine which of these are likely to promote positive youth development. Given the prevalence of research with parental volunteers, the literature should be extended to investigate the motives of non-familial volunteers within PA-based YDPs and assess whether their motives differ from those of familial volunteers. Furthermore, the relationship between the motives of adult volunteers and the characteristics of positive YARs should be investigated. Limited research has been conducted within PA-based YDP settings, and a majority of the studies occur within youth sport organizations. As a result, there are considerable gaps in the literature as PA-based YDPs include a variety of individual, team, and recreational PA opportunities.

Practical Implications

A greater understanding of the YAR, specifically the identification of critical adult leader characteristics, will assist in the establishment and utilization of these relationships in a YDP setting. Investigation of the relationships between adult motives and YAR characteristics will enable program staff to identify potentially effective volunteers during the volunteer screening process. Furthermore, the information will be relevant in recruiting and maintaining the many adult leaders and volunteers required to produce effective programs in positive youth development.

Directions for Future Research

In general, future research should be directed toward continuing to understand and uncover the motives of adult volunteers in PA-based YDPs, and to determine if the motives are consistently multi-dimensional, as suggested by Hoye and colleagues (2008). With such an overabundance of parent volunteers in sport and PA-based programming, it is also necessary to explore the motives of non-familial volunteers in PA-based YDPs and assess whether their motives differ from those of familial volunteers (Kim et al., 2007). Furthermore, there is currently no study that has analyzed the relationship between a parent volunteer and positive youth development (i.e., youth-adult relationship) in PA-based YDPs that occur in community settings (Griffiths & Armour, 2012).

In an effort to gain a deeper understanding for the motive of adult volunteers, it is prudent to investigate if the Principal Motives of Positive Youth-Adult Relationships Model is viable in detecting a relationship between initial adult motives for volunteering and the characteristics of positive YARs. Similarly, it is worth investigating how motivation interacts with the goals and procedures of an organization, such as the development of a YAR (Kim et al., 2010). Hoye et al.

(2008) suggest changes in motivation occur from volunteer initiation to retention; thus, longitudinal research should be conducted to assess changes in volunteer motivation. Additionally, research can also be directed toward assessing if motivation varies by duration of service. Insight in regard to volunteer retention can also be accrued by verifying the effects of training and satisfaction of functional motives on volunteer retention (Busser & Carruthers, 2010; Kim et al., 2007). Also related to satisfaction is the need to examine the benefits of volunteering on the adult (Griffiths & Armour, 2012; Kerins, 2012). Finally, the addition of qualitative methods to assess the relationship between motivation, behavior, and positive youth development is warranted (Hoye et al., 2008). Research in these areas will expand the limited knowledge base regarding adult volunteer motivation and effective YARs; thus enabling PA-based YDPs to positively and effectively develop youth for the benefit of the present and the future.

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APPENDIX B: INSTRUMENTATION

Involvement and Interaction Rating Scale

Please complete the following items. Your responses will be kept strictly confidential.

Name of Program _____ Instructor _____

1. I am (check one):
 - ☐ A Youth Participant
 - ☐ An Adult Participant
2. How do you describe yourself?
 - ☐ Asian/Pacific Islander
 - ☐ Black/African-American
 - ☐ Hispanic/Latina
 - ☐ Native American
 - ☐ White/European-American
 - ☐ Other _____
3. What is your gender (check one)?
 - ☐ Female
 - ☐ Male
4. What is your age group (check one)?
 - ☐ 7-8
 - ☐ 9-10
 - ☐ 11-12
 - ☐ 13-14
 - ☐ 15 and over
5. How many times have you participated in this program?
 - ☐ This is my first time.
 - ☐ This is my second time.
 - ☐ I have participated in this program three or more times.

For the items below, think about your current community program and the youth and adults in your group. Place an “X” (within the middle boxes) near the statement that you feel is most true. For example, if you feel the statement on the right or left best describes your situation, you would place an “X” in the box closest to that statement. If you believe both statements are accurate, place an “X” near the middle.

For example:

Youth help one another in developing new skills.				x								Youth do not help one another in developing new skills.
--	--	--	--	---	--	--	--	--	--	--	--	---

1	Adults learn new skills from one another.											Adults do not learn new skills from one another.
2	Youth and adults rarely help one another develop new skills.											Youth and adults frequently help one another develop new skills.
3	Youth and adults rarely agree with one another.											Youth and adults always agree on decisions.
4	Youth are not fully committed to their duties.											Youth are fully committed to their duties.
5	Youth are not concerned with community change.											Youth are very concerned with community change.
6	Adults are very concerned with community change.											Adults are not very concerned with community change.

7	Youth are not at all considerate of adult opinions.											Youth are very considerate of adult opinions.
8	Youth help one another in developing new skills.											Youth do not help one another in developing new skills.
9	Adults never totally take over everything when working on project activities.											Adults always take over everything when working on project activities.
10	Youth and adults always engage in respectful conversations.											Youth and adults never engage in respectful conversations.
11	Adults display a willingness to accept and nurture youth.											Adults display a sense of wanting to control youth.
12	Adults frequently provide direction and mentoring for youth.											Adults provide little or no direction and mentoring for youth.
13	Adults always listen to the suggestions of youth.											Adults never listen to the suggestions of youth.
14	Adults actively and sistently consult with youth on project activities.											Adults do not consult with youth on project activities at all.
15	Adults have little or no interest in being involved with this program.											Adults are very excited about being involved with this program.
16	Youth are very excited about their involvement with this program.											Youth have little or no enthusiasm for being involved with this program.
17	Adults are very considerate of youth opinions.											Adults are not at all considerate of youth opinions.
18	Youth do not trust adults to handle power responsibly.											Youth trust adults to handle power responsibly.
19	Youth and adults indicate mutual learning from one another.											Youth and adults learn little from one another.
20	Adults trust youth to handle power responsibly.											Adults do not trust youth to handle power responsibly.

Volunteer Functions Inventory

Please indicate how important or accurate each of the 30 possible reasons for volunteering were for you in doing volunteer work (1 = not at all important/accurate; 7 = extremely important/accurate).

1. Volunteering can help me to get my foot in the door at a place where I would like to work.	1	2	3	4	5	6	7
2. My friends volunteer.	1	2	3	4	5	6	7
3. I am concerned about those less fortunate than myself.	1	2	3	4	5	6	7
4. People I'm close to want me to volunteer.	1	2	3	4	5	6	7
5. Volunteering makes me feel important.	1	2	3	4	5	6	7
6. People I know share an interest in community service.	1	2	3	4	5	6	7
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	1	2	3	4	5	6	7
8. I am genuinely concerned about the particular group I am serving.	1	2	3	4	5	6	7
9. By volunteering I feel less lonely.	1	2	3	4	5	6	7
10. I can make new contacts that might help my business or career.	1	2	3	4	5	6	7
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	1	2	3	4	5	6	7
12. I can learn more about the cause for which I am working.	1	2	3	4	5	6	7
13. Volunteering increases my self-esteem.	1	2	3	4	5	6	7
14. Volunteering allows me to gain a new perspective on things.	1	2	3	4	5	6	7
15. Volunteering allows me to explore different career options.	1	2	3	4	5	6	7
16. I feel compassion toward people in need.	1	2	3	4	5	6	7
17. Others with whom I am close place a high value on community service.	1	2	3	4	5	6	7
18. Volunteering lets me learn things through direct, hands on experience.	1	2	3	4	5	6	7
19. I feel it is important to help others.	1	2	3	4	5	6	7
20. Volunteering helps me work through my own personal problems.	1	2	3	4	5	6	7
21. Volunteering will help me to succeed in my chosen profession.	1	2	3	4	5	6	7
22. I can do something for a cause that is important to me.	1	2	3	4	5	6	7
23. Volunteering is an important activity to the people I know best.	1	2	3	4	5	6	7
24. Volunteering is a good escape from my own troubles.	1	2	3	4	5	6	7
25. I can learn how to deal with a variety of people.	1	2	3	4	5	6	7
26. Volunteering makes me feel needed.	1	2	3	4	5	6	7
27. Volunteering makes me feel better about myself.	1	2	3	4	5	6	7
28. Volunteering experience will look good on my resume.	1	2	3	4	5	6	7
29. Volunteering is a way to make new friends.	1	2	3	4	5	6	7
30. I can explore my own strengths.	1	2	3	4	5	6	7

APPENDIX C: INTERVIEW GUIDE

Debriefing Statement

The purpose of this study is to gather information on volunteers who work with youth and in youth development programs. To understand the motives and interactions between youth and adults I would like to talk with you about your experiences as a volunteer in the program. The interview will take about an hour to complete. All information, including your name, will be kept strictly confidential. I appreciate your willingness to participate.

- Tell me a little about your background. How long have you participated in the program? Are you related to any of the participants?
- Explain how you first learned about the program.
- Why did you begin volunteering?
 - Was there anything specific that drew you to the program?
 - What motivated you to choose to participate in this program?
 - Are your reasons for participating still the same?
- What are your personal benefits of participating in this program? How will your participation benefit others?
- Describe your role in the program. What do you do?
 - What is the most important part of your job?
- How does your motivation impact the youth?
- How does your motivation impact the development of relationships with youth?
 - What are your views of the youth in your group?
 - Is there trust and respect in your group? If so, describe the role/presence of trust and respect.
 - Is there a partnership between you and the youth? What makes this partnership?
 - How do the tasks and activities of the program impact your relationship with the girls?
- Experiences
 - Describe your most rewarding experiences and why they were so rewarding?
 - Describe your most frustrating experiences and why they were so frustrating?
- What facilitates the development of a relationship between you and youth?
- What is a barrier of the development of the relationships?
- What did you expect from volunteering? How have you achieved your expectations?
- What should be done to improve relationships between youth and adults involved in community programs or projects?

APPENDIX D: PILOT STUDY

The purpose of this study was to examine the reliability and validity of an alternative scoring system for the Involvement and Interaction Rating Scale (IIRS) using youth-adult relationship (YAR) categories (trust/respect, partnership, adult attitudes, tasks/goals) as subscales. The IIRS is an instrument used to assess the relationship quality of youth and adults in youth development programming (Jones, 2004). Subsets of questions on the scale were hypothesized to relate to each of the four YAR characteristics. As such, the new scoring system created a new subscale for each of the four YAR characteristics using items from the IIRS. Items for each of the subscales can be found in Table 1.

Table 1
Items for New Proposed Subscales of IIRS

Subscale	Item
Trust/Respect	Q1 Youth appear uneasy and intimidated by adults. Youth seem comfortable working with adults. Q2 There is arguing/tension among youth and adults. Youth and adults get along well together. Q3 Adults appear uneasy and afraid of youth. Adults seem comfortable working with youth. Q4 Youth and adults learn little from one another. Youth and adults indicate mutual learning from one another. Q5 Youth and adults never engage in respectful conversations. Youth and adults always engage in respectful conversations.
Partnership	Q1 Youth rarely share ideas about things that matter to them. Youth frequently share ideas about things that matter to them. Q2 Youth do not have an equal vote in the decision-making process. Youth have an equal vote in the decision-making process. Q3 Adults never listen to the suggestions of youth. Adults always listen to the suggestions of youth. Q4 Adults always take over everything when working on project activities. Adults never totally take over everything when working on project activities. Q5 Youth and adults rarely agree with one another. Youth and adults often agree on most decisions.
Tasks/Goals	Q1 Youth take little initiative in working on projects. Youth take lots of initiative in working on projects. Q2 Adults are not very concerned with community change. Adults are very concerned with community change. Q3 Adults do not consult with youth on board activities at all. Adults actively and consistently consult with youth on project activities. Q4 Youth and adults work separately on board tasks. Youth and adults work together as partners on project tasks. Q5 Youth and adults rarely help one another develop new skills. Youth and adults frequently help one another develop new skills.
Adult Attitudes	Q1 Adults display a sense of wanting to control youth. Adults display a willingness to accept and nurture youth leadership. Q2 Adults never take the ideas of youth seriously. Adults always take the ideas of youth seriously. Q3 Adults command youth to follow the directions of adults. Adults encourage youth to come up with their own ideas. Q4 Adults have no interest in being involved with this program. Adults are very excited about being involved with this program. Q5 Adults provide little or no direction and mentoring for youth. Adults provide direction and mentoring for youth.

Content validity of the proposed scoring system was examined using panel of experts with knowledge in youth development programming. Members of the expert panel were selected based upon professional experience and subject matter expertise in youth development programming (Brockmeier, Pate, & Leech, 2008). Members of the panel were independent of the program being researched. Each member of the panel received a copy of the scale items and proposed subscales along with a description of each subscale and the purpose of the assessment tool. Panelists were asked to analyze the proposed set of items to be sure they adequately met the purpose of the study and were aligned with youth development content. Specifically, they were asked to: share their opinion on the relevance of each proposed item in the subscale, rate each item for inclusion using a 5-point Likert-type scale; identify relevant items not included in a subscale; identify items to be excluded; and identify items that need to be modified or rephrased (Custer, Scarcella, & Stewart, 1999). Panelists confirmed the proposed subscales and indicated items for each subscale were relevant. Several items were modified to reflect clear bipolar statements.

Based on the recommendations of the expert panel, the factor structure of the items were then examined. The participants of this study included youth (n=129) and adult leaders (n=25) in a positive YDP in the southeastern United States. Youth participants ranged in age from 8-18 years old. Adult leaders were 18-years-old and older and included university students, school teachers, and school aides. Both youth and adults completed the same instrument to measure perceptions of the YAR characteristics by responding to bipolar statements.

The data were screened for outliers and other missing data. There were no out-of-range values. Using listwise deletion three cases were counted as missing resulting in a final sample

size of 151. The amount of data was sufficient for factor analysis with over seven cases per variable (Spicer, 2005).

Exploratory factor analysis with varimax rotation was conducted using SPSS 23. Analysis of the descriptive statistics for each subscale was conducted, including: mean, standard deviation, skewness, and kurtosis. A chi-square test was conducted to determine the difference between the observed and expected covariance matrices (Reinard, 2006). Finally, internal consistency of each proposed subscale (trust/respect, partnership, adult attitudes, tasks/goals) was also assessed using Cronbach's alpha (Tavakol & Dennick, 2011), where the recommended alpha value is >0.8 (George & Mallery, 2003).

Results of the factor analysis indicated that nineteen of the 20 items correlated at least .3 with a minimum of one other item, indicating reasonable factorability. The KMO measure of sampling adequacy was .791 and Bartlett's test of sphericity was significant ($\chi^2 (201) = 234.234$, $p < .05$), indicating an adequate set of variables for factor analysis. One of the items had a communality below .3 (see Table 2), but was very close, indicating the items shared common variance with other items. The four factors accounted for 40% of the total variance. The eigenvalue ≥ 1 criteria and scree plot both indicated a four-factor solution existed, where insignificant differences existed between factors two through four.

Table 2

Summary of Items and Factor Loadings for Varimax Orthogonal Four-Factor Solution for the Proposed Subscales of the Involvement and Interaction Rating Scale (N = 148)

Item	Factor Loading				Communality
	1	2	3	4	
Tasks/Goals Q4	.756				.50
Adult Attitudes Q5	.692				.51
Trust/Respect Q3	.531				.43
Tasks/Goals Q5	.525				.35
Tasks/Goals Q2	.411				.32
Trust/Respect Q4	.321				.29
Adult Attitudes Q3					.30
Trust/Respect Q5		.680			.52
Trust/Respect Q2		.679			.48
Partnership Q3		.529		.400	.46
Adult Attitudes Q4		.447			.38
Tasks/Goals Q3	.356	.419			.39
Trust/Respect Q1	.386	.404			.44
Partnership Q5		.395			.30
Adult Attitudes Q2		.388			.39
Partnership Q4		.332			.32
Partnership Q1			.986		.37
Tasks/Goals Q1			.400		.33
Partner Q2			.302		.30
Adult Attitudes Q1				.961	.44

The four-factor solution accounted for 40% of the total variance. All items loaded significantly (≥ 0.30) on one of the four factors (Table 2). Three items loaded on more than one factor. The items for each proposed subscale did not indicate any pattern to a succinct factor, the Chi-Square Goodness of Fit Test was $(116, N = 148) = 163.8, p = .002$. Eight items loaded on factor 1, which accounted for 27.17% of the total variance, and consisted of items hypothesized to be a part of three different subscales (trust/respect, tasks/goals, adult attitudes). Factor 2 accounted for 8.78% of the total variance. It consisted of nine of the 20 items representing each of the four proposed subscales; three of the items also loaded on two other factors. Factor 3, which accounted for 6.75% of the total variance, contained three items representing two of the proposed subscales (partnership, tasks/goals). Only two items loaded on factor 4 which

accounted for 6.54% of the total variance. The two items were proposed to be part of two different subscales (partnership and adult attitudes).

The Cronbach alphas calculated for the proposed subscales (trust/respect $\alpha=.683$, partnership $\alpha=.435$, tasks/goals $\alpha=.578$, and adult attitudes $\alpha=.573$) indicated unacceptable reliability (George & Mallery, 2003). With the exception of the tasks/goals subscale, none of the subscales improved with the deletion of an item. When question 1 of tasks/goals was removed, the alpha improved to .645.

In conclusion, the results of the pilot study did not support the proposed subscales. The subscales were created using items from a reduced and repurposed version of the IIRS (26 items to assess YAR quality in YDPs). The original IIRS contained 46 items and eight subthemes. Because factor analysis did not confirm the proposed subscales, future research will be directed toward using the original subthemes validated on the original IIRS.

References

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- Custer, R. L., Scarcella, J. A., & Stewart, B. R. (1999). The modified Delphi technique: A rotational modification. *Journal of Vocational and Technical Education, 15*(2).
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APPENDIX E: COPY OF IRB APPROVAL

ACTION ON EXEMPTION APPROVAL REQUEST



TO: Stephanie Goudeau
Kinesiology

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: February 20, 2015

RE: IRB# E9203

TITLE: Volunteer Motives and Perceptions in Youth Development Programs

Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
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New Protocol/Modification/Continuation: New Protocol

Review Date: 2/19/2015

Approved X Disapproved _____

Approval Date: 2/19/2015 Approval Expiration Date: 2/18/2018


Exemption Category/Paragraph: 2a

Signed Consent Waived?: No

Re-review frequency: (three years unless otherwise stated)

LSU Proposal Number (if applicable): _____

Protocol Matches Scope of Work in Grant proposal: (if applicable) _____

By: Dennis Landin, Chairman 

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –

Continuing approval is **CONDITIONAL** on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.

8. SPECIAL NOTE:

**All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>*

ACTION ON EXEMPTION APPROVAL REQUEST



TO: Stephanie Goudeau
Kinesiology

FROM: Dennis Landin
Chair, Institutional Review Board

DATE: February 11, 2015

RE: IRB# E9095

TITLE: Adult Volunteer Motives and Youth-Adult Relationship Characteristics in Youth Development Programs

Institutional Review Board
Dr. Dennis Landin, Chair
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New Protocol/Modification/Continuation: Modification

Brief Modification Description: Revisions to instrument

Review date: 2/11/2015

Approved X Disapproved _____

Approval Date: 2/11/2015 Approval Expiration Date: 11/21/2017

Re-review frequency: (three years unless otherwise stated)

LSU Proposal Number (if applicable): _____

Protocol Matches Scope of Work in Grant proposal: (if applicable) _____

By: Dennis Landin, Chairman  _____

PRINCIPAL INVESTIGATOR: PLEASE READ THE FOLLOWING –
Continuing approval is CONDITIONAL on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. SPECIAL NOTE:

**All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/irb>*

VITA

Stephanie Goudeau was born in Elk Grove Village, Illinois. She was a member of the Honors College at Liberty University where she received her B.S. in Kinesiology with emphasis in Health and Physical Education Teacher Licensure. While pursuing a graduate degree, she taught middle school health and physical education and was the assistant girls' basketball coach in Appomattox, Virginia. Stephanie received her Master's of Science degree in Health, Physical Education, and Recreation from Emporia State University in 2010. During the summer of 2010, Stephanie and her family relocated to Louisiana so she could pursue her pedagogy doctoral program at Louisiana State University. Prior to beginning her doctoral studies, Stephanie was the Safe and Drug Free Schools Coordinator for East Feliciana Public Schools and a health and physical education teacher at St. Helena Middle School. During her program of study, she made one presentation at a national conference and published one article. Stephanie Goudeau has recently returned to K-12 education as a health and physical education teacher at Slaughter Community Charter School in Slaughter, Louisiana.