AFTER-SCHOOL PROGRAM MENTORS'

SATISFACTION IN RELATION

TO PROGRAM QUALITY


by


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ABSTRACT

This study examined the motivations, or psychological functions, volunteer outcomes and satisfaction of 144 university student mentors who volunteered to work with children in a therapeutic after-school program. This study also explored the predictive value of volunteer mentors' psychological functions, volunteer outcomes, and after-school program quality to volunteer mentors' satisfaction and willingness to volunteer again. For the most part, mentors perceived the after-school programs as being of high quality, particularly in the area of program structure and activities. Mentors' perceptions of the quality of director-child interactions and perceptions of the quality of the after-school classroom teacher-child interactions were less consistent. Both after-school program quality and volunteer outcomes significantly predicted mentors' satisfaction with their service-learning experience in the after-school programs. Specifically, mentors who were more satisfied perceived the after-school program where they volunteered as higher in quality than mentors who were less satisfied. In addition, mentors who were more satisfied experienced more volunteer outcomes as a result of mentoring than mentors who were less satisfied. Program quality and volunteer outcomes together explained 35% of the variance in mentors' satisfaction; thus, these two variables play very important roles in determining how university students experience their service-learning course requirement. Finally, university student mentors who experienced more volunteer outcomes were also more willing to volunteer again than mentors who experienced fewer volunteer outcomes. Implications of these findings for improving after-school program quality and for improving the service-learning experience are discussed.

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**Introduction**

The number of after-school programs in the US has dramatically increased in recent years (Afterschool Alliance, 2009). The Afterschool Alliance (2009) reports that 8.4 million children enrolled in Kindergarten through 12th grade participate in after school programs, but nearly 18.5 million children would participate if a quality program were available to them. The social class background and academic skills of children enrolled in after-school programs varies. For example, many children who participate in after-school programs are bright and academically gifted. Children who perform on or above grade-level and who are from dual earner families attend after-school programs, because adults in the family are at work, and there is no adult home to supervise children. These families want a safe and enjoyable place for their children to spend the afternoon hours while parents are at work. On the other hand, children who attend after-school programs may need remedial help on their schoolwork. Some after-school programs specifically target academically at-risk children with the aim to improve children's academic performance. Posner and Vandell (1994) found that providing a formal after school program for low income inner city children who are at-risk for academic failure alleviates many of the negative effects of urban poverty. Regardless of socioeconomic status and academic skill level, all children benefit by having time to complete their homework so that, once they are reunited with their families at the end of the day, more time can be focused on enjoying being with family members, as less time is focused on homework completion.

This study examined the motivations, or psychological functions, volunteer outcomes and satisfaction as perceived by university student mentors who volunteered to work with children in a therapeutic after-school program. Further, this study described the quality of the after-school programs in terms of director-child interactions, teacher-child interactions, and program

structure.  Finally, this study explored the predictive value of volunteer mentors' psychological functions, volunteer outcomes, and after-school program quality to volunteer mentors' satisfaction and willingness to volunteer again.  The theoretical framework for the study draws from two bodies of research.  The first body of research relates to quality in after-school programming and its benefits for at-risk children.  The second body of research relates to motivation and satisfaction among adult volunteers.

*After-school program quality.*  Most after-school programs offer both structured and unstructured learning opportunities that include time to complete homework (with homework assistance), academic activities, organized sports, free time, and enrichment activities such as dance, drama, art, and music. Personal development activities such as building leadership skills, resolving conflict, and improving problem solving skills are also commonly offered (James-Burdumy, Dynarski, & Deke, 2008). Halpern (2000) asserts that after-school programs are a significant venue for teaching children personal social skills.  The National Association of Elementary School Principals (NAESP) has developed a set of guidelines for after-school programs (NAESP, 1999). These standards state that a high quality after-school program should include goal setting and strong administration, long-term planning, preservation of quality staff, attention to safety, wellbeing of children and nutrition, successful partnerships with community support, family involvement, extended learning occasions, connecting school personnel with after-school program staff, and evaluation of data in order to improve the program's effectiveness and evolution.

Much is known about the content of after-school curricula, but little is known about the quality of the programs that offer these curricula.  Indices of quality are different from program content.  Quality actually has as much or more to do with the qualitative nature of the

supervising adult-child relationships than it does with the content of the program. Despite the rise in the number of children who participate in after-school programs, only some research has investigated indices of after-school program quality and how they benefit children. The few findings that have been published suggest that there are no firm guidelines for what makes a high quality program (DeAngelis, 2001). Jean Baldwin Grossman (2002) suggests that high quality after-school programs offer a wide range of appealing, engaging activities, not just time to complete homework. The activities that children find most interesting are based on their current interests. This allows children to learn through their interests, only through academic skill drills. Scott-Little, Hamann and Jurs (2002) emphasized the need to evaluate after-school programs. They also found that evaluations would be reinforced if a uniform benchmark was used to evaluate after-school programs. It is also important to remember not all after-school programs have the same goals and the quality of service may vary from site to site. Kugler (2001) suggests that there are four components to after-school programs, which include: tutoring, community service, technology and career development. Each of these elements make for a high-quality after-school program. Grossman (2002) suggests the key to success is having a high quality staff who engage in high quality interactions with the children. To date, there has been no research on adults who volunteer with after-school programs. Jean Rhodes (2004) reported on who is staffing after-school programs. After-school program staff members play a different role from teachers. After-school classroom teachers evaluate children whereas other staff members play a supportive role. All after-school program staff members transmit adult values, advice and perspectives to children. Moreover, all are models for the children because they are often from the same community as the children and are able to connect with the children.

*Volunteer satisfaction.* The body of research on volunteers' satisfaction focuses mostly on adults who volunteer in nonprofit organizations. Recent statistics reveal that over 26% of American adults volunteer their time in nonprofit organizations (Caldwell, Farmer & Fedor, 2007). Moreover, research indicates that nonprofits are increasing their dependency on volunteers to deliver services and programs due to recent budget constraints (Handy, Mook & Quarter, 2008). Given the large number of adults who commit their time and talents to volunteer work and the number of non-profit organizations that depend on these volunteers to provide services, it is important to study what motivates adults to volunteer and what factors influence their satisfaction.

To our knowledge, no study exists that examines the motivations and satisfaction of young adults, and in particular, university students, who volunteer as mentors of elementary school-aged children in after-school programs. However, Silverberg, Marshall, and Ellis (2001) used a functionalist theory approach to examine these factors among adults who volunteer in recreational programs. The investigators claim that functionalist theory best explains how people derive satisfaction from volunteer work. According to functionalist theory, people vary in the psychological functions or motivations for why they engage in volunteer work. Those functions include: the Protective function, the Social function, the Understanding function, the Values function, the Career function, and finally, the Enhancement function. The first function, the Protective function, is when an individual uses volunteering to help them work through personal problems or reduce negative feelings. The second function, the Social function, is when an individual enhances their own social relationships through the volunteer experience. The third function, the Understanding function, is when an individual uses the volunteer experience to learn more about a topic or to develop a new skill. The fourth function, the Values function, is

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when an individual volunteers to express an important value. The fifth function, the Career function, is when an individual volunteers to gain career-related experience. Finally, the sixth function, the Enhancement function, is when an individual volunteers in hopes of experiencing psychological growth. According to functionalist theory, volunteers should be more satisfied when the work they perform fulfills their psychological functions. The investigators also note that within the context of a single volunteer workplace, people can perform similar tasks, but for very different reasons. These varying psychological functions within a single agency's volunteer workforce can lead to varying levels of work satisfaction among volunteers. To test their theory, Silverberg et al. (2001) modified the Volunteer Function Inventory to fit with volunteer work rather than paid work. The investigators also modified a job satisfaction survey originally developed by Spector (1997). The modified survey, The Volunteer Satisfaction Survey, measured volunteers' satisfaction with supervision, contingent rewards, operating conditions, coworkers, nature of work, and communication. These two surveys were administered to 583 volunteers with the Parks, Recreation, and Library Department for the city of Phoenix, Arizona. Findings from the study revealed that certain subscales on the job satisfaction survey such as communication, nature of work, supervision, and contingent rewards were more reliable with the volunteers than other subscales such as coworkers and operating conditions. The findings also suggest that to keep volunteer job satisfaction high, an agency needs to match the volunteers' duties with their motives or psychological functions.

Another study examined the motivations of university students who voluntarily mentored high school aged youth from high poverty backgrounds. Findings from this study revealed that university student mentors were motivated by the opportunity to have a positive impact on youth through being a role model and by increasing their own understanding of inner-city school and

culture.  Results also revealed that university student mentors developed greater confidence in themselves as mentors, and furthered their understanding of the challenges of growing up in a high poverty environment as a result of the mentoring experience (Hughes & Dykstra, 2008).

**Purposes of the Study**

This study had two purposes. The first purpose was to assess university student mentors' perceptions of the quality of the after-school programs administered by Tuscaloosa's One Place, A Family Resource Center. The second purpose was to evaluate university student mentors' motivations, outcomes and satisfaction associated with their volunteer mentoring experience in the therapeutic after-school programs, and to determine factors that may affect university students' willingness to volunteer mentor again.

*Research Questions.* The following research questions guide this study:

1. How do university students who volunteer to mentor a child in a therapeutic after-school program perceive the quality of the program, particularly in terms of director-child interactions, teacher-child interactions, and program structure?

2. Do university students' reasons for or functions of volunteering relate to their outcomes with volunteer mentoring and to functions of mentoring?

3. Do indices of program quality of the after-school programs relate to university students' satisfaction and outcomes with mentoring?

4. Do university students' motivation to volunteer, indices of program quality and outcomes associated with mentoring predict university students' satisfaction and whether university students are willing to serve as mentors again in the after-school programs?

Findings from this study will enable Tuscaloosa's One Place, A Family Resource Center to identify areas for making improvements in the after-school programs. This study also will identify what university students gain from participating in the service-learning experience, as

well as ways in which the university instructor of the course requiring the service-learning

experience can improve the experience.

**Methods**

*Service-Learning Experience.* This study employs a one-time online survey design. University students completed a survey entitled, "The Mentoring Survey" following the completion of the service-learning experience.

*Study Procedures*

The service-learning experience was a course requirement for HD 382: Parent and Family Development at The University of Alabama. University students in the course could choose to either mentor a child in an after-school program or complete a set of written assignments. The two options were designed to take approximately the same amount of time for students to complete. Students who chose to complete the service-learning course requirement mentored elementary school-aged children in one of six therapeutic after-school programs for two hours a week for eleven weeks across the fifteen-week semester. This agency administers a variety of social service programs to individuals and families, such as General Education Diploma (GED) classes, job skills training, marriage enrichment classes, parenting classes, home visitation sessions, and therapeutic after-school programs for academically at-risk children. Tuscaloosa's One Place, A Family Resource Center, administers the six therapeutic after-school programs. Tuscaloosa's One Place has been administering the after-school programs since 2001. They serve anywhere from 300-400 children in a year and have a volunteer base of 750 individuals per year. Mentoring in the after-school programs involved developing a relationship with one child in the program by meeting weekly with the child during snack time and asking him or her how they were doing in school and at home. Mentors also counseled children about their social relationships, peer conflicts and the importance of succeeding in school. Finally, mentors

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assisted all of the children in a classroom with homework completion, and with engagement in enrichment activities. Mentors attended an orientation to the mentoring program presented by the Tuscaloosa's One Place staff.  The students were told what to expect at the schools, what was expected of them, and were taught ways to deal with difficult children.  University students were also informed of ways to advocate for the children. The curriculum content of the university course that students complete trains them in how to guide children's behavior in positive ways, and how to communicate with children in ways that promotes children's social and cognitive development and that demonstrate warmth and involvement. A criminal history background check was also required of the students who chose to volunteer mentor.

At the end of the mentoring experience, university students were emailed a link to an online survey on Survey Monkey.  The online survey entitled, "The Mentoring Survey," (see Appendix)  assessed university students' reasons for participating in the mentoring experience, their perceptions of various indicators of after-school program quality, their satisfaction and outcomes associated with the service-learning mentoring experience, and whether they would like to mentor again. Answers to this survey were completely anonymous and did not affect students' grades for the project nor for the course.   University students spent approximately 15 minutes completing the survey, which could be accessed via the internet

*Participants*

Participants included 144 students enrolled in HD 382: Parent and Family Development (a junior-level course) during the Spring 2010 and Fall 2010 semesters.  Participants were mainly Caucasian females who were in their early- to mid- 20's.

*Measures*

The Mentoring Survey contained four questionnaires: A modified version of the School-Age Classroom Environment Rating Scale (Modified SACERS), the Volunteer Function Inventory (VFI), The Volunteer Satisfaction Scale (VSS), and the Tuscaloosa's One Place Mentor Program Evaluation. A description of each scale follows.

A modified version of SACERS (Harms, Jacobs, White, 2000; see attached Mentors' Survey Parts 4 and 7) was used to assess university student mentors' perceptions of the quality of the after-school program environment. This scale contains 3 questions that ask the volunteer mentor to describe the after-school program director's ability to facilitate children's positive social behaviors, efforts to communicate with each child, and ability to supervise, elaborate on, and extend children's engagement in activities. Possible scores range from 0 to 3, with higher scores representing a more skillful ability to interact with and supervise children. Volunteer mentors completed similar questions regarding the classroom teachers' ability to interact with and supervise children. Three additional questions ask volunteer mentors to rate whether children arrive and depart in an organized way. The last question asks volunteer mentors to rate the classroom teacher in terms of being involved, responsive and warm. Possible scores for this last set of four questions range from 0="Never" to 4 = "Always." Scores are computed to reflect Director Quality, Classroom Teacher Quality, and Arrival/Departure Quality. Scores can also be summed to reflect Overall Program Quality. Previous research has not reported reliability statistics for this modified version of the SACERS.

The Volunteer Function Inventory (VFI; Clary et al., 1998; see attached Mentors' Survey, Parts 5 and 6) was used to assess volunteer mentors' functions or reasons for and outcomes from volunteering. The measure contains three sets of questions. The first set of questions assesses volunteers' functions for volunteering. The second set of questions assesses

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volunteers' outcomes that result from volunteering. The third set of questions assesses volunteers' sense of fulfillment from volunteering. The VFI contains 30 items. Each item has a Likert response option ranging from 1 = "Not at all important or accurate for you" to 5 = "Extremely important or accurate for you." There are six subscales on the VFI, one for each of the six functions of volunteering: Protective, Social, Understanding, Values, Career, and Enhancement. Each subscale contains five items. A sample item for the Protective subscale is, "By volunteering, I feel less lonely." A sample item for the Social subscale is, "Volunteering is an important activity to the people I know best." A sample item for the Understanding subscale is, "Volunteering allows me to gain a new perspective on things." A sample item for the Values subscale is, "I am genuinely concerned about the particular group I am serving." A sample item for the Career subscale is, "Volunteering can help me get my foot in the door at a place where I'd like to work." A sample item for the Enhancement subscale is, "Volunteering makes me feel needed." Previous research reports that this measure and its subscales have strong internal consistency. In particular, Cronbach alphas for the VFI subcales have ranged from .89 to .77 (Silverberg et al., 2001).

The second set of questions on the VFI ask the participant to report on 18 outcomes that he or she may have experienced as a result of volunteering (see attached Mentors' Survey, Part 6). Like the function subscales, the 18 outcomes fall into 1 of 6 categories: Protective, Social, Understanding, Values, Career, and Enhancement. For each of the statements, respondents indicate how much they agree or disagree. Response options range from a 1 = "Strongly Disagree" to 7 = "Strongly Agree." A sample outcome from the Protective outcomes subscale includes, "Volunteering at this organization allows me the opportunity to escape some of my own troubles." A sample outcome from the Social outcomes subscale includes, "People I know

best know that I am volunteering at this organization." A sample outcome from the Understanding outcomes subscale includes, "I have learned how to deal with a greater variety of people through volunteering at this organization." A sample outcome from the Values outcomes subscale includes, "People I am genuinely concerned about are being helped through my volunteer work at this organization." A sample outcome from the Career outcomes subscale includes, "In volunteering with this organization, I have made new contacts that might help my business or career." Finally, a sample item from the Enhancement outcomes subscale includes, "My self-esteem is enhanced by performing volunteer work in this organization."

The last set of questions on the VFI measure the participant's sense of fulfillment derived from volunteering. A sample item from this set of five questions is, "My volunteer experience has been personally fulfilling." Response options range from a 1 = "Strongly Disagree" to 7 = "Strongly Agree."

The Volunteer Satisfaction Scale (VSS; Silverberg, Marshall, & Ellis, 2001; see attached Mentors' Survey, Part 3) contains 23 items. It measures the satisfaction of volunteer mentors with their experiences in six areas of the volunteer experience: supervision, contingent rewards, operating conditions, coworkers, nature of the work, and communication. Item responses range from 1 = "Strongly Disagree" to 7 = "Strongly Agree." The Supervision subscale consists of four items; the Contingent rewards subscale consists of five items; the Operating conditions subscale consists of three items' the Coworkers subscale consists of three items; the Nature of the work subscale consists of four items; and finally, the Communication subscale consists of four items. A Total Satisfaction score is derived by summing all across all of the appropriately reversed items and nonreversed items. Previous research reports low but acceptable levels of internal consistency: Cronbach alpha of .88 for the Total Scale, and .27 for Operating

procedures, .59 for Coworkers, .63 for Nature of work, .67 for Communication, .69 for

Supervision, and .71 for Contingent rewards (Silverberg, Marshall, & Ellis, 2001).

The Tuscaloosa's One Place Mentor Program Evaluation is a survey that was developed

by staff members at the agency (See attached Mentors' Survey, Part 2). It contains six questions

that ask participants to rate the children's enjoyment of the program, the effectiveness of the

program for the children, the structure and organization of the program, the leadership of the

after-school directors, the classroom teachers, and their overall experience in volunteering with

the program. Response options on the first two questions (children's enjoyment and

effectiveness of the program) range from 0 = "Poor" to 3 = "Excellent." Response options on

the next four questions (structure/organization of program, leadership of director, classroom

teachers, and rating of overall experience) range from 0 = "Very Poor" to 4 = "Excellent." The

survey also contains two additional open-ended questions. The first open-ended question asks

volunteer mentors to identify and describe areas of the program that they recommend be

changed. The second open-ended question asks volunteer mentors to describe ways in which the

volunteer experience could be changed. Finally, the last question asks volunteer mentors if they

would be willing to volunteer with the program again next year.

**Results**

*Mentors' Perceptions of After-School Program Quality*

The first research question guiding this study was, "How do university students who volunteer to mentor a child in a therapeutic after-school program perceive the quality of the program, particularly in terms of a) program structure and activities, b) director-child interactions, and c) teacher-child interactions?

*Mentors' perceptions of the quality of the program structure and activities.* Four indicators were used to assess mentors' perceptions of the quality of the program structure and activities. These included their perceptions of whether the children were greeted warmly, whether children arrived in an organized manner, whether children departed in an organized manner, and a rating of the program structure and overall organization of activities. Table 1 reports the frequencies and percents of mentors' responses for each indicator. Across all four indicators, 70% to almost 75% of mentors perceived the greeting of children, the arrival and departure of children, and the program structure and organization of activities to be high in quality. Very few participants (only 2.5 to 5.6%) rated any one of these indicators as very low in quality.

Table 1

*Mentors' Perceptions of the After-School Programs*

| Program structure and activities | Frequency | Percent |
|---|---|---|
| Children Greeted Warmly | | |
| Always | 58 | 35.8 |
| Most of the Time | 57 | 35.2 |

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| | Frequency | Percent |
|---|---|---|
| About Half the Time | 16 | 9.9 |
| Hardly Ever | 6 | 3.7 |
| Organized Arrival | | |
| Always | 54 | 33.3 |
| Most of the Time | 60 | 37.0 |
| About Half the Time | 14 | 8.6 |
| Hardly Ever | 9 | 5.6 |
| Organized Departure | | |
| Always | 74 | 45.7 |
| Most of the Time | 47 | 29.0 |
| About Half the Time | 11 | 6.8 |
| Hardly Ever | 5 | 3.1 |
| Program Structure and Organization | | |
| Excellent | 51 | 31.5 |
| Good | 64 | 39.5 |
| Okay | 24 | 14.8 |
| Poor | 4 | 2.5 |

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| Perceptions of after-school program director | Frequency | Percent |
|---|---|---|
| Director/Child Interaction | | |
| Good Sounding Board | 14 | 8.6 |
| Models Good Social Skills | 80 | 49.4 |
| Deals w/ Neg. Peer Interaction | 39 | 24.1 |
| Little or No Guidance | 6 | 3.7 |
| Director's Communication | | |
| Open Ended Questions | 31 | 19.1 |
| Individually Converses w/ Child | 48 | 29.6 |
| Initiates Brief Conversations | 30 | 18.5 |
| Controls Child's Behavior | 30 | 18.5 |
| Director's Supervision | | |
| Extends Child's Play | 22 | 13.6 |
| Careful Supervision | 61 | 37.7 |
| Some Supervision | 39 | 24.1 |
| No Supervision | 17 | 10.5 |
| Director's Leadership | | |
| Excellent | 83 | 51.2 |
| Good | 42 | 25.9 |
| Okay | 14 | 8.6 |
| Poor | 4 | 2.5 |

| Perceptions of classroom teacher | Frequency | Percent |
|---|---|---|

Teacher/Child Interaction
     Good Sounding Board                 20           12.3

| Category | Frequency | Percent |
|---|---|---|
| **Teacher/Child Interaction** | | |
| Good Sounding Board | 20 | 12.3 |
| Models Good Social Skills | 63 | 38.9 |
| Deals w/ Neg. Peer Interaction | 47 | 29.0 |
| Little or No Guidance | 9 | 5.6 |
| **Teacher's Communication** | | |
| Individually Converses w/ Child | 52 | 32.1 |
| Open Ended Questions | 28 | 17.3 |
| Initiates Brief Conversations | 22 | 13.6 |
| Controls Child's Behavior | 37 | 22.8 |
| **Teacher's Supervision** | | |
| Extends Child's Play | 20 | 12.3 |
| Careful Supervision | 69 | 42.6 |
| Some Supervision | 46 | 28.4 |
| No Supervision | 4 | 2.5 |
| **Overall Rating of Teacher** | | |
| Excellent | 76 | 46.9 |
| Good | 39 | 24.1 |
| Okay | 23 | 14.2 |
| Poor | 5 | 3.1 |
| **Warmth and responsiveness of Teacher** | | |
| Always | 59 | 36.4 |
| Most of the Time | 46 | 28.4 |
| Some of the Time | 23 | 14.2 |
| Hardly Ever | 6 | 3.7 |
| Never | 3 | 1.9 |

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| Perceptions of children's enjoyment and benefits | Frequency | Percent |
|---|---|---|
| **Children's Enjoyment** | | |
| Excellent | 58 | 35.8 |
| Good | 75 | 46.3 |
| Okay | 10 | 6.2 |
| Poor | 1 | .6 |
| **Children Benefiting From Program** | | |
| Excellent | 76 | 46.9 |
| Good | 59 | 36.4 |
| Okay | 8 | 4.9 |
| Poor | 1 | .6 |

| Perceptions of benefits to mentors | Frequency | Percent |
|---|---|---|

Benefits and effectiveness

| | | |
|---|---|---|
| Excellent | 81 | 88.9 |
| Good | 46 | 28.4 |
| Okay | 15 | 9.3 |
| Poor | 2 | 1.2 |

*Note. Ns range from 125 to 144 due to missing data.*

*Mentors' perceptions of director-child interactions.* Mentors' perceptions of the quality of the director-child interactions were more varied. Only 8.6% of mentors perceived the director of their after-school program to be someone who "serves as a sounding board for children and extends children's problem solving skills," which is the highest possible rating for a director. Instead, nearly half of the mentors perceived their after-school director as someone who "models good social skills for children and helps children develop good social behavior with peers so that peer interactions are usually positive." This response is the second highest rating for a director. About 25% of mentors rated their after-school director as someone who "deals with negative peer interactions, but does not extend children's positive social skills." This response is the third highest rating for a director.

Mentors also rated the directors on their communication with children. Less than 20% of mentors perceived their after-school director as someone who "frequently converses with children using open-ended questions involving turn-taking in conversation," which is the highest possible rating. Nearly 30% of mentors described their after-school director as someone who "makes an effort to talk with each child and verbally expands on ideas presented by children," which is the second highest possible rating. Less than 20% of mentors perceived their after-school director as someone who "initiates brief conversations with the children." Finally, less than 20% perceived their after-school director as someone who primarily "controls children's

behaviors and manages routines." This response is the lowest possible rating for a director's communication skills.

Mentors' perceptions of their after-school director's supervision of children in play settings also varied. Only 13.6% of mentors gave their after-school director the highest rating, which is someone who "talks to children about their ideas related to play and helps elaborate and extend children's activity." Almost 38% (37.7%) rated the after-school program director as someone who "provides careful supervision of all children, gives help and encouragement when needed, and shows appreciation of children's efforts and accomplishments." This is the second highest rating. In contrast, 24% of mentors rated their after-school program director as someone who "provides some supervision of children in activity areas during play and routines, especially in potentially dangerous areas such as outdoor play." This is the third highest rating. Finally, about 10% of mentors perceived their after-school director as someone who "did not supervise children in activity areas during play and routines." This is the lowest possible rating for a director's supervision.

Lastly, mentors rated their after-school program directors in terms of leadership and support given to children. Over half of the mentors rated their director's leadership skills and support as "Excellent." Another 25% rated their directors' leadership as "Good." Very few mentors (11.1%) rated their after-school program director as either "Okay" or "Poor" in leadership and support given to children.

*Mentors' perceptions of after-school classroom teacher-child interactions.* Mentors described their after-school classroom teachers in relation to their ability to guide the children and initiate problem-solving skills. Only 12.3% of mentors selected the highest rating to describe their after-school classroom teachers as someone who "serves as a good sounding board

and extends children's problem solving skills, and helps children develop good social problem solving skills and positive social behavior." Nearly 39% (38.9%) described their after-school program classroom teachers as someone who "models good social skills for children and helps children develop appropriate social behavior with peers." This is the second highest possible rating a teacher could receive from mentors. Twenty-nine percent of mentors rated their after-school classroom teachers as someone who "primarily deals with negative peer interactions, and encourages peer interactions." This is the third highest possible rating a classroom teacher could receive. Finally, only 5.6% of mentors rated their classroom teachers as someone who "facilitates little or no positive peer interactions among the children and fails to encourage any peer interaction." This is the lowest possible rating for a classroom teacher.

Mentors also rated their after-school classroom teachers in regards to their communication skills. Over 30% of mentors rated their classroom teachers as someone who "makes an effort to talk with each child (e.g., listens to child's description of school day, including problems and successes) and who verbally expands on ideas presented by children." This is the highest rating classroom teachers could receive. Only 17.3% rated their after-school classroom teachers as someone who "converses frequently with children using open-ended questions and allows for obvious turn-taking in conversation." This is the second highest possible rating for classroom teachers. Only 13.6% of mentors rated their after-school classroom teachers as "someone who initiates brief conversations with children." This is the third highest rating that after-school classroom teachers could receive. Finally, less than one-fourth of mentors (22.8%) rated their after-school classroom teacher as someone whose, "…communication is used primarily to control children's behavior and manage routines." This is the lowest rating that classroom teachers could receive for teacher-child communication.

Mentors' perceptions of their after-school classroom teachers' supervision of children in play settings also varied.  Few (12.3%) gave their after-school classroom teachers the highest rating, which was someone who "talks to the children about their ideas related to play and helps elaborate and extend their activity."  Nearly 43% of mentors rated their after-school classroom teacher as one who "provides careful supervision of all children adjusted appropriately for different ages and abilities; gives help and encouragement to children when needed; and shows appreciation of children's efforts and accomplishments."  This was the second highest possible rating for a classroom teacher's level of supervision.  Less than 30% of mentors (28.4 %) rated their classroom teachers as someone who "provides some supervision of children in activity areas during play and routines, especially in potentially dangerous areas (e.g., outdoor play)." Finally, only 2.5% of the mentors rated their classroom teachers as someone who "does not supervise children in activity areas during play and routines."

Mentors also rated the classroom teacher in their assigned classroom from 4 = "Excellent" to 1 = "Very Poor."  Nearly 47% (46.9%) rated their assigned classroom teacher as "Excellent."  Nearly a quarter (24.1%) of mentors rated their assigned classroom teacher as "Good" whereas only 14.2% rated their assigned classroom teacher as "Okay"; and only 3.1% rated their assigned classroom teacher as "Poor."

Finally, mentors rated the warmth and responsiveness of the classroom teachers on a scale of 5 = "Always" to 1 = "Never."  Just over 36% (36.4%) said their classroom teachers were always warm and responsive, and 28.4% said their classroom teachers were warm and responsive "Most of the time."  Only 19.8% described their classroom teachers as exhibiting warmth and responsivity either "Some of the time,"  "Hardly ever," or "Never."

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*Mentors' perceptions of children's enjoyment of- and benefits received from the after-school program.*    Mentors rated their perceptions of the children's enjoyment in the program on a scale of 1 = "poor" to 4 = "Excellent.  Nearly 82 % of the mentors rated the children's enjoyment of the program as either "Excellent" or "Good."  Only 6.8% of mentors rated children's enjoyment in the program as either "Okay" or "Poor."

Similar results were found when mentors rated children's benefits from participating in the program.  Over 80% (83.3 %) rated the children's benefits as "Excellent" to "Good."  In contrast, only 5.5% of mentors rated children's benefits as either "okay" or "poor."

*Mentors' perceptions of benefits received to themselves.*  Lastly, mentors rated the benefits and effectiveness of the program for themselves.  Nearly 90% (88.9) rated the benefits and effectiveness of the after-school program for themselves as "Excellent."

*Descriptives for study variables.* Table 2 presents the descriptive for all study variables. Inspection of the table reveals that there is sufficient variability in all the variables. In addition, all measures demonstrate an acceptable level of internal consistency as measured by Chronbach alpha.

Table 2

*Descriptive Statistics for Selected Study Variables*

| Variable | N | Range | Min | Max | *M* | SD | Alpha |
|---|---|---|---|---|---|---|---|
| **Program Quality Indices** | | | | | | | |
| Program Structure and Activities | 137 | 9.00 | 6.00 | 36 | 11.66 | 1.71 | .69 |
| Perception of Teacher | 136 | 16.68 | -10.54 | 34 | .01 | 4.07 | .88 |
| Perception of Children's     Enjoyment And Benefits | 144 | 6.00 | 2.00 | 35 | 6.78 | 1.10 | .68 |
| **Volunteer Functions** | | | | | | | |
| Career Function | 133 | 30.00 | 5.00 | 35 | 23.55 | 8.33 | .87 |
| Social Function | 134 | 36.00 | 6.00 | 42 | 25.90 | 9.66 | .87 |
| Values Function | 132 | 23.00 | 12.00 | 35 | 30.67 | 4.92 | .88 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Enhancement Function | 134 | 28.00 | 7.00 | 35 | 26.10 | 7.43 | .90 |
| Protective Function | 133 | 30.00 | 5.00 | 35 | 20.47 | 8.47 | .87 |
| Understanding Function | 136 | 18.00 | 10.00 | 28 | 23.16 | 4.73 | .85 |
| **Volunteer Outcomes** | | | | | | | |
| Career Outcome | 137 | 12.00 | 2.00 | 14 | 8.61 | 3.88 | .86 |
| Social Outcome | 137 | 12.00 | 2.00 | 14 | 11.20 | 3.07 | .70 |
| Values Outcome | 137 | 12.00 | 2.00 | 14 | 11.18 | 2.66 | .73 |
| Enhancement Outcome | 137 | 12.00 | 2.00 | 14 | 10.26 | 3.42 | .89 |
| Protective Outcome | 137 | 12.00 | 2.00 | 14 | 8.31 | 4.01 | .92 |
| Understanding Outcome | 137 | 12.00 | 2.00 | 14 | 11.10 | 2.91 | .79 |
| **Indices of Mentors' Satisfaction** | | | | | | | |
| Mentors' Benefits | 144 | 3.00 | 1.00 | 36 | 3.43 | .74 | [a] __ |
| Willingness to Volunteer Again | 144 | 1.00 | 1.00 | 2 | 1.92 | .28 | [a] __ |
| Mentors' Overall Experience | 143 | 3.00 | 1.00 | 4 | 3.46 | .71 | [a] __ |
| Mentors' Fulfillment | 136 | 28.00 | 7.00 | 35 | 29.10 | 6.30 | .95 |
| Supervision Satisfaction | 137 | 24.00 | 4.00 | 28 | 23.77 | 4.97 | .78 |
| Contingent Rewards Satisfaction | 136 | 30.00 | 5.00 | 35 | 26.55 | 6.88 | .88 |
| Operating Conditions Satisfaction | 138 | 16.00 | 5.00 | 21 | 16.08 | 3.12 | .28 |
| Coworkers Satisfaction | 136 | 18.00 | 3.00 | 21 | 16.93 | 3.48 | .65 |
| Nature of Work Satisfaction | 136 | 24.00 | 4.00 | 28 | 23.20 | 4.91 | .82 |
| Communication Satisfaction | 137 | 24.00 | 4.00 | 28 | 21.66 | 5.43 | .80 |
| Total Satisfaction | 125 | 135.00 | 26.00 | 161 | 128.93 | 23.50 | .93 |

*Note.* [a]*These study variables are each measured by one item.* *Ns range from 125 to 144 due to missing data.*

*Relations Between Volunteer Functions, Volunteer Outcomes, Specific Function-Outcome Match and Indices of Mentors' Satisfaction*

The second research question guiding this study was, "Do university students' reasons for volunteering, or functions of volunteering, relate to their satisfaction and outcomes with volunteer mentoring.

*Correlations between volunteer functions and indices of mentors' satisfaction.* Table 3 presents the bivariate correlations between volunteer functions and indices of mentors' satisfaction. The Understanding Function had the highest correlation with Mentors' overall experience ($r = .31$), Mentors' perception of the benefits they receive from the volunteer

experience ($r = .42$), and Mentors' fulfillment from participating in the volunteer experience ($r = .76$). The Enhancement Function was the volunteer function that was the second most strongly related to the various indices of mentors' satisfaction. The Enhancement Function was most strongly correlated with Mentors' Fulfillment ($r = .66$), Satisfaction with the Nature of Work ($r = .51$), and Total Satisfaction ($r = .40$). The Values Function was the volunteer function that was the third most strongly related to the various indices of mentors' satisfaction. The Values Function was most strongly correlated with Mentors' Fulfillment (.68), Satisfaction with the Nature of Work ($r = .38$), and Mentors' perceptions of the benefits they receive from the volunteer experience ($r = .29$). Among the indices of mentors' satisfaction, Mentors' Fulfillment was most strongly related to all types of volunteer functions ($r's$ ranged from .32 to .76), followed by Satisfaction with the Nature of Work ($r's$ ranged from .15 to .57). Satisfaction with Operating Conditions was the least strongly related to the various volunteer functions.

Table 3

*Correlations Between Volunteer Functions and Indices of Mentors' Satisfaction*

| Variable | Career | Social | Values | Enhancement | Protective | Understanding |
|---|---|---|---|---|---|---|
| Mentors' Willingness to Volunteer Again | .13 | .05 | .27** | .22** | .18* | .22** |
| Mentors' Overall Experience | .21** | .13 | .23** | .26** | .24** | .31** |
| Mentors' Benefits | .28** | .19* | .29** | .35** | .30** | .42** |
| Mentors' Fulfillment | .53** | .32** | .68** | .66** | .50** | .76** |
| Supervision Satisfaction | .19* | .04 | .12 | .26** | .17* | .32** |
| Contingent Rewards | .27** | .16** | .24** | .34** | .33** | .36** |
| Operating Conditions | .14 | .01 | .22** | .19* | .20* | .18* |
| Coworker Satisfaction | .31** | .18* | .28** | .32** | .28** | .36** |
| Nature of Work Satisfaction | .34** | .15* | .38** | .51** | .37** | .57** |
| Communications Satisfaction | .28** | .12 | .25** | .33** | .22** | .42** |
| Total Satisfaction | .30** | .11 | .27** | .40** | .32** | .45** |

**$p \leq .10$; *$p \leq .05$.
*Note. Ns range from 125 to 144 due to missing data.*

*Correlations between volunteer outcomes and indices of mentors' satisfaction.* Table 4

presents the bivariate correlations between volunteer outcomes and indices of mentors'

satisfaction. The pattern of correlations between volunteer outcomes and indices of mentors'

satisfaction are similar to the pattern of correlations reported above regarding volunteer functions

and indices of mentors' satisfaction. The three volunteer outcomes that were most strongly

correlated with the various indices of mentors' satisfaction were the Understanding Outcome (*r's*

ranged from .79 to .28), the Values Outcome (*r's* ranged from .76 to 19), and the Enhancement

outcome (*r's* ranged from .18 to .64). The volunteer outcome that was least strongly related to

any of the indices of mentors' satisfaction was the Social Outcome. Among the indices of

mentors' satisfaction, Mentors' Fulfillment was most strongly related to all types of volunteer

outcomes (*r's* ranged from .48 to .79) followed by Satisfaction with the Nature of Work (*r's*

ranged from .21 to .50). Satisfaction with Operating Conditions was least strongly related to

various volunteer outcomes.

Table 4
*Correlations Between Volunteer Outcomes and Indices of Mentors' Satisfaction*

| Variable | Career | Social | Values | Enhancement | Protective | Understanding |
|---|---|---|---|---|---|---|
| Mentors' Willingness to Volunteer Again | .19* | .20** | .29** | .26** | .22** | .28** |
| Mentors' Overall Experience | .28** | .17* | .31** | .29** | .25** | .38** |
| Mentors' Benefits | .30** | .19* | .35** | .29** | .25** | .43** |
| Mentors' Fulfillment | .57** | .49** | .76** | .64** | .48** | .79** |
| Supervision Satisfaction | .31** | .04 | .20** | .33** | .23** | .33** |
| Contingent Rewards | .35** | .21** | .31** | .42** | .31** | .35** |
| Operating Conditions | .09 | .12 | .19* | .18* | .16* | .07 |
| Coworker Satisfaction | .40** | .24** | .28** | .37** | .32** | .30** |
| Nature of Work Satisfaction | .39** | .21** | .44** | .47** | .37** | .50** |
| Communications Satisfaction | .33** | .10 | .24** | .38** | .25** | .33** |
| Total Satisfaction | .39** | .13 | .32** | .44** | .34** | .39** |

**$p \leq .10$; *$p \leq .05$.
*Note. Ns range from 125 to 144 due to missing data*

*Correlations between specific function-outcome matches and indices of mentors'*

*satisfaction.* Several steps were taken to examine the match between specific functions and

corresponding outcomes. Specifically, each volunteer function variable (Career Function, Social

Function, Values Function, Enhancement Function, Protective Function, Understanding

Function) and each volunteer outcome variable, (Career Outcome, Social Outcome, Values

Outcome, Enhancement Outcome, Protective Outcome, Understanding Outcome) was

standardized. Next, for each type of function and the corresponding outcome, a new variable

was created reflecting the function-outcome match. This was done by assigning a value of 1 if

both the function and the outcome were greater than 0, or if both were equal to 0, or if both were

less than 0. If any of these three conditions were met, then a match was made between the

function (reason for volunteering) and the outcome (result of volunteering). A value of 0 was

assigned if there was a mismatch between the function and the corresponding outcome (e. g., if

the function was greater than 0 and the outcome was equal to 0, or if the function was greater

than 0 and the outcome was less than 0). The variables computed include Career Function-

Outcome Match (CareerFOM), Social Function-Outcome Match (SocialFOM), Values Function-

Outcome Match (ValuesFOM), Enhancement Function-Outcome Match (EnhancementFOM),

Protective Function-Outcome Match (ProtectiveFOM), and Understanding Function-Outcome

Match (UnderstandingFOM).

Next, bivariate correlations were computed between each type of function-outcome

match and the various indices of mentors' satisfaction. Table 5 presents the correlations between

each type of function-outcome match and the indices of mentors' satisfaction. The table shows

66 correlation coefficients of which only 7 are statistically significant. Thus, slightly more than

10% of the correlation coefficients are statistically significant, which is about the number of

statistically significant correlations that could be expected by chance. Of the six that are

statistically significant, the strength of the correlations are mild *(r's* range from .15 to -.21).

Given that the few correlations that were statistically significant could be explained by chance

and that of those that were statistically significant, the strength was mild (especially for a sample

size of *n*=144), we conclude that there was little relationship between each type of function-

outcome match and the various indices of mentors' satisfaction.

Table 5

*Correlations Between Indices of Mentors' Satisfaction and Function-Outcome Matches*

| Variable | Career FOM | Social FOM | Values FOM | Enhancement FOM | Protective FOM | Understanding FOM |
|---|---|---|---|---|---|---|
| Mentors' Willingness to Volunteer Again | .02 | .00 | -.02 | -.02 | -.09 | -.03 |
| Mentors' Overall Experience | .10 | .07 | -.02 | -.10 | -.11 | -.11 |
| Mentors' Benefits | .13 | .09 | .06 | -.05 | -.04 | -.03 |
| Mentors' Fulfillment | .06 | .16 * | -.02 | -.03 | -.17 | -.17 * |
| Supervision Satisfaction | .12 | -.03 | .07 | -.16 * | -.10 | -.04 |
| Contingent Rewards | .04 | -.03 | .06 | -.13 | -.04 | .01 |
| Operating Conditions | .09 | -.06 | .09 | -.01 | -.04 | .01 |
| Coworker Satisfaction | -.05 | -.19 * | -.07 | -.21 ** | -.09 | -.15 * |
| Nature of Work Satisfaction | .05 | .04 | .01 | -.11 | -.11 | -.01 |
| Communications Satisfaction | .03 | -.03 | -.01 | -.15 * | -.10 | -.03 |
| Total Satisfaction | .10 | -.06 | .09 | -.14 | -.10 | -.03 |

*$**p \leq .10$; $*p \leq .05$.*
*Note. Ns range from 125 to 144 due to missing data*


*Relations Between Indices of Program Quality and Indices of Mentors' Satisfaction*

The third research question guiding this study was, "Do indices of program quality of the

after-school program relate to university students' satisfaction and outcomes with mentoring?"

Table 6 presents the correlations between indices of program quality with indices of mentors'

satisfaction. All four indices of program quality were related to the various indices of mentors'

satisfaction.   Mentors' perceptions of how the children benefit from and enjoy the program are most strongly and consistently related with various indices of mentors' satisfaction (*r's* range from .47 to .14). Mentors' Satisfaction with Communication is the index of mentors' satisfaction that is most strongly related to all four indices of program quality (*r's* range from .58 to .43). Mentors' Satisfaction with Operating Conditions was unrelated to any index of program quality.

Table 6

*Correlations Between Indices of Program Quality and Indices of Mentors' Satisfaction*

| Variable | Perception of Children's Benefits and Enjoyment | Perception of Director | Perception of Teacher | Program Structure and Activities |
|---|---|---|---|---|
| Mentors' Willingness to Volunteer Again | .14* | -.03 | .15* | .12 |
| Mentors' Overall Experience | .41** | .26** | .22** | .44** |
| Mentors' Benefits | .45** | .22** | .27** | .35** |
| Mentors' Fulfillment | .40** | .21** | .24** | .40** |
| Supervision Satisfaction | .23** | .62** | .32** | .34** |
| Contingent Rewards | .43** | .46** | .44** | .38** |
| Operating Conditions | .10 | .06 | .05 | .07 |
| Coworker Satisfaction | .33** | .44** | .40** | .41** |
| Nature of Work Satisfaction | .40** | .37** | .32** | .42** |
| Communications Satisfaction | .47** | .58** | .43** | .49** |
| Total Satisfaction | .41** | .58** | .39** | .40** |

**$p \leq .10$; *$p \leq .05$.
*Note.  Ns range from 125 to 144 due to missing data*

*Predictors of Mentors' Satisfaction and Willingness to Mentor Again*

The final research question addressed by this study was, "Do university students' motivation to volunteer, indices of program quality and university students' outcomes associated with mentoring predict university students' satisfaction with mentoring and whether university students are willing to serve as mentors again in the after-school programs?"

*Data reduction.* Before addressing this research question, several steps were taken to reduce the data into composite variables. First, all Volunteer Function variables were standardized and summed to create a variable called Total Volunteer Function A higher score on this variable represents a stronger motivation to volunteer across all types of functions or motivations (career, social, values, enhancement, protective, and understanding). Second, all scores for indices of program quality were standardized and summed to create a variable called Total Program Quality. Third, standardized scores for each type of volunteer outcome (Career Outcome, Social Outcome, Values Outcome, Enhancement Outcome, Protective Outcome, Understanding Outcome) were summed to create a variable for Total Outcome.

Indices of mentors' satisfaction were reduced to three variables: Composite Mentors' Satisfaction, Mentors' Experience/Fulfillment, and Mentors' Willingness to Mentor Again. Composite Mentors' Satisfaction was computed by standardizing scores for Satisfaction with Supervision, Satisfaction with Contingent Rewards, Satisfaction with Operating Conditions, Satisfaction with Coworkers, Satisfaction with Nature of the Work, and Satisfaction with Communication. The standardized scores for each variable were then summed to create the variable, Composite Mentors' Satisfaction. Mentors' Experience/Fulfillment was computed by standardizing and then summing the scores for Mentors' Rating of Their Overall Experience and Mentors' Rating of the Benefits and Effectiveness of the After-school Program for Themselves. All newly created composite variables were standardized before conducting additional analyses.

*Correlations among the composite variables.* Table 7 presents the bivariate correlations among the composite variables. The most notable finding is that Total Volunteer Functions and Total Volunteer Outcomes are very strongly correlated ($r = .93$), which presents a problem of multicolinearity between these two variables. Given that Total Volunteer Outcomes is slightly

more strongly related to the other composite variables, only Total Volunteer Outcomes will be

included in future data analyses.  Another notable finding is that none of the composite study

variables were related to Mentors' Rating of Experience/Fulfillment, therefore, this variable was

dropped from all future analyses.

Table 7

*Correlations Among the Variables*

| Variable | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Composite Mentors' Satisfaction | 1.00 | -.10 | .21 * | .58 ** | .40 ** | .35 ** |
| 2. Mentors' Experience/Fulfillment | -.10 | 1.00 | -.08 | -.07 | -.02 | .08 |
| 3. Mentors' Willingness to Volunteer Again | .21 * | -.08 | 1.00 | .07 | .29 ** | .18 * |
| 4. Total Program Quality | .58 ** | -.07 | .07 | 1.00 | .35 ** | .37 ** |
| 5. Total Volunteer Outcomes | .40 ** | -.02 | .29 ** | .35 ** | 1.00 | .93 ** |
| 6. Total Volunteer Functions | .35 ** | .08 | .18 * | .37 ** | .93 ** | 1.00 |

*Note. All variables are standardized. Ns range from 125 to 144 due to missing data.*

 

*Regression analyses.*  Two regression analyses were performed to examine predictors of

Composite Mentors' Satisfaction and Mentors' Willingness to Volunteer Again.  In the first

regression analysis, Composite Mentors' Satisfaction was the dependent variable and Total

Volunteer Function, Total Program Quality, and Total Volunteer Outcome were the independent

variables.  In the second regression analysis, Mentors' Willingness to Volunteer Again was the

dependent variable, and Composite Mentors' Satisfaction, Total Volunteer Function, Total

Program Quality, and Total Volunteer Outcome were the independent variables.  Table 9

presents the findings from the two regression analyses.

Results from the first regression analyses revealed that Total Program Quality and Total

Volunteer Outcomes together explain 35 % of the variance in Composite Mentors' Satisfaction.

In addition, the two variables independently predict Composite Mentors' Satisfaction. Total Program Quality was the strongest of the two predictors of Composite Mentors' Satisfaction. Mentors who rated the after-school program as higher in quality had higher Composite Mentors' Satisfaction Scores. Similarly, mentors who experienced more positive outcomes as a result of participating in the after-school program had higher Composite Mentors' Satisfaction scores.

Results from the second regression analyses revealed that only Total Volunteer Outcomes predicted Mentors' Willingness to Volunteer Again. Neither Total Program Quality nor Composite Mentors' Satisfaction predicted Mentors' Willingness to Volunteer Again.

Table 8

*Summary of Multiple Regressions*

| Variable | Composite Mentors' Satisfaction | | Mentors' Willingness to Volunteer Again | |
|---|---|---|---|---|
| | SE | β | SE | β |
| Total Program Quality | .08 | .51** | .03 | -.12 |
| Total Volunteer Outcome | .08 | .18* | .03 | .25* |
| Composite Mentors' Satisfaction | | | .03 | .04 |
| | Adj R²=.35**, p=.00 | | Ad; R²=.03 | |

*p<.05;* *p <.01. Note. Ns range from 125 to 144 due to missing data.*

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**Discussion**

This study yields several important findings. First, both after-school program quality and volunteer outcomes significantly predicted mentors' satisfaction with their service-learning experience in the after-school programs. Specifically, mentors who were more satisfied perceived the after-school program where they volunteered as higher in quality than mentors who were less satisfied. In addition, mentors who were more satisfied experienced more volunteer outcomes as a result of mentoring than mentors who were less satisfied. That is, the most satisfied mentors experienced outcomes related to either advancing career development, making social contacts, expressing a basic value, acquiring new knowledge about a topic or developing a new skill, promoting personal development and psychological growth, or resolving personal problems. Together, program quality and volunteer outcomes explained 35% of the variance in mentors' satisfaction; thus, these two variables play very important roles in determining how university students experience their service-learning course requirement. A second important finding from this study is that mentors who experienced more volunteer outcomes were also more willing to volunteer again than mentors who experienced fewer volunteer outcomes. The implications of these findings is that the agency that administers the after-school programs and the university instructor who requires students to participate in the service-learning course requirement needs to place university students in high quality after-school programs and provide university students with experiences that result in many volunteer outcomes. This is especially important if an agency relies on a student volunteer workforce and hopes that students will sign up to volunteer in subsequent semesters.

This study yielded several findings regarding how university student mentors perceived the quality of the after-school programs. For the most part, mentors perceived the after-school

programs as being of high quality, particularly in the area of program structure and activities. Mentors' perceptions of the quality of director-child interactions and perceptions of the quality of the after-school classroom teacher-child interactions were less consistent. Specifically, less than 20% of the mentors gave their director the highest possible rating, which was someone who frequently converses with children using open-ended questions involving turn-taking in conversations. Even fewer mentors gave the after-school classroom teachers the highest rating, which is someone who serves as a good sounding board, extends children's problem-solving skills, and helps children develop positive social behavior. These findings imply that both directors and classroom teachers may benefit from being trained in ways to communicate that will enhance children's cognitive and social development. After-school classroom teachers may especially benefit from this training given that fewer of them received the highest ratings in comparison to after-school directors. Despite the lower ratings for quality director-child and classroom teacher-child interactions, university student mentors perceived the children's enjoyment and benefits from participating in the program to be very high. It is important to note that although the highest ratings were not chosen for either the after-school program directors or the classroom teachers, the lowest ratings were not chosen either.

This study found that nearly 90% of the university students perceived themselves as benefiting from mentoring in the after-school program. This study is the first to examine the volunteer functions or reasons why university students participate in a service learning course requirement. Results from the previously reported regression analysis indicated that volunteer functions strongly predicted mentors' satisfaction. The bivariate correlations revealed that the understanding function, or the motivation to learn more about a particular topic, and the enhancement function, which is when an individual volunteers in hopes to achieve psychological

growth, and the values function, which is when an individual volunteers to express a particular value, are the three functions most strongly related to mentors' satisfaction. Nearly all of the volunteer outcomes, or results from volunteering, were related to the various indices of mentors' satisfaction. This study sought to take a closer look at how volunteer functions were matched with volunteer outcomes and how that match related to university students' satisfaction with mentoring. The findings revealed that the match between function and outcomes, or reasons for volunteering and results from volunteering, were unrelated to indices of mentors' satisfaction. Perhaps this is because some students participated in the mentoring experience to fulfill the course requirements rather than to fulfill a specific function measured by the Volunteer Functions Inventory. Likewise, the outcome of receiving a course grade may be the only outcome perceived by a student, and that outcome was not measured by the Volunteer Functions Inventory. Future investigations of university student mentors' motivations and outcomes of participating in a required service learning project should include, "completing a course requirement" as a motivation and outcome.

This study had several limitations which lead to directions for future research. First, the data were collected at one point in time after students completed the service-learning project. Future research would benefit from a pre-test survey in which students report their motivations for volunteering and a post-test survey in which students report volunteer outcomes, perceived program quality, and their satisfaction with participating in the service-learning project. Future research also needs to include standardized measures of volunteer satisfaction. The current study found that the various subscales on the Volunteer Satisfaction Survey were much more strongly related to the study variables than mentors' global rating of their fulfillment and their overall experience with mentoring in the after-school program. Future research should also include

actual program quality evaluation compared to the mentors' perceptions of program quality. Program quality can be measured by the researcher performing the School-Age Environmental Rating Scale. It would be beneficial to compare the program quality within each school as well as across each school. The current study only had item measuring whether the mentor perceived if the children benefited from the after-school program. Future research should include how the mentors believe children benefit from being enrolled in the after-school program. Similarly, 90% of the mentors believed they benefited from their service-learning experience. It would be beneficial to the research to ask how the mentors believe they benefited from the volunteering with the after-school program. Also, more demographic data on the study population such as race, major, minor, number of courses completed within Human Development and Family Studies, and also parents educational level would be beneficial. It would be helpful to compare the perceptions of quality, specific benefits and satisfaction of students in human service majors versus students in non-human service majors. In future studies, the researcher may have either the director and/or the classroom teachers assess each mentor in terms of quality of the mentors' interactions with the children to give a more complete picture of the quality of adult-child interactions that children experience within the after-school program. Finally, interviewing the directors about the program structure and content to determine if this varies across the schools would also be important for future research.

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Appendix

The Mentoring Survey

Part 1: Student Information
1. Which section of HD 382 are you currently enrolled in?
>       HD 382-001 (This is the section that meets on campus face-to-face)
>       HD 382-901 (This is the section that meets online. You do not come to campus)
>       Neither

2. Please help us to identify you. This information will not be kept with your answers to the items on the following pages. We only need this information so you can receive course credit.
>       First name:
>       Last name:
>       Email address:

3. Please indicate which after-school program at which you mentor.
>       __Holt
>       __Hillcrest
>       __Crestmont
>       __Cottondale
>       __Matthews
>       __Brookwood

Part 2: Rating the Program
Please rate the aspects of the mentoring program AND tell us WHY you rated the program this way. Remember, your answers will be kept confidential and will not affect your grade.

1. How would you rate the children's enjoyment of the program?
>       __Excellent
>       __Good
>       __OK
>       __Poor

>       Why?

2. How would you rate the benefit and effectiveness of the program for the children in the program?
>       __Excellent
>       __Good
>       __OK
>       __Poor

>       Why?

3. How would you rate the benefit and effectiveness of the program for the university students who served as mentors?

      \_\_Excellent
      \_\_Good
      \_\_OK
      \_\_Poor

      Why?

4. How would you rate the structure and organization of the program?

      \_\_Excellent
      \_\_Good
      \_\_OK
      \_\_Poor

      Why?

5. How would you rate the leadership and support of the Tuscaloosa Family Resource Center Staff?

      \_\_Excellent
      \_\_Good
      \_\_OK
      \_\_Poor

      Why?

6. How would you rate the teacher in your assigned classroom?

      \_\_Excellent
      \_\_Good
      \_\_OK
      \_\_Poor

      Why?

7. How would you rate your overall experience with the after-school program?

      \_\_Excellent
      \_\_Good
      \_\_OK
      \_\_Poor

      Why?

8. What areas of the program would you recommend to be changed? How?

9. What suggestion do you have for improving the mentor experience?

10. What did you get out of your mentor experience?

11. Would you be willing to volunteer to mentor with this program again in the future?
    Yes
    No
    If no, please list any reasons for your choice.

If you have any additional comments, please make them in the space below.  Please move on to the next page when you are done.

Part 3: Perceptions of the Mentor Experience
The following answers will not be tied to your name. Please answer these questions honestly. We will not match your name with your answers.

Please rate your experience as a mentor with the After-school program using the scale below.
1=Strongly Disagree  2       3       4       5       6       7=Strongly Agree

1. I feel I receive a fair amount of recognition for the mentoring I do
2. My supervisor is quite competent in doing his/her job
3. When I do a good job, I receive the recognition for it that I should
4. Many of the rules and procedures make doing a good job difficult
5. I like the people I work with
6. I sometimes feel my volunteer mentor experience is meaningless
7. Communications seem good within the after-school program
8. My supervisor is unfair to me
9. I feel the work I do is appreciated
10. My efforts to do a good job are seldom blocked by red tape
11. I like doing the things I do during my mentoring experience
12. The goals of the after-school program are not clear to me
13. My supervisor shows too little interest in the feelings of mentors
14. There are few rewards for mentors
15. I have too many responsibilities as a mentor
16. I enjoy the other mentors I work with
17. I often feel that I do not know what is going on with the after-school program
18. I feel a sense of pride as a mentor with the after-school program
19. I like my after-school program director
20. I don't feel my efforts are rewarded the way they should be
21. There is too much bickering and fighting between the children at the location where I mentor
22. My mentor experience is enjoyable
23. Mentor assignments are not fully explained

Part 4: Perceptions of After-School Program Staff

1. Please choose the answer that best describes the classroom teacher.

    __The communication between the teacher and children is used primarily to control children's behavior and manage routines.

    __The teacher initiates brief conversations with the children (Ex: asks questions that can be answered yes/no, limited turn-taking in conversations).

    __The teacher and children converse frequently with open-ended questions. There is obvious turn-taking in conversation.

    __The teacher makes effort to talk with each child (ex. listens to child's description of school day, including problems and successes). Teacher verbally expands on ideas presented by children.

2. Please choose the answer that best describes the classroom teacher.

    __The teacher does not supervise children in activity areas during play and routines.

    __ The teacher provides some supervision of children in activity areas during play and routines, especially in potentially dangerous areas (Ex: outdoor play).

    __ The teacher provides careful supervision of all children and adjusts appropriately for different ages and abilities. The children are given help and encouragement when needed. The teacher shows appreciation of children's efforts and accomplishments.

    __The teacher talks to children about their ideas related to their play and helps elaborate and extend their activity.

3. Please choose the answer that best describes the classroom teacher.

    __ There is little or no guidance from teacher. There is little or no positive peer interactions (Ex: teasing, bickering, fighting are common). Peer interaction not encouraged (Ex: talking with peers discouraged).

    __ The teacher deals with negative peer interactions (Ex: stops teasing, bickering, fighting). Peer interaction encouraged (Ex: children allowed to move freely so natural groupings and interactions can occur).

    __ The teacher models good social skills (Ex: calm, listens and empathizes). Teacher helps children develop appropriate social behavior with peers (Ex: staff helps children talk through social conflicts). Peer interactions are usually positive.

    __ The teacher serves as a sounding board and extends children's problem solving skills. Children demonstrate good social problem-solving skills and positive social behavior.

4. Please choose the answer that best describes the after-school program director.

__Little or no guidance from after-school program director; facilitates little or no positive peer interactions among the children (Ex: teasing, bickering, fighting are common). Peer interaction is not encouraged (Ex: talking with peers discouraged).

__The after-school program director deals with negative peer interactions (Ex: stops teasing, bickering, fighting). Peer interaction encouraged (Ex: children allowed to move freely so natural groupings and interactions can occur).

__The after-school program director models good social skills for children (Ex: calm, listens and empathizes). After-school program director helps children develop appropriate social behavior with peers (Ex: staff helps children talk through social conflicts). Peer interactions are usually positive.

__The after-school program director serves as a sounding board and extends children's problem solving skills. Children demonstrate good social problem-solving skills and positive social behavior.


5. Please choose the answer that most accurately describes the after-school program director.

__The communication between the after-school program director and children is used primarily to control children's behavior and manage routines

__The after-school program director initiates brief conversations with the children (Ex: asks questions that can be answered yes/no, limited turn-taking in conversations).

__The after-school program director and children converse frequently with open-ended questions. There is obvious turn-taking in conversation.

__The after-school program director makes an effort to talk with each child (ex. listens to child's description of school day, including problems and successes). Teacher verbally expands on ideas presented by children.


6. Please choose the answer that most accurately describes the after-school program director.

__The after-school program director does not supervise children in activity areas during play and routines.

__The after-school program director provides some supervision of children in activity areas during play and routines, especially in potentially dangerous areas (Ex: outdoor play).

__The after-school program director provides careful supervision of all children and adjusts appropriately for different ages and abilities. The children are given help and encouragement when needed. Teacher shows appreciation of children's efforts and accomplishments.

__After-school program director talks to children about their ideas related to their play and helps elaborate and extend their activity.

Part 5: Reasons for Mentoring
Using the 7-point scale below, please indicate how important or accurate each of the following possible reasons for volunteering is for you to mentor.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not at all important or | | | | | | Extremely important |
| | | or | | | | |
| accurate for you | | | | | | accurate for you |

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

28. This mentor experience will look good on my resume.
29. Mentoring is a way to make new friends.
30. Mentoring allows me to explore my own strengths.

Part 6: Mentoring Outcomes
Using the 7-point scale below, please indicate the amount of agreement or disagreement you personally feel with each statement. Please be as accurate and honest as possible, so we can better understand what you gain in the after-school program.

1=Strongly Disagree  2       3       4       5       6       7=Strongly Agree

1. In mentoring at the after-school program, I made new contacts that might help my business or career.
2. People I know best know that I am mentoring at the after-school program.
3. People I am genuinely concerned about are being helped through my mentoring at the after-school program.
4. From my mentoring experience, I feel better about myself.
5. Mentoring at the after-school program allows me the opportunity to escape some of my own troubles.
6. I have learned how to deal with a greater variety of people through the after-school program.
7. As a mentor at the after-school program, I have been able to explore possible career options
8. My friends found out that I am mentoring at the after-school program.
9. Through mentoring, I am doing something for a cause that I believe in.
10. My self-esteem is enhanced by mentoring at the after-school program.
11. By mentoring, I have been able to work through some of my own personal problems.
12. I have been able to learn more about the cause for which I am working by mentoring.
13. I am enjoying my mentoring experience.
14. My mentor experience has been personally fulfilling.
15. This experience of mentoring has been a worthwhile one.
16. I have been able to make an important contribution by mentoring at the after-school program.
17. I have accomplished a great deal of "good" through mentoring at the after-school program

Part 7: Staff/Child Interactions
Please rate the following questions.

Never          Hardly ever            About half the time          Most of the time
          Always

1. Are the children greeted warmly as they come into the after-school program?
2. When the children arrive, are they directed into the after-school program in an organized way?
3. At the end of the afternoon, do the children leave the program in an organized way?

4. Are the classroom teachers are involved, responsive, and warm?

February 15, 2011

THE UNIVERSITY OF

ALABAMA

R  E  S  E  A  R  C  H

Brittany Keyser
Department of Human Development & Family Studies
College of Human Environmental Sciences
Box 870160

Re:     IRB : EX-11-CM-010, After- School Program Mentors' Satisfaction in
Relation to Program Quality

Dear Ms. Keyser:

The University of Alabama Institutional Review Board has granted approval for
your proposed research.

Your application has been given exempt approval according to 45 CFR part
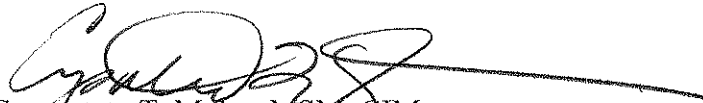46.101(b)(4) as outlined below:

(4) Research involving the collection or study of existing data, documents,
records, pathological specimens, or diagnostic specimens, if these sources are
publicly available or if the information is recorded by the investigator in such a
manner that subjects cannot be identified, directly or through identifiers linked to
the subjects.

This approval expires on February 14, 2012. If the study continues beyond that
date, you must complete the appropriate portion of the Continuing Review and
Closure Form. If you modify the application, please complete the Modification
of an Approved Protocol Form. Changes in this study cannot be initiated without
IRB approval, except when necessary to eliminate apparent immediate hazards to
participants. When the study closes, please complete the Continuing Review and
Closure Form for closure.

Should you need to submit any further correspondence regarding this application,
please include the assigned IRB application number.

Good luck with your research.

Sincerely,

Carpantato T. Myles, MSM, CIM
Director & Research Compliance Officer
Office of Research Compliance
The University of Alabama

152 Rose Administration Building
Box 870117
Tuscaloosa, Alabama 35487-0117
(205) 348-8461
FAX (205) 348-8882
TOLL FREE (877) 820-3066

IRB Project #: EX-11-CM-010

# UNIVERSITY OF ALABAMA
## INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS
## REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

**I.     Identifying information**

|  | Principal Investigator | Second Investigator | Third Investigator |
|---|---|---|---|
| Names: | Brittany Keyser | Mary Elizabeth Curtner-Smith | |
| Department: | Human Development and Family Studies | Human Development and Family Studies, | |
| College: | Human Environmental Sciences | Human Environmental Sciences | |
| University: | | | |
| Address: | 224 Child Development Research Center, Box 870160 | 224 Child Development Research Center, Box 870160 | |
| Telephone: | 1-414-248-2090 | 205-535-0333 | |
| FAX: | 205-348-8154 | 205-348-8154 | |
| E-mail: | bmkeyser@crimson.ua.edu | mcurtner@ches.ua.edu | |

Title of Research Project: "After-school program mentors' satisfaction in relation to program quality"


Date Submitted:     1-24-2011
Funding Source:


| Type of Proposal | ☒ New | ☐ Revision | ☐ Renewal<br>Please attach a renewal application | ☐ Completed | ☐ Exempt |
|---|---|---|---|---|---|
| | | | Please attach a continuing review of studies form | | |
| | | | Please enter the original IRB # at the top of the page | | |

UA faculty or staff member signature: *Mary Elizabet Curtner-Smith, PhD, CFLE*

## II. NOTIFICATION OF IRB ACTION (to be completed by IRB):
Type of Review: _____ Full board _____ Expedited

**IRB Action:**

| ___ Rejected | Date: _____ |
|---|---|
| ___ Tabled Pending Revisions | Date: _____ |
| ___ Approved Pending Revisions | Date: _____ |

___Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: 2/14/2012

Items approved:     ___ Research protocol     (dated_____)
                    ___ Informed consent       (dated_____)
                    ___ Recruitment materials  (dated_____)
                    ___ Other                  (dated_____)

Approval signature _____ Date 2/24/2011