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“WELL, HE JUST LOST MAN POINTS IN MY BOOK:”

THE ABSENCE OF VOLUNTEERISM AMONG FIRST-YEAR COLLEGE MEN

by

Joshua D. Bernstein

A Thesis Submitted in Partial Fulfillment  
of the Requirements for a Degree with Honors  
(Sociology and Child Development/Family Relations)

The Honors College

University of Maine

May 2010

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## ABSTRACT

A significant amount of research has been conducted on volunteerism in America. The majority of this research, however, can be characterized as comparing gender differences between men and women, grouping men and women as one representative group, or neglecting college students all together and focusing on adult volunteers. Given the benefits of volunteerism, the lack of involvement among college men, and the increasing need for volunteers in non-profit and civic organizations, this study documented reasons for the lack of volunteerism among first-year undergraduate men at a mid-sized research university in the northeast. Qualitative in nature, several themes appeared through a series of in-depth interviews indicating first-year men's lack of motivation toward volunteering, perceived time and fun of volunteer activities, and unawareness of volunteer opportunities. There was also evidence that suggested men identify volunteering as emasculating or damaging to one's social status. Taking into account themes that indicated a reason for the lack of volunteerism among men, suggestions on how to improve volunteer rates included utilizing skills and interests that first-year men already possess, making volunteer opportunities flexible, encouraging men to volunteer through already established groups, and advertising diverse volunteer opportunities. This study helped to provide a greater understanding of gender and its impact on one's actions, and could assist administrators with future volunteer initiatives.

## TABLE OF CONTENTS

1. INTRODUCTION	1
2. LITERATURE REVIEW	4
The Status of College Volunteerism	4
Volunteerism and Gender	4
The Benefits of Volunteerism	8
Gender Role Theory	10
3. METHODOLOGY	12
Study Context	12
Participants	14
Data Analysis	16
Trustworthiness	16
Limitations	17
4. FINDINGS	17
Prior Service Experience	18
Service Benefits	19
Need for Volunteerism	21
Service Drawbacks	23
Service Preference	27
Motivation	30
Gender Interpretation	38
5. DISCUSSION	53
Ways to Increase Volunteerism	56

Time	57
Utilize skills and abilities	57
Incentives	58
Encourage volunteerism among groups of men	59
6. CONCLUSIONS AND IMPLICATIONS	60
REFERENCES	63
APPENDICES	
A. CODES AND THEMES	68
B. RECRUITMENT EMAIL	69
C. CONSENT FORM	70
D. INTERVIEW PROTOCOL	72
E. THANK YOU EMAIL	74
F. IRB APPROVAL LETTER	75
AUTHOR'S BIOGRAPHY	76

## INTRODUCTION

Findings from the 2008 Current Population Survey, a sample of roughly 60,000 households, found 26.4% of the population from September 2007 to September 2008 volunteered at least once for an organization (Bureau of Labor Statistics, 2008). The volunteer rate in the United States had gone up from 26.2% to 26.4%; an increase of almost 1 million more volunteers (Corporation for National and Community Service, 2009). Among volunteers, data support that women volunteer slightly more than men (Trudeau, & Devlin, 2006; Wilson, 2000).

Nationally, 23.2% of men volunteer compared to 29.4% of women, who across all demographic categories volunteer more than men. Among volunteers, persons ages 35 to 44 were most likely to volunteer (31.3%), while persons 16 to 24 (21.9%) were least likely (Bureau of Labor Statistics, 2008). Gallagher (1994) found older adults spend significantly more time than younger adults volunteering even when enabling factors such as health, income, and employment are controlled. Individuals 16 to 19, however, were the only age group to see significant change in volunteer rate between 2007 and 2008 with a 1.4% increase in volunteerism (Bureau of Labor Statistics, 2008). This growing commitment to service was found especially among college students with 25.3% reporting their likelihood of volunteering while in college was very good. This number of students reporting a very good likelihood of service was the highest in history, and a significantly higher percentile compared to 1990 survey results where only 16.9% of respondents elicited the same likeliness to volunteer (Engle, 2004). Given that men volunteer less than women, and that traditional aged college students are the age group least likely to volunteer, there is a need for more research that focuses specifically on

volunteerism among college men and more pointedly as to why they do not volunteer at the same rates as women.

The term volunteerism fits under the umbrella of helping behaviors which includes community service and service-learning. Differentiation of these terms is often made through the amount an individual hopes to gain through their engagement. Furco (1996) provided one of the clearest explanations of these terms defining them as follows:

*Volunteerism*: The engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. (p. 4)

*Community service*: Focuses on the service being provided, this form of helping behavior additionally focuses on the benefits for both the recipient of the service and for the individual participating in the service activity. (p. 4)

*Service Learning*: Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring. (p. 5)

The debate on the definition of these terms is multifaceted. The term “volunteering” alone has been grouped into formal and informal volunteerism (Wilson & Musick, 1997), collectivistic-based and individualistic-grounded volunteerism (Eckstein, 2001), among others. Recognizing the similarity, common confusion, and often perceived indifference between volunteerism and community service I consider both forms of altruistic behaviors in my study. For the purpose of my study, I will use a widely recognized definition of volunteerism. In this study, volunteer activities are defined as “unpaid work

provided to parties to whom the worker owes no contractual, familial or friendship obligations” (Tilly & Tilly, 1994, p. 291).

Unfortunately, a dearth of research exists about college men and their lack of volunteerism. However, several studies have examined differences between college men and college women as of late (e.g., Burns, Reid, Toncar, Anderson, & Wells, 2008; Trudeau & Devlin, 2006; National Survey of Student Engagement, 2009; O’Brien, Sedlacek, & Kandell, 1994; Sax, 2008). These studies have generally found differences between men’s and women’s behaviors and outcomes, including gender differences in engagement, motivation, and aspiration. One way through which to view these differences has been sociological theory, particularly as men and women’s behaviors are motivated by gender socialization (Eagly, Wood, & Diekmann, 2000). One piece of this socialization is gender role theory, which posits men and women perform differently because of the gender roles prescribed to them through socially accepted norms (Eagly, 1987). I utilize this concept of gender role theory in the current study to examine the lack of college male volunteerism among first-year men at Land Grant University (a pseudonym). I begin the study with an examination of the literature related to college student volunteerism, with a particular focus on the gender dynamics at work. I start with a discussion of young adult volunteerism, followed by the influence of gender on volunteerism, then an exploration of how college students are motivated to serve and what types of volunteer activities students choose, and conclude with a discussion on the benefits of volunteer work.

## THE STATUS OF COLLEGE VOLUNTEERISM

College volunteerism appears to be influenced by previous volunteer involvement. According to the 2009 CIRP Freshman Survey, 56.9% of students who reported volunteering frequently in high school also indicated that there was a very good chance they would volunteer in college. This statistic was compared to students who volunteered occasionally in high school reporting a 22.3% chance of volunteering and those who did not volunteer during high school reporting a 8.2% chance of volunteering in college (Hawkins, 2010), suggesting that research on entering first-year college men must consider student behaviors as influenced by those persisting from high school.

Volunteerism in high school has hit an all time high with 83.1% of college students in 2003 reporting they participated in volunteer work during their senior year, compared to 82.6% in 2002 and a low of 66% in 1989. Perhaps influencing this trend is the increase in the number of high schools that require community service as a requirement for graduation, from 23.2% in 1998 to 31.3% in 2004 (Engle, 2004).

Frequent volunteers in high school are also more than twice as likely to volunteer nine years after graduation compared to those who do not volunteer during high school. This illustrates “that the ‘habit’ of volunteering persists over a relatively long period of time” (Astin, Sax, & Avalos, 1999, p.194).

## VOLUNTEERISM AND GENDER

At the same time, however, there exists a disparity between men and women in high school, with men lacking the same level of engagement. Sax’s (2008) analysis of incoming undergraduates shows men as seemingly less engaged in high school. Men spend less time studying or doing homework compared to women, are less likely to talk

to their teachers outside of class, and are less likely to become involved in student organizations. Men are also less likely to volunteer the year before college and twice as unlikely to anticipate volunteering in college (Sax, 2008).

Behaviors in high school have the tendency to persist into college (Sax, 2008). Within both the high school and college classroom, men feel bored more frequently than women, and are also more likely to come to class late. This translates into women earning better grades than men even when they study less (Sax, 2008). Sax also found that men are less academically oriented and less engaged when entering college and less likely to plan on attending graduate school. However, men do report more academic self-confidence in college than women (Sax, 2008). This could be a possible explanation for their lack of academic related engagement and increased involvement in playing video games, exercising, participating in sports, watching TV, drinking beer, and partying (Sax, 2008). Sax explained, “It could be said that men are finding more time to simply have fun and let loose in college” (p. 32).

While first-year men outside of the classroom are more likely to spend time participating in co-curricular activities and relaxing or socializing (National Survey of Student Engagement, 2009), women are more likely to participate in volunteer or community service during college (Sax, 2008). From the survey results of over 50,000 respondents, only 36% of first-year men reported having volunteering compared to 43% of women, and by senior year 54% of men reported having volunteered compared to 63% of women (The National Survey of Student Engagement, 2009). For the National Survey of Student Engagement 27% of first-year men reported that they were not planning to volunteer or were undecided toward volunteerism; this was almost twice as many as

women. Corresponding with these data were also clear gender differences in the attitudes of entering freshman. Survey data of incoming first-year students show the biggest difference in life goals between men and women. Only 58.9% of men compared to 73.1% of women rate commitment to helping others as very important (Sax, 2008), which may help explain why women are more interested in volunteering than men (Trudeau & Devlin, 2006).

Motivation to serve among college students is predominately due to altruistic stimulus. Astin and Sax (1998) found that 91% of students participating in service activities did so because they felt helping other people was very important. The second most common reason was because volunteerism provided personal satisfaction. Having found that the majority of undergraduate volunteerism was performed within student affairs or student activities, Astin and Sax also reported that three of the top four reasons motivating students to serve concerned their identification with civic responsibility and emphasized service to others. Similar research has confirmed values related to altruistic beliefs were the strongest motivators for both men and women volunteers (Burns, Reid, Toncar, Anderson, & Wells, 2008; Ibrahim & Brannen, 1997). However, Burns, Reid, Toncar, Anderson, and Wells (2008) found that while men and women ranked their motivations in the same order, in each instance where significant differences were observed women expressed stronger motivations than men.

In addition to motivation, service choice is also important when attempting to understand the impact of gender on volunteerism. Among college students, Trudeau and Devlin (2006) found that women students preferred long-term volunteer commitments and volunteer training more than men. Astin and Sax (1998) found, regardless of gender,

the service type most common for college students to participate in was education with 73.1% of their sample participating in that type of service work. The most popular location for service was at a college or university with 52% of students volunteering on campus (Astin & Sax, 1998).

Additionally, just as women and men are likely to choose stereotypical majors and careers while in college (Sax, 2008), this sentiment also translates into volunteer choice. In a study of entering college students, O'Brien, Sedlacek, and Kandell (1994) found women more likely than men to be interested in volunteering with campus organizations. Women cited being more willing to volunteer in six of the eight organizations asked (campus tour group, homecoming committee, student program council, campus hotline/crises intervention service, counseling center, and health center). In athletic organizations, on the other hand, it is not uncommon for men to dominate the volunteer force. In Messner's (2000) study on adult volunteers in a boys and girls American Youth Soccer League he found a majority of coaches were men. Messner explained:

Structure – in this case, the historically situated division of labor and power in sport – constraints current practice, as the choices and actions of today's parents recreate divisions of labor and power similar to those they experienced in their youth. (p. 92)

Ibrahim & Brannen (1997) also found women to place more of a focus on “that which is more internal or personal in their volunteer activities” and men “to be more responsive to those items which appear to be more externally or occupationally focused” (pp. 12-14). Furthermore, men reported neither their horizons broadened nor being

challenged through their volunteer participation. Women were more inclined to volunteer with the interest in improving or obtaining proficiencies while men wanted to extend and improve upon previously learned skills and possibly apply these newly improved skills toward their paid occupation. As a result, the authors commented that “successful utilization of volunteers is dependent upon administrators and human resource managers clearly understanding both their demographic make-up and their motivations for giving of their services” (p. 12).

### THE BENEFITS OF VOLUNTEERISM

The importance of encouraging volunteerism among college students is due to the benefits achieved through service activity. There is a wealth of research that points to the benefits of college student volunteerism, both for the helper and the helped (Wilson, 2000). Cruce and Moore (2006) explained that the impact of volunteerism on college student development is both extensive and well-documented and separated these benefits into educational/scholastic, career/vocational, and personal/social noting each category as representing “areas of student development that are highly valued by universities and educators” (p. 3).

Astin and Sax (1998) found that service participation during one’s undergraduate education enhanced students’ academic development, civic responsibility, and life skills. These benefits were not conditional on the type of service provided and Astin and Sax (1998) found increased time devoted to service activities was correlated with increased feelings of civic responsibility and life skill development. Long-term benefits of college service are associated with an increased likelihood toward socializing with persons from different racial and ethnic groups, promotion of racial understanding, and participating in

volunteer/community service work along with other altruistic acts. In addition to the personal development associated with service which encourages a greater sense of empowerment, and the development of a meaningful philosophy of life, institutions have a considerable amount of self-interest in encouraging volunteer service. Student volunteers have an increased likelihood of attending graduate school and earning higher degrees, are more likely to believe their undergraduate college experience provided them with a good preparation for their career, and are more likely to donate money to their alma mater (Astin, Sax, & Avalos, 1999).

There are also extrinsic benefits to volunteerism, mainly the work that is done. In 2008, 61.8 million Americans volunteered, contributing 8 billion hours of volunteer work valued at an estimated \$162 billion (Corporation for National and Community Service, 2009). Among young adults (age 16-24), volunteer rates continue to increase with 441,000 more individuals volunteering in 2008 than 2007 (Corporation for National and Community Service, 2009). Students at Campus Compact's 1,190 member institutions contributed an estimated \$5.7 billion and 282 million hours of service during the 2007-2008 academic year (Campus Compact, 2008). These extrinsic benefits are important because many non-profit and civic organizations now lack funding more than ever and report a continually growing reliance on volunteers (Corporation for National and Community Service, 2009). Research also supports that students who volunteer during college are more likely to volunteer post college (Bureau of Labor Statistics, 2008). Astin, Sax, and Avalos (1999) found students who volunteer six or more hours a week during their last year of college have almost twice the chance of volunteering post college than those who did not volunteer.

## GENDER ROLE THEORY

While extensive research has been conducted on the benefits of volunteerism (e.g., Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Bureau of Labor Statistics, 2008; Campus Compact, 2008; Corporation for National and Community Service, 2009; Cruce & Moore, 2006; Wilson, 2000) and the differences between men and women's volunteer behaviors (Messener, 2000; O'Brien, Sedlacek, & Kandell, 1994; Sax, 2008), and motivations (Burns, Reid, Toncar, Anderson, & Wells, 2008; Ibrahim & Brannen, 1997; Trudeau & Devlin, 2006), a lack of literature exists that examines why college men do not volunteer at the same rate as women. One way to examine this issue is through the lens of social role theory. According to social role theory, behaviors are heavily influenced by gender socialization, a process by which sexual division of labor and societal expectation are based on stereotypes. These stereotypes produce gender roles and influence activities conforming to sex-typical work (Eagly, Wood, & Diekman, 2000). Gender roles are social roles defined especially for men and women and act as "the source of those pressures that have caused women and men to behave differently" (Eagly, 1987, pp. 9-10). According to Eagly, Wood, and Diekman (2000):

The expectancies associated with gender roles act as normative pressures that foster behaviors consistent with sex-typical work roles through expectancy confirmation processes and self-regulatory processes. Gender roles can thereby induce sex differences in behavior in the absence of any intrinsic, inborn psychological differences between men and women. (p. 127)

Social role theory postulates the differentiation of sex roles between women and men "treats the differing assignments of women and men into social roles as the basic

underlying cause of sex-differentiated social behavior (Eagly, Wood, & Diekmann, 2000, p. 127). Social role theory therefore has a large influence on how men perceive themselves and in which activities they decide to participate. While the college environment is similarly presented to both men and women, Astin (1993) commented:

Even though men and women are presumably exposed to a common liberal arts curriculum and other common environmental experiences during the college years, it would seem that their educational programs preserve and strengthen, rather than reduce or weaken stereotypic differences between men and women in behavior, personality, aspirations, and achievement. (p. 406)

Helping can be considered a role behavior regulated by social norms (Eagly & Crowley, 1986). When considering volunteerism, therefore, men and women are prescribed through gender roles certain types of volunteer activities (Eagly & Crowley, 1986). Social role theory suggests that gender roles of men encourage heroic, assertive, and chivalrous helping while gender roles of women foster helping that is nurturing, compliant, and caring (Eagly & Crowley, 1986), which results in men being interested in volunteer opportunities that mirror their prescribed gender role and stereotypical interests of men (Trudeau & Devlin, 2006).

Differences in prosocial predispositions may exist throughout one's lifetime and begin with the socialization processes of boys and girls (Eisenberg & Mussen, 1989). These stereotypical beliefs have historically characterized men as having agentic qualities and thus displaying more individualistic behaviors concerned with self-protection, self-assertion, self-expansion, and an urge to master. Women have stereotypically been characterized by having communal qualities, which manifest themselves as a concern for

others, selflessness, and desire to be at one with others (Bakan, 1966). It is this understanding of men and women's behaviors that serves as the guiding framework for the current study.

## METHODOLOGY

The purpose of this study was to examine why there is a lack of volunteerism among first-year college men at Land Grant University, which was prompted by data that demonstrated a lack of college volunteerism among men at the university overall. Specifically, data from the Office of Institutional Studies at Land Grant University indicated that 29.6% of men compared to 40% of women report volunteering at some point during their college career. Among this group, first-year men are least likely to report having volunteered (18.5%), compared to 35.1% of first-year women. First-year men at Land Grant University not only volunteer less, but also commit less time to service, are less likely to believe volunteering is worthwhile, less likely to have heard of the volunteer center, and only about half report being interested in volunteering more often (Office of Institutional Studies, 2009).

## STUDY CONTEXT

The study was conducted at a mid-sized research university in the northeast, hereafter referred to as Land Grant University. The Office of Institutional Studies Fall 2009 Snapshot describes the student body as predominantly women, White, in-state students. Of the 11,867 enrolled students, 3,563 live on campus. Among the 1,730 first-year students, 1496 (86.5%) live on campus. The average age of these students is 18.4 and 433 (2.5%) are over the age of 25. Enrolled first-year men outnumber women by 151, and 311(18%) of students are from out of state. While individuals identifying as White,

non-Hispanic greatly outnumber any other identified racial or ethnic identity, there does exist a population who identify as Nonresident aliens (29 students), Black, non-Hispanic (28 students), American Indian or Alaska Native (37 students), Asian or Pacific Islander (22 students), and Hispanic (21 students). See Table 1 for more information on the demographic breakdown of the first-year class.

Table 1: *First-Year Student Demographics*

Out of state students	311
On campus students	1496
Off campus students	234
Average student age	18.4
Students 25 and older	433
Enrollment by gender	
Men	930
Women	779
Enrollment by race/ethnicity	
Nonresident aliens	29
Black, non-Hispanic	28
American Indian/ Alaska Native	37
Asian or Pacific Islander	22
Hispanic	21
White, non-Hispanic	1,471
Race/ethnicity unknown	122

## PARTICIPANTS

A total of 10 first-year men participated in this study (see Table 2). Students ranged from 18 to 19 years of age. Participants living in first-year residence halls were recruited by email (see Appendix B). Contact was made initially through e-mail messages sent by bursts of 10 individually to first-year residents. Students were selected randomly from a master list of first-year on campus students. The list of these students was provided by Residence Life. The recruitment e-mail included contact information and encouraged those students interested in participating to respond. The first nine individuals who responded to the initial email were used for the study and one study participant was recruited through a snowball sampling method (Biernacki & Waldorf, 1981), in that one participant referred the individual to the researcher. Additional responses to the recruitment email received a reply explaining the number of participants needed for the study was met and thanked the individual for their response (see Appendix E). After receiving informed consent (see Appendix C), interviews were conducted in both residential halls and the student union on campus. Each interview was guided by a semi-structured protocol (see Appendix D), lasted approximately 60 minutes, and was audiotaped and later transcribed verbatim.

Table 2: *Study Participants*

Participant Pseudonym	Age	Semester Credit Hours	Major	Political Affiliation	Job During College	Organizational Involvement	Free Time
Dylan	19	15	Mechanical Engineering Technology	None	None	None	Homework, Xbox, computer, and Facebook
Dan	18	16	Business	None	None	French club and American Marketing Association	Active with physical things (intramural flag football, gym, etc.)
Roberto	18	15	Electrical Engineering	Democrat	15.5 hrs. a week	None	Sleep, eat, and video games
Jorge	19	13	Psychology	None	None	Skeet club	Listen to music and read
Matt	19	16	Mechanical Engineering	Democrat	None	None	Study and then study some more and then sleep
John	19	15	Biology and English	None	None	None	Hang out with friends, learn about art, reading, writing, and studying
James	18	15	Psychology	None	None	Men's chorus and forensics team	Play Dungeons and Dragons, Magic the Gathering, and read web comics
Marty	18	16	Kinesiology and Physical Education	Libertarian	None	None	Play sports, workout, watch movies, and party
Austin	18	14	Mechanical Engineering	None	None	Fraternity	Majority of time with fraternity
Douglas	18	14	Chemical Engineering	Republican	None	Football Team	Majority of time with football, homework, and relaxing at gym by playing basketball

## DATA ANALYSIS

Audiotapes of the interviews were transcribed verbatim. Interviews were then coded using both open and axial coding. Through open coding, collected data were broken down by questions and similar responses were grouped together. Following this categorization process, axial coding was then used to develop main and sub-categories. Axial coding involved sorting themes into groups and analyzing their meaning and relationships (Strauss & Corbin, 1990). More specifically, coding involved separating responses and identifying major themes in the data. These themes were used to explain the reasoning for a lack of volunteerism among first-year men and suggested possible solutions to this absence. Analysis resulted in twenty-two codes and seven themes, as presented in Appendix A.

## TRUSTWORTHINESS

Several measures were taken to assure credibility in this qualitative study. Member-checking, the process of verifying information with participants was one method used to ensure correct analysis of respondent transcripts. Several interviewees were emailed with a list of themes that emerged in their interview transcript. The majority of email recipients responded confirming themes accurately represented their perspective. Identifying researcher bias was also used to ensure validity. As an undergraduate researcher who volunteers regularly, identifying my own opinion toward men who do not volunteer was important in limiting possible biases throughout the research process. Another method conducted to ensure trustworthiness of the data was peer-debriefing. For the purpose of this study, feedback of analysis was provided by the thesis advisor. This method involved discussion concerning several transcripts and highlighted emerging

themes and concepts. Findings from this debriefing contributed to assurance of transcript data.

## LIMITATIONS

Similar to any other form of research, there are several limitations that exist within this study. As this study was qualitative in nature, the findings do not claim to be generalizable to all populations. Instead, the purpose of this study was to identify limiting factors and issues relevant to individual students. These findings, which were produced from a single researcher, also run the possibility of being misinterpreted even though several measures were taken to ensure validity. Apprehension from the interviewee toward the principal investigator was also plausible because respondents may have been uncomfortable disclosing pertinent information to someone with peer status, as the principal investigator was also an undergraduate student at the institution during the time of the study. However, similarity between student and researcher may have positively benefited the research by providing added rapport. The largest limitation for this study was that men who do not volunteer were asked to participate. Motivation was given through offering the opportunity to be entered into a 1 in 10 chance drawing for a \$50 gift certificate.

## FINDINGS

The purpose of this study was to investigate why there exists a lack of volunteerism among first-year men in college. While the findings of the study suggested that many first-year college men have a history of service, there were also data to support a lack of motivation and perceived time. Seven themes emerged from the interviews and lend a better understanding of the experience of first-year college men. These themes

include (1) Prior Service Experience; (2) Service Benefits; (3) Need for Volunteerism; (4) Service Drawbacks; (5) Service Preference; (6) Motivation; and (7) Gender Interpretation. A description of each of these themes is discussed in the following chapter.

#### Prior Service Experience

All participants had experienced volunteering before coming to college. Prior volunteer experience influenced how and what interviewees considered when thinking about volunteerism. When Jorge thought about volunteerism, Habitat for Humanity came to mind because of his prior experience participating in the organization:

I know a lot of places have things where you paint house and such, Habitat for Humanity comes in mind for me because I have worked with them once I think and that was fun to do.

Another student, Marty, similarly identified possible volunteer activities through his past experience volunteering in high school through required service:

Our school had [an] annual go out and pick up trash like once a year kind of thing and we would leave the school during the day and for a whole day and pick up trash at a park and so that is why I think of that. And nursing homes, I did go to a nursing home one time because we also needed a certain amount of community service in our school.

In addition, students constructed their understanding of different types of volunteer activities through the prior engagement of their friends. Marty expressed that “there is a soup kitchen in my town and I know some people who just volunteer their time to go there and help out.” Alternative Spring Break was another volunteer activity

identified by Marty who explained that “a bunch of my friends are in that and help out there with stuff like that.”

### Service Benefits

Having had prior service experience, interviewees reported that these experiences were beneficial. Benefits toward the local community were one commonality observed by participants. Roberto explained, “If you really care about a safer community or anything like that then you would volunteer.” John, a Biology and English double major, elaborated:

There is (sic) all sorts of benefits of getting people with a like mind to come together and you know roll their strength up into a ball... If you're volunteering...to help a cause you know it is not going to cost [anything] and you are not going to have to pay the individuals to be a part of it, so you can put more of that power into the change, the positive change that you are trying to make, rather than raising a bunch of money to pay people to do something that could be done for free by people passionate about it.

Interviewees saw benefits both for themselves through the service they provided and for those served. This mutually beneficial relationship was something Dylan experienced in his volunteer service. He explained:

There were benefits for me as you get to give back for everything that has been given to me and like repaying the community, I guess. I mean it was free labor and it was labor they can't do or they just don't have the time for.

The majority of respondents also talked more in depth about the personal benefits they received from volunteering. For Dan, volunteerism helped him to feel good about himself. He said:

Meeting new people and fulfilling like self-actualization needs and...it [volunteerism] just makes you feel good you know and... yeah and other benefits... I would say just meeting people and feeling better about yourself and making a difference in your community.

Personal satisfaction in the volunteer work they participated in previously was discussed by participants. Douglas explained, "Helping other people can kind of almost be a benefit in a selfish way, kind of like I am helping someone else out and so I feel better."

Douglas then elaborated:

Getting the satisfaction that you helped someone out and if you were doing something of that sort, or and I don't want to go like almost cliché like bringing joy to others, but you know you helped them out and you can almost find a peace in that and [it] just almost makes you feel a little better about yourself, not that you do it for yourself, but you probably know what I mean... you feel like you have done something for someone else and that makes you feel better about yourself.

Personal satisfaction was something important about volunteerism and for Matt sometimes hard to find.

I would say the benefits, other than the feeling you get which is for me at least, I can not speak for others, I felt really rewarded when something I had been working on for several months to about 6 months all comes together and it works

and whatever problems you have you sort them out and anything that happens happens, but you know it's done and everyone is happy and we all go home and something's accomplished essentially, you get a real sense of accomplishment from which is something that you know it's kind of hard to get these days.

#### Need for Volunteerism

Through identifying the benefits garnered through service, respondents were also able to see a need for volunteerism among college students. This was something Jorge identified:

I think there is definitely a need for college students to volunteer. We are a pretty good work force, we have a lot of young people and young people are needed...for volunteering. I know a lot of it is people who do not have staff and you got to pay staff normally, but volunteers you don't have to pay volunteer[s], that's why they are volunteers.

Interviewees also identified college students as crucial components and needed for the volunteer workforce. James explained that one reason for this is because they have more time than individuals with full time jobs. He commented, "There is always a need for volunteers and college students always seem to be and have more time than people who have full time jobs." Other interviewees who agreed there was need for college students to volunteer felt that this need did not include all college students. Roberto expressed that he felt a large student population would not have enough volunteer opportunities available to them:

It is a bunch of kids in one place, so if they did volunteer that would make a big difference, but if none of them volunteered then there would probably be a lack of

community standards in that area and so I guess it is important and there is a need for it, but not for everybody because then that would just be obnoxious. Five thousand kids volunteering, where would they go?

One member of Greek Life on campus, Austin, felt similarly that there are more students than volunteer opportunities:

I definitely think there is a need for college students to volunteer where we have 10,000 students on campus or attend school here. It is not going to be reasonable to have all 10,000 volunteering because the amount of volunteer work that is available around here is not going around 10,000 people necessarily, but I definitely think fraternities, all of the fraternities, do a lot of volunteer work. I think it is definitely something that should be available and should be promoted at least. I think it should be something the kids look at, even if it is not everyone.

Other participants felt there was not necessarily a need for college student volunteers, but volunteers in general. John commented that if there was a need for volunteers it should not just include college students, but all members of a community. He explained:

If there is a need for volunteers, then there is a need for anybody to be willing to volunteer...I think there is definitely a need for people becoming more passionate about their community and more passionate about what goes on in their community. People are too much individualists now and not so much seeing problems in the community as problems of their own.

For respondents like Marty, who did not see an abundant need for college student volunteers, there was still a sentiment that volunteers do good work and are beneficial:

I don't know why it [volunteerism] would be different for college students than anybody else, probably not a need, but they [volunteers] do a lot of good things. Like for instance, the Alternative Spring Break. They were helping people out and I would not say there is a need for it, but it is a good thing, this volunteerism in college.

Matt also agreed that volunteerism in college was not necessarily a need, but should be encouraged and sought after by students.

I wouldn't say a need, but I think that it's something everyone should do. Like if you have not done it, you should try it. I know that I am being completely hypocritical when I say that because I don't.

#### Service Drawbacks

There were several drawbacks related to participating in volunteer work that were discussed by study participants. The most pronounced drawback was the lack of time individuals felt they had. This perception negatively influenced the interviewees' willingness to volunteer. Roberto explained when referencing volunteerism, "You don't get paid and it takes your time and time is money." This mentality was similarly felt amongst the majority of interviewees. During Matt's interview he explained that his lack of time is due mainly to the demanding and tough workload of his major:

Yeah time, basically...For instance this week, I have been doing 6 to 6 even on my easy days like today and I know I have this hour here, but it popped up which is good, so I am like a ridiculously busy person. So I mean, I see everyone in the union there chilling and stuff and I have no idea what they are doing because like if they have a major that has any kind of work like mine, then they would be

working their asses off all the time or they're just all smart and I am dumb and I am like missing out on some giant thing.

In addition to work load, Marty felt the adjustment period experienced by first-year men accounted for their perceived lack of time:

I can see why most of the males, first year especially, would and why there would be less first year males volunteering because... they are just trying to get used to college first year and [have] less time to think about volunteering.

There was also evidence to suggest that the men interviewed lack time management skills. Austin talked about his own experience and the difficulty he has managing his schedule:

I definitely think most guys are not as good at organizing their time and I know personally I am terrible [and] procrastinate until after it is due and so I am not very good with managing my time.

Austin discussed that his experience has been that women manage their time better and because of this it frees them to have more opportunity to become involved in volunteer activities.

Well, I personally [am] living in a dorm...and one of my neighbors is a girl and the other one is a guy and I am home maybe two hours of the day from like when I wake up to when I go to bed and one of those hours I will be taking a nap and so I am never home and I am always out doing something and going places and it is the same way with the guy I live next to. But as far as the girls, I have noticed that they spend more time in their room doing whatever they do, but they tend to organize and do their homework earlier in the day...I think they might be more

apt to having the time where they can say, “Ok, it is not going to take a huge chunk out of my day and so why don’t I just go volunteer” and I am not going to be doing anything, where as I am always out doing something. So I am like, I am going to have to cram this in here somewhere during the day.

Interviewees also responded that they felt volunteerism was not fun. Douglas discussed both a lack of time and that volunteerism was not always enjoyable:

I know what I found up here is that it is very, it is hard to find time, so it [volunteerism] can be time consuming if you make a long-term commitment to volunteer somewhere and sometimes it might not always be the most fun job to do.

Lack of fun was clear in Roberto’s explanation where he discusses how to encourage volunteerism among college men:

Well, if you throw in money then it is not volunteerism, so definitely not that. You could have something like fun to do after or before the activity. Definitely after, not before, because people would just go to that and leave.

Marty explained that not only was he busy, but he wanted to involve himself in fun activities when he was able to choose how to spend his time:

If you say there is a group going out picking up trash all day, which I have done, it is alright especially if it is your friends you are doing it with, but it is not the funniest thing to do going around picking up trash. So saying you have the day off and you could go and go to the mall or...and then go to a party and then go and pick up trash all day. Obviously most males, and even most females and most males are going to the mall and going to the party and not picking up trash all day

because at the end of the day you are going to be like oh this was not too fun and it was a good thing, but that was kind of...a little boring.

In addition to not perceiving volunteerism as fun, interviewees discussed they would not want to volunteer doing something sketchy or gross. Matt explained:

Going door to door is...if you don't have a group of people can be really sketchy because you don't know who you are going to get...Anything that involves sewage, or you know something really really nasty like picking up disgusting rotting trash or you know road kill or something...I want to avoid that stuff.

James as well talked about being hesitant toward certain volunteer activities that may be harmful:

You could always get some disease or like aggravating factor to your body by going around and volunteering in some particular place. I know if you go house to house for some cause or another that there is going to be some crazy cat lady where her cat will just jump out at you and scratch just as soon as you open the door... and I had a friend who for his church went down to ...and it [was] not Haiti but some kind of marshy place in South America and I know he had a friend there ...who had caught some type of tape worm or ring worm or one of those types of worms and one person who was attacked by a leech and it just comes with the territory and there is always some potential hazard with how you get to volunteering and what you do while volunteering.

## Service Preference

Utilization of ones skills was commonly discussed by interviewees. One respondent, Austin, said that he would be most likely to volunteer coaching kids' sports because of his experience and passion for athletics:

I enjoy sports and I play sports myself and it is something you know where I know the rules because I have been playing my whole life and so stepping into ref them is not that big of a step for me and I have already had a little bit of work with it at the younger age level...So I think it would be fun.

Respondents also discussed how volunteer activities that did not coincide with their skills would be less appealing. Dan explained:

If there was something that I was not good at then I probably would not be comfortable donating time because I would not want to have a bad result for somebody if you are volunteering for them and I would leave it for somebody who is actually experienced.

Dylan said one thing he would not want to do was sing, "Definitely singing and I would not want to do that...I am not a singer." Dylan's preference was to participate in something he knew how to do and saw a benefit in doing.

I would probably choose to go around at the fall time and like prepare for the winter season... and I know at my house we cover... the doors we don't use in plastic. We put some seal around the doors just to prepare the elders for the winter because they are not working and they don't have the money...oil cost[s] a lot during the winter and just shoveling them out and you know just shoveling out a

path to get to the mailbox and if you fall and the older people are definitely are more susceptible to breaking hips and stuff like that.

Douglas, a football player, explained he would want to volunteer in something physically intensive:

I think we [men] would almost be more apt to maybe physical work to volunteer because we are used to that and we do that all year as opposed to cooking or doing a bake sale or something like that...if like they asked for somebody to volunteer to cook a meal, I am not the best cook and so I probably would not jump on that one.

Jorge, compared to Douglas, loved cooking and explained he enjoyed his experience working at a soup kitchen because it allowed him to cook.

Yep, and it panned out pretty well. Had fun, I got to help some people and I like cooking to begin with so soup kitchen was pretty much right up my alley.

Austin also expressed that participating in activities he enjoyed made his volunteer experience enjoyable:

I did play baseball and my little brother was on one of the teams there and so I got to see my brother play a lot and ref-ing the games was fun, that was more of the fun community service that I have done. But even working on the fields and mowing the lawns and raking the fields and lining them and working the concession stands, it wasn't bad and I enjoyed being at the baseball field and it was [with] all the people I knew and grew up [with].

Enjoying his volunteer experience, Austin continued to volunteer. Initially motivated to serve because of the high school service requirement of 60 hours, the enjoyment Austin felt through doing the service sustained his participation.

So my freshman year it was like 60 hours were gone like that and then I kinda liked it...and they still needed the help so instead of just giving up I stuck with it.

Douglas discussed how his interest in sports may motivate him to volunteer.

Something sports related, I have a big interest in sports. Maybe something like I did in high school, like a camp kind of thing or a mini-camp. Just kind of help out with something like that so... that would be fun.

Respondents also wanted their service to be purposeful. Dan felt that he would be most inclined to volunteer for laborious activities because they would allow him to utilize his youthful energy and skills.

I mean I am young and older people should not be volunteering for labor when they could do other things and anything that I can physically do cook and meet with children and things like that and teach things I know.

According to the men interviewed, utilizing one's skills and abilities may also counteract problems associated directly with gender. Jorge discussed how for some volunteer activities like Habitat for Humanity, it is good to have men present:

A girl swinging a hammer can swing a hammer a lot, but it's probably easier for guys to frame houses or move heavy stuff...I think a lot of physical activity would probably be more male inclined activities...I think there are certain aspects of volunteering that would probably be better [for males]. Like I know that you don't want a little five foot girl trying to hold up a 300 pound person who just drew blood because they would get crushed, so it might be nice to have a bigger person there for that...When I was at the soup kitchen it was nice to have two or three big people to haul giant pans of food rather than to have two girls lift it and take

up a lot more space, but the two girls can get it done and I think there are certain things that might be easier if you had males involved in volunteering.

James similarly suggested that utilizing stereotypical interests and skills would help to increase volunteerism among men:

Anything that has to do with physical labor, but not hard intense manual labor like potato picking or something rather simplistic, but really hard work would catch people's eye. Also, if some type of sport or activity was involved...that would be a pretty good way to get men involved because it just seems that the majority of men like some type of sport or like physical activity...It could just be my imagination, but from what I have seen of my friends around this dorm and other guys I know, it seems they like to go to the gym and play floor hockey and soccer and stuff like that.

#### Motivation

Motivation was another theme that appeared throughout the interviews. Prior to college, students had someone to motivate them to volunteer (i.e., parent, friend, coach, and teacher). Austin explained that his prior service was motivated by both his father and high school policy:

Prior to college, I had about 500 hours of community service. I had about 160 on record for the high school and then a bunch more that I just didn't record. My father was the president of a youth baseball league so it was like I was just doing it because my dad told me to. But I worked concessions, I refed baseball games, I did field maintenance, I mowed the lawns and you know, lined the fields and did all kinds of stuff.

Roberto had a similar experience with his mother encouraging his volunteerism. He explained, “My mom encouraged me to volunteer by basically taking me with her, like when she was volunteering before anything was going on. So I basically had nothing to do but volunteer.” Other interviewees discussed how they were motivated to become involved through school. For many students such as James, this motivation was attributed to suggestion from his teacher:

Well, yeah, the teacher actually who was running it, she knew my brother and she talked to me in the hall one day and she said, “Oh, why don’t you come by and join this club” and I was like ok...and there I was.

Another student, Jorge, was similarly encouraged by a teacher to become involved in volunteer service. He explained, “A teacher who recommended me for it said, “Hey, you’re going to want to join” and I said, “Okay, sounds like a plan.”

Motivation from others to volunteer was more prevalent in high school than in college. Students in college also lacked self motivation to volunteer. James discussed this lack of intrinsic motivation toward volunteerism when he commented, “I have been too lazy to get up off of the couch and drive my car to the humane society. Saying that I would like to volunteer.” For students not intrinsically motivated like James, incentives may help to stimulate volunteerism. Many students talked about incentives during their interview. Dylan explained:

I think the big reason why the men don’t do it [volunteer] is just because they think they should be getting something, you know materials for what they do, instead of just the thought that they did something good.

Dylan continued that incentives would add an appeal to volunteerism to students who do not see the benefits to volunteerism:

I don't want to say a lot of them [men], but some of them [men] just don't want to help...Not that they don't feel the need, but they just don't want to and they just don't want to go out and help someone and do it for nothing. They want to have something given to them for it and just the satisfaction of helping someone is not enough and I think once you get...and definitely once you get so you can't do it, then you would understand that you get a lot when you do community service.

While Jorge felt the personal rewards for volunteerism were incentives, he did not think they were enough to influence those who do not volunteer on a regular basis. He explained:

I think it is an incentive, but it is not one you can easily broadcast to people. I mean, if you say, "Hey volunteer we will give you five bucks," that is something a lot of people will go for because it is a monetary invest[ment] or gain that they can easily be like "I am volunteering to get five dollars." If you say "feel good," that is kind of a much bigger, less concrete, and a lot more mental emotional, rather than physical thing they can go for and I think a lot of people, especially in this society, are a lot more objective rather than... mentally inclined to do things and... physical things are a much more driving force for a lot of people cause I know that it was fun to volunteer, it felt good, but you can't put "Hey have fun and feel good and volunteer" and get the same results you would as you said "Hey have a hundred dollars and come volunteer."

Jorge expressed that incentives may be a good way to encourage volunteerism and allow individuals to learn and see the benefits of volunteerism themselves:

I think it is an incentive if you know what it is and how it feels to have done it before, but “Have a fun time and help other people,” I think that’s definitely something good for some people and a lot more touch base with females rather than males and I think overall that a lot of people don’t know quite exactly how much an incentive helping other people or how much fun you could possibly have and put that as an incentive as they otherwise might if they have done it before.

Matt also felt that the intrinsic benefits from volunteerism are often not strong enough to recruit men as volunteers. He explained that this is mostly because without a background of volunteerism individuals lack an understanding of personal rewards experienced through service. He said:

I think a lot of people look at that [personal rewards and intrinsic benefits from volunteerism] and if they never volunteered, they have no experience volunteering you know like doing something more than a couple of hours somewhere, then they really have no idea.

Participants were mixed on their feelings about material incentives. For some interviewees, material incentives would offer an important motivation toward participating in volunteer activities. Matt explained, “I think that incentives work really well generally speaking all around, I mean guys and girls they both like free stuff.”

Roberto talked about offering free tickets or admittance into certain campus activities. He explained:

Even if it was like a campus activity and free tickets to a campus thing [that] would be well-suited because most people live on campus and they don't really want to go far or don't have a car to go anywhere.

Food was the most common incentive mentioned. Matt exclaimed, "Like food is really good" and elaborated:

Provide incentives, like free food. You know and not like really crappy food ... So you can call Coke soda [and]...get a pallet of soda that is not like cola or whatever and some hot dogs or whatever and that's what they can provide for the volunteers and get t-shirts, people like t-shirts you know and just provide incentives like that. That really draws a lot of people. They are like free hot dogs and a t-shirt; I mean what else could you want?

Other students similarly expressed that they felt food was a good incentive. Roberto explained, "They could definitely have signs or offer free food. If there was free food I would consider it." James explained:

I never say no to a good t-shirt but I mean if I was just served lunch then I probably be a lot more inclined to do it. I did not think of that, but food is a very good incentive as sticking to the poor college student status. Plus the food here really, really bites!

Jorge also said food would be a good incentive when suggesting what type of volunteer activities he would participate in:

Well, it would have to not interfere with classes, be relatively time minimal, not on the weekends because I go home on the weekends and I suppose it would be

nice if it were for credit, free food is always an incentive though and they are pretty good about that normally.

Non-material incentives were also discussed. In addition to food as an incentive, Matt suggested celebrities could help recruit volunteers, “If you really want to get people to volunteer get someone famous to come in, they [people] like famous people.” Matt explained:

Yeah, if you get a famous person to come in and start doing whatever you are doing... people would be like “Oh, well that’s Little John you know and he is raking leaves, I want to rake leaves with Little John it’s cool.” And people will do that...and you can walk up to Little John and be like raking leaves with Little John and take a picture and put it on Facebook and they both have matching t-shirts... whatever and there are girls going off in the back. You know you make it a good time, you don’t want to make it like you’re dragging your face through the mud type of thing, unless you need volunteers to drag their face through the mud, in which case I am sure there is a demographic for that.

Other non-material incentives that were discussed included offering academic credit for volunteer activities or making volunteering a mandatory assignment. Austin discussed requiring service in college, something that some institutions of higher education have chosen to do in their curriculum.

I think volunteer work, I think that you really have to want to do it and if there is a reason to do it then you know more people are going to want to do it...I mean mandatory college hours would be an extreme, but it would be the only way to really get all people to say, “Ok, lets go find something to volunteer for.”

Other responses suggested that incentives would not encourage some individuals to volunteer. Douglas felt that offering incentives would devalue volunteering.

Yeah, but if it was almost incentive, almost like pay or something, then it is not really volunteering, but... if someone said, "Hey, I will give you this if you come and volunteer," I can't really think of anything where I would say I will jump right on that.

For some interviewees, incentives were not something they considered important toward encouraging volunteerism. Dan expressed that incentives were not something he found significant or appropriate. Regarding volunteerism, Dan responded:

I always pictured as not really having- needing incentives and it is just kind of like, "Do you want to do this for yourself and other people?" and if there is an incentive involved it kind of takes away from that.

While Austin suggested gift certificates, he also believed incentives should not be used.

There is all kinds of like gift certificates to here and there and stuff like that, but I think that takes out the whole idea of volunteer work. Then it is like you're working for something and not for the good of the community.

Feeling like you made an impact was also something interviewees felt made a difference when considering volunteer activities. Dylan, a first-year mechanical engineering technology student explained:

I mean it felt good to get out and do stuff for other people who could not do it and I mean the people you are doing it for definitely appreciated it and a lot of thank yous and I mean they made you definitely feel like you did something pretty big for them.

In addition to one's beliefs, expanding one's skills and learning new abilities could provide strong encouragement. Jorge felt this way:

I suppose you could learn new things from it, I mean I learned for instance how to make food on a large scale which I was not really good at but...I got to interact with more people of different varying (sic) getting a better scope on the world I suppose.

Douglas expressed volunteering with a group of men as the motivating factor encouraging his volunteerism:

Our coach, I don't want to say stresses, but talks a lot about giving back to the community because they come out and watch us play...and they like to watch football or they have someone playing that they know and want to watch and we want to give back to them. We know a lot of them have younger kids that think the world of football and maybe college football and it is fun for them and just we can almost give back to what they have given to us.

Volunteerism in groups is beneficial because it encourages those who would not otherwise volunteer to participate through providing motivation. Austin, a member of a fraternity explained:

I think most of the people in the fraternity probably would not volunteer on their own. I think it is the fraternity you know yes, it is a requirement, but they do a lot more than the requirement and I think it is everyone doing it together you know... it's a group of guys who are all good friends and they all do most things together anyways and so if you tell them they have to go clean up a road they are like, "Oh, you know, no big deal." So we go out and we make it fun and that is the

biggest thing to getting all of the fraternity brothers to do it is to you know make it fun and to make it less painful just to really add some aspect of fun to it and everyone is a little more excited to do it or a little less pissed off that they are there... you know I enjoy the work that we do with the fraternities and I definitely think that it goes smoother with the fraternity than it would if the fraternity was not there.

### Gender Interpretation

Gender had a clear influence on how interviewees thought about service.

Interviewees expressed that they felt men who volunteer could be viewed either positively or negatively by other men. James discussed that he felt men could judge those who volunteered in two ways:

I can think of two ways they [other males] would look at me. One, if they were to think even slightly deeply they would think, “Wow, this guy actually got off of his ass and actually did something” and also they would think that, “Well, he just lost man points in my book.”

Jorge similarly expressed the duality of possible responses men may have toward peer volunteers:

I think some [males] would probably be a little bit derisive and say, “Haha you suck”...or something, I don’t know. I don’t think most of them would mind and some of them might know for sure like...I know my friends would be like well that’s a pretty cool thing to do and perhaps be interested in it, but I don’t know I haven’t tried.

Dan explained the response he would receive from men if he volunteered would depend on the individual.

There are probably some [males] who would be jealous without knowing it and they might criticize you because they were trying to protect their own image and I don't know what I am saying but like it is kind of like, "Oh, I don't do it," ... so if I reflect it on him as like that is kind of strange and why do you volunteer, just to make him feel weird about what he is doing because you don't do it. There are some people like that, but I am sure there are others and there are definitely others, who would respect it and would want to do the same and it just depends on the type of guy.

While respondents discussed both positive and negative ways they could be viewed by other men if they decided to volunteer, some interviewees explained that they felt their volunteerism would only be seen in a positive light. Dylan felt that volunteerism was an admirable activity and would commend other men who serve:

If I was not doing it [volunteering] and I saw someone else doing it and would think that they were a step above me because they are getting out and volunteering and giving to other people.

Another respondent, James, considered men who volunteered productive, cool, and constructive:

If I saw another guy going working for Habitat for Humanity, I would think that overall it is probably 1) a better person than most guys I know, but also I would count him as one of the most productive men that I know or would like to get to know. He is and is that guy I see over there helping to build a house would and he

would fit my idea of cool because he did something useful, constructive, and helpful to the world at large.

Marty discussed that the response would be positive if he decided to volunteer. This was because many of his friends already participate in volunteer activities. He said:

I don't think that it would be anything and it would be like, "Oh, he is volunteering" and I don't think it would matter because it would not be any specific response from males. From specific people, like a lot of my friends would be like good for you and good job doing that because none of them would think volunteering is bad as I don't think volunteering is bad either and several of them are avid volunteers so they would definitely think it was a good thing.

Positive responses from men toward volunteerism were not as common as the possibly perceived negative critique and judgment respondents discussed. Jorge discussed his own personal experience on a football team where men viewed volunteerism as a negative attribute:

I think some people think doing nice things for others is a bad character trait, I happen to disagree with them immensely. But, I think that some people view doing things for others and at no personal gain to yourself is a detriment, which I consider to be a stupid pig point of view, but I know some people that think that way... I was on the football team for a while and there were some idiots and there are in any particular situation that comes to mind.

John elaborated that he felt some men would see volunteerism as a social weakness:

It is a group, a group that you are classified in...I don't know if I necessarily have that, but it is a feeling that I get from others...Yeah it is like there is some kind of

weakness there and if a guy is ... and it is hard for me because I don't personally feel that way, so it is hard for me to put a word to how I see other people interpret it but I think it is, I think it is kind of a weakness... A social status, like a social status kind of thing, like a social weakness. If somebody is involved in their own things and puts themselves first, then there is a certain like confidence or a cockiness about them. Whereas if there is somebody trying to help others and giving their time and their effort to other people, there is ... a certain feeling among people that... not a strength socially.

In addition to being perceived as a bad character trait or negative socially, volunteerism was also viewed as a woman's activity. John explained this stigma during his interview:

Well there is definitely, from my subjective perspective, there is definitely a stigma among males our age I think... that it [volunteerism] is more of a feminine sort of gathering you know? I don't know if I would definitely be viewed differently as a person or as an individual among people who like knew me or whatever you know or people who had other things to base me off of, but if purely going off of – this guy volunteers then this is going to be and it is going ... and I think there is an assumption of a lack of masculinity there and for some strange reason.

Douglas also discussed how volunteerism is often perceived as an activity more suited for women:

I think sometimes, and I don't know why, but it seems like it [volunteerism] has been given almost a female kind of notion that they are more acceptable to volunteer and I almost think, to be honest, that some people would think that,

“Well look at him trying to be a goodie two shoes kind of person volunteering and doing nice things,” but personally I would not view other people like that, but I know that there are a lot of people that might. And so I guess that is what they might think that you are not cool or whatever and I don’t really know how to phrase it but people might think differently of you...I don’t know. I just know that is how it is and I can’t think of why and maybe people don’t like the idea of working for no pay [and] they think you might be stupid for doing something like that... almost like they would think of you like as less of a man.

During his interview, Douglas also gave an example in high school where men discredited volunteerism:

I know a lot of people, like with sports and stuff, well; I guess I am trying to think of back in high school when some kids decided not to go [volunteer] and like they said, “Well that is stupid, why do you want to do that?” But they did not really say why and I think they were just trying to find an excuse to do whatever they wanted instead of doing something for someone else.

This example also elucidated to certain suspiciousness among men toward those who volunteer. Austin felt similarly about the possible suspicion men may receive if they volunteer. He explained:

I think other guys might think of it as, “Why are you doing that?” You know you could definitely get some strange looks and some people would just mind their own and not ask questions, but I definitely think I have a few friends who would be like what are you doing and why don’t you go do this with us instead... I really

don't know why that would be, but I could definitely see getting those weird looks for it.

Among women, however, Austin explained the same suspicion would not exist:

I think there is a possibility that you might get the same weird look like, "Oh why are you going to volunteer," but at the same time I think girls would be more like oh that is nice, you know good for you and you are doing something nice and I think they might view that a little easier than guys might.

The difference in perception between both men and women was clear in the interviewees' responses. While the men displayed both positive and negative critique of other men who volunteer, the response to how women would view men who volunteer yielded significantly better remarks. Dylan felt that women generally respect those individuals who volunteer more than men:

I definitely think they [females] would have more respect for the guys that do get out and volunteer for others compared to the people that don't get out and volunteer...just because they are willing to give to the people that can't do it and that they are willing to put themselves to the side and put someone else first.

James also felt women would view men who volunteered positively:

Yeah they...think differently and they would also see that, wow, this lazy bum actually got off of his ass and did something, but they would also probably see it in a slightly less harsh fashion and probably they would see it as getting something done in the world. I am not claiming to know how women think, I have no idea whatsoever, but from what I can imagine which, granted is not very much...they think that he is doing something useful and something humanitarian

or something to help some kind of organization or another and they would think it is more of a good thing than the males' point of view.

Individuals also felt women would be less critical of men who volunteer. Dan explained:

I would assume they [women] would be less judgmental and see it [volunteerism] purely as a good thing... Like I was saying with the guys that they would... just to mask their own lack of volunteering they try to spin it off as he is strange because he is volunteering instead of it is just a good thing volunteering and like a girl might. I don't know if that is sexist, but I assume that with my experience that girls would just purely see it as a good thing to volunteer.

Douglas felt this was because of the emotional tendencies of women. He said:

I actually think there would be less criticism from females to other females for volunteering because they generally seem to be more emotional and it is nice that you are helping them out. But guys are just different.

Jorge felt similarly that the nurturing nature caused women to view men who volunteered more positively than men:

I think a female would look at it [volunteerism] towards something... that you are doing something good. Pretty much universally, as is the general female viewpoint according to sciences and things helping others is a good thing and being nurturing and I think that probably has some basis in it but, overall I would probably say they do it much more positively even if they were to view it negatively and rather than say it is a totally horrible thing they are seeing it for different reasons.

Interviewees also explained that they thought volunteerism would improve how women viewed them and increase their status. One interviewee, John, discussed how women would view men who volunteer as good people:

There is something positive about it [volunteerism] and a willingness to help others, but for some reason I think among males, it is viewed as a weakness. Whereas females would, I think would be more inclined... or I guess and I don't want to say stereotype, but the females would be more inclined to view you as a good person and maybe a certain type of guy, you know? That certain type of guy and not like a guy like who is and is more involved with himself and more involved with his things, you know, his personal life.

Not being involved in oneself was another positive reaction respondents expressed that they felt women might feel toward men who volunteer. In Austin's explanation this was a clear possibility:

And they would be more apt to be accepting of the fact that you have gone out and done this volunteer work you know and, "Oh, wow you did something nice for the community and you were not just thinking about yourself" and it kind of good for you kind of thing.

Marty also felt volunteering would make him more likable among women. Among the majority of men, Marty felt volunteerism would get little attention or applause:

I think that they [women] would be like, "Oh he is a good guy and he is really helping everything out" and like they would probably look at me in a more likable way and just think I am an all around better person... I think males could take it or leave it and would be like think it is a good thing and be like ok good job you

are volunteering, but they would and if I was not volunteering they would not think any less of me or any more of me, except for a few males and some of my friends who would say that you are doing really good by doing that. But I think overall there would be a different response from females who would and the majority of them would find me in a more likable way after volunteering.

Another interviewee, Roberto, thought of volunteerism as a way to make himself more marketable toward women:

I don't think that they [women] would think much different and they would actually think that I do something you know so I am not just a lazy bum and so that is on the good side...I am pretty sure that if there was a girl that I wanted to date and I needed to convince her somehow, I would probably think of volunteering as a way to like boost my standard.

In addition to believing women would view male volunteers better than other men, participants also believed women were more apt to participate in volunteer work. For many study participants they were unaware of any males who volunteer while in college. When asked if he knew males who volunteered in college, Roberto commented, "I don't know of any," and Douglas explained, "I am sure I know kids who like help out around me but they don't broadcast it or anything and so ... I cannot say yes for sure." Dylan was another interviewee who talked about not knowing any males who volunteer.

I am not sure of too many people who do at all. Like I don't know any males that do...and like my girlfriend is the only person I know who volunteers up here because her sorority sets up events for them to do and then the girls themselves

pick what they want to do but that is really the only person up here who volunteers at all.

While the majority of interviewees could not think of any males who volunteered, Marty did have a friend participating in Alternative Spring Break:

ASB ... that is actually the only big one I can think of... my one friend who is in ASB and I have several friends, but I have one male friend and like a bunch of friends that are girls who are in Alternative Spring Break.

While some respondents did report having male friends who volunteered, this was a minority rather than a majority. Interviewees explained one reason for this was because women are more connected with their environment. This awareness was something Austin commented on:

I definitely think that... most or some females are more apt to volunteer maybe just because they are more conscious of what is going on around them or things as a whole, while most guys are focused on what is going on right now.

Awareness of their surroundings and being responsive to that awareness was something Dan also discussed:

Females tend to be more sympathetic in many aspects and guys tend to be more focused on what is going on in their lives and not really exploring anything beyond that and like when I see girls that are volunteering it is like they are the type of people that they don't really have a rhythm and they pick up new things and really exploring whereas the guys that don't volunteer [if] they have a routine it is like just classes and things they like to do on weekends and maybe a few spontaneous things here and there.

In addition to being perceived as a bad character trait, volunteerism was also viewed as female activity. This idea of women's work was cited by John.

I don't know if you can trace it biologically, or culturally, or whatever, but I think in masculinity there is a root there and maybe it is that women are more inclined to be social organisms, social creatures and can maybe more easily have more social lubricant you know that they can [combine] their efforts easier because they can communicate better and maybe there is that, but I think among guys it is harder because guys are more ... especially certain types of guys are more take charge rather than here is what you got to do and here is how you can help and here is your part in it and here is your role. Yeah, I think there is a certain interpretation that comes with volunteering that you are turning over some of your effort and your time to be instructed on what to do, told what to do, and I don't think that goes well for guys and guys who are in college or guys that I know. Like a lot of guys I don't think would be interested in that, you know? You know if maybe they felt that it was more beneficial to them then they would not have that feeling, but I think that the more masculine guys, or the guys you would consider more masculine, or like the social idea of masculinity [they] don't do that and they are much more involved with themselves.

John explained that men do not feel the same connection to their community that women do and lack the feeling of being a community member:

I think it comes down to a social thing...It involves the social workings of men and the social workings of women and I think in college... we are not yet a part of the world and you know we are still learning and we don't have a job and I don't

think we have claimed our community all of the way. And I think maybe girls do that sooner. Maybe there is more of a sense of being a part of a community and helping and [that is] maybe why helping out that community is a positive thing for them...opposed to guys who have not yet done that and I think it is to admit that you are a part of something bigger than yourself, [it] might be an ego thing and might be an ego thing for guys. You know? I think that is what it comes down to.

Maturity also was a factor that men considered when discussing why females may be more involved. From Matt's experience, maturity, time management, community membership, and being able to look past the present into the future, all contribute to women being more apt toward volunteering:

I think that women are more mature mentally than guys are and their time management skills generally speaking are more developed than guys are so they are able to manage their time and get their work done more efficiently since they have that, since they do that they are able to have more time generally speaking and since they have more time they have more opportunity to you know take a step back from school and look around and say, oh ok this that or the other and generally speaking it seems like the females I know look forward past the next day more than males do so when they are looking forward they say, oh I am trying to get into this grad school and if I have a lot of volunteer hours or if I have this that or the other it's going to look good on a paper, so that's why they will say oh ok I will go ahead and volunteer.

Matt felt men lack many of these qualities from his experience and observation:

Yeah, I think guys generally speaking do not look that far ahead. Like I might but, I mean I don't act on it obviously because I am here but it just seems the amount of people that I see in my freshman dorm that I am just surprised made it this far it's pretty astounding and they do stuff like Oh ok, let's get drunk on the weekends and jump off of our beds onto the floor and get like burned on the face from the tile and they just like stab a fridge and it glanced off into their hand and they had to call an ambulance and I mean it just like really stupid stuff and I don't see that happening to girls...I think they [women] are more mature in this age group. I think you would see it less and less if you went to the sophomore or junior, senior dorms or apartments.

Elaborating on the maturity difference between males and females in college Matt explained:

Basically it's like if you are going from zero to the number ten you can't go past ten, ten being you know the maturity level that most adults are at, so when the female population would generally reach on average 10 the guys' population might be at like I don't know 8.5... females cannot go past that and so the guys can go up to ten as well. So after several years or whatever they will both be at the same level.... I see a lot of people that do stuff like go out and get completely drunk and loud and get caught by the police all the time and I just don't understand it I don't see why they do it I mean go to Canada, go to Mexico, go into your garage, go to a club, don't go to your dorm and drink. I mean you just want to walk up to them and go (SLAP) you're retarded. I mean girls do that as

well but I see more guys like being loud and being like really... see girls are more like introverted guys are more like oh ok we are going to throw water balloon condoms at people outside and cause problems.

For Jorge, his explanation toward why females volunteer more than males centered on identity:

I suppose it has to do with more identity issues, that females can more readily identify themselves with a situation whether it be someone else's situation or their own or they can more readily visualize themselves being in that situation saying, "Hey I kind of would like someone else to help me out if I was like that." Cause, I know that I can be like if I was in a car crash I would want some transfusion blood, but I think that perhaps for a female perspective there would be a lot more emotional attachment to that particular thing and they could visualize how that person would feel if they were in a middle of a car crash and smashed and bleeding a lot more than perhaps I would be able to, but I am not certain, but that would be a decent guess I suppose.

It was also suggested by Jorge that women may find volunteerism therapeutic or see more connections between volunteerism and their life experience:

I know a lot of guys hang out in groups and a lot of girls hang out in groups and I do know more girls who have volunteered than guys by a large majority but, I don't know why. A lot of my people who I know have other things going on in their lives besides class work so, I suppose that could be an issue... because one of my friends was sexually assaulted as a small child and she works with the Touchstone Center and the Counseling Center and another friend helped her, that

other friend with a lot of her issues she has gone through and they have both gone and volunteered.

Jorge also felt women would be more in tuned with the benefits of volunteerism and could become more emotionally invested:

I think females would have an easier time understanding the potential of volunteering and the potential for them to feel good about it maybe a little more than males would be. So I think a lot of the males lack a large portion of emotional fantasy or ability to think emotionally for the future. That was maybe being bias but I think a lot of females could be like “You know what I feel good about doing this and now that made me feel good about myself and I should do this” rather than “Well it will take some of my time so I won’t do it” which I could see happening much easier from a male’s view than from a female view.

Douglas felt judgment of peers may influence men not to volunteer while women may be more inclined because of emotions:

I think it is almost because a lot of the guys almost fall into the peer pressure aspect where they might think their friends might think less of them or think differently of them, but where girls, like I said again, are more emotional and oh that is nice that you are helping them out so I would believe that is true...Like we talked about with them almost judging them or looking at them different or you are stupid, why would you want to waste your time doing that when you are not even getting paid. Um... probably personally a lack of time. A lot of people are pretty busy, but then again there are people who choose to offer for more time and

I can't really think of one more but those would be the two biggest ones that I would see.

## DISCUSSION

Findings from this study assist in the understanding of first-year male college students at Land Grant University in relation to their lack of volunteerism. Findings emanating from this study provide further understanding of factors impacting first-year men's volunteerism at this institution, and suggestions are provided to educators for improving interest among this population.

Sub-Question 1: What Motivators Contribute to or Detract from Volunteerism Among First-Year Men at LGU?

In this study, lack of time was the most significant factor deterring these first-year men from volunteering. Perception of time was discussed by the majority of participants who explained that they had no time. This sentiment was due mainly to the workload students were required to accomplish for their classes. Feeling there was a lack of time confirms previous research, which similarly discussed time as a factor deterring male volunteerism (Claxton-Oldfield, Claxton-Oldfield, & Guigne, 2009). While some men in this study explained all they do is study, the majority of men discussed playing video games and partying during their free time. Lack of motivation and interest toward service most likely accounts for participants' perceived lack of time for volunteering (Sax, 2008).

Motivation also had an impact on volunteerism among study participants. Prior to college, students were motivated by parents, friends, coaches, and teachers to volunteer. Required volunteer service in high school also provided motivation. High school service was required for the majority of participants confirming Engle's (2004) finding that many

high schools have a service requirement. Prospective college students also became motivated to volunteer during high school because of college recruitment requirements. The majority of these motivators become absent after college enrollment. Motivation often changes from having extrinsic sources to a more intrinsic focus. The lack of male interest toward becoming involved (O'Brien, Sedlacek, & Kandell, 1994), in addition to men having less altruistic tendencies (Burns, Reid, Toncar, Anderson, & Wells, 2008), help explain the absence of motivation toward wanting to become a volunteer. At the same time, however, these findings refute those of Sax (2008) in that volunteering behaviors in high school did not translate into continued volunteer behaviors in college. This difference could be due to a lack of outside motivation and encouragement males experience as first-year students.

Another explanation for the mismatch between high school and college volunteer behaviors could be explained by many of the respondents' conceptualization of volunteerism equaling a lack of perceived fun. While college was thought to be a fun and exciting experience, volunteerism was not considered in this interpretation. Male gender roles and the stereotypical gender division between men and women may influence male opinion of what is fun and obligatory. Social role theory would support men being disinterested in activities that were not conducive to gender socialization processes (Eagly & Crowley, 1986; Eagly, Wood, & Diekmann, 2000). Moreover, as (National Survey of Student Engagement, 2009; Sax, 2008) pointed out, college men may be more inclined to be social and use their free time to participate in activities such as videogames and the like.

## Sub-Question 2: How do LGU First-Year Men's Perceptions of their Gender Role Influence Volunteerism?

Findings from this study suggest that gender role does play a role in how men think about volunteerism in college. In addition to many men being apathetic toward volunteerism, participants discussed how volunteer service is often seen as women's work among men and therefore participation in this type of activity is perceived as a social weakness or bad character trait. Interviewees also expressed that other males may view male volunteerism as unnatural and become suspicious of the motivation behind service work. In addition to this judgment, respondents discussed possible criticism from other males and the mentality that volunteering is a waste of time. These findings support the lack of volunteerism among college men (The National Survey of Student Engagement, 2009; Sax, 2008) and support traditionally held gender stereotypes (Bakan, 1966).

Stereotypical roles of men and women were also evident in participants' beliefs of how women would view male volunteers differently. Men believed women would have no suspicion toward male volunteerism, be less critical, and accept the work as a positive experience. In fact, the men interviewed believed that women would generally respect male volunteers, and that volunteering among men would improve their status with women. These beliefs centered on the men's viewpoint that women have emotional tendencies and a nurturing nature. This confirms stereotypical female characterizations that often place women as having nurturing, caring, and communal qualities (Bakan, 1966; Eagly & Crowley, 1986).

### Sub-question 3: How does the Culture of LGU Facilitate or Hinder College Student Volunteerism among Men?

Several institutional factors influence volunteer rates including size, location, and religious affiliation (Cruce & Moore, 2007; Korte, 1980; Serow & Dreyden 1990). In addition to these characteristics, several themes emerged that influence willingness to volunteer. As discussed in sub-question 1, first-year students come from a structured environment where volunteerism is motivated by several sources. Entering into a less structured environment where many of these motivators are absent creates a culture non-conducive to volunteer recruitment. This accounts for only a little over half of college males reporting having participated in volunteerism as undergraduates (The National Survey of Student Engagement, 2009).

Also discussed in sub-question 1, students' feelings as though they did not have time negatively influenced their willingness to participate in volunteer work. Lack of time can be attributed partially to the academic nature and demands students felt because of their course load. Many students also reported being unaware of volunteer opportunities in college and lacking the motivation to seek out volunteer opportunities. This confirms earlier research on the lack of male engagement and interest in volunteering (Sax, 2008) and that college may perpetuate stereotypic differences between men and women especially in their behavior and aspiration (Astin, 1993).

#### WAYS TO INCREASE VOLUNTEERISM

Several suggestions result from this study to recruit and sustain men as volunteers in the first year at Land Grant University. While these findings are not generalizable, similar institutions may be able to benefit from these recommendations. These

suggestions surround several main areas, including (a) time, (b) skills and abilities, (c) incentives, and (d) encouraging other men to volunteer, each discussed in turn below.

### Time

Time was a significant factor in determining whether these first-year males volunteered. This is understandable because students are coming from high school where the majority of their time was structured, to a less structured, more demanding environment. If men define volunteerism similar to Marty, as “giving your extra time to help for some kind of cause,” this could make recruiting volunteers especially difficult. To compensate for the lack of perceived time several suggestions came from the research, including the importance of utilizing the skills of men, offering incentives, and encouraging volunteerism among groups of males.

### Utilize Skills and Abilities

One way to combat the lack of perceived time individuals have is through utilizing time efficiently. This would mean hosting volunteer activities that utilize the skills of volunteers. Study participants explained utilizing their skills during previous volunteer activities increased their enjoyment of the activity and motivated them to continue serving. Utilizing skills and abilities may also make service more purposeful and help counteract gender biases. Matching students with volunteer activities that serve their psychological needs and motives is important (Sibicky, Roberts, Felicelli, & Metz, 1992). Participating in activities at which one excels may increase the individual's enjoyment of the activity and reduce the perceived time spent on the activity. Utilizing already developed skills would also help to improve skills which, according to Ibrahim &

Brannen (1997), would increase male likelihood of volunteering especially if those skills could be applied to a paid occupation.

### Incentives

Incentives may also be a good way to encourage volunteerism and allow individuals to learn the benefits of volunteerism themselves. Incentives discussed by study participants included free food, t-shirts, or tickets to student activity events. Some interviewees also discussed non-material incentives that may counteract gender differences. For instance, Matt suggested that involving a popular male celebrity would encourage males to volunteer. This proposal would not only increase the appeal of the volunteer activity by making the activity more fun for participants, but also suggests involving a male role model would help “masculinize” the volunteer activity and provide encouragement to males that the activity would be seen positively amongst other males. Another non-material incentive that similarly suggests a validation of masculinity through participation was Roberto’s response that volunteerism could be used “to pick up women.” Roberto suggested if educators wanted to encourage men to volunteer, “You could say that it helps pick up chicks. Volunteer: It helps pick up chicks.” This suggestion, when considered in a deeper context, could suggest that volunteerism, when viewed as a mechanism to interact with the opposite sex, functions as another method to validate volunteer work and support masculine identity.

Other participants suggested offering academic credit for volunteer activities or making volunteering a mandatory assignment, which may be suggestive to service-learning. Students expressing interest in volunteerism if incentives were offered, and participants reporting the major reason they volunteered for this study was because of the

gift certificate incentive, disputes O'Brien, Sedlacek, and Kandell (1994) finding that "no differences in willingness to volunteer were noted among students who were offered a monetary award, course credit or no payment for volunteer service" (p. 8).

#### Encourage Volunteerism among Groups of Men

Encouraging volunteerism among groups of all men may also be another way to increase volunteerism among first-year males. While conducting interviews, two interviewees revealed that they had participated in volunteer activities as first-year students. Both of these study participants had volunteered as part of all-male organizations or teams in which they were involved. Austin, a fraternity member, helped to clean up trash with his brothers, while Douglas, a football player, volunteered with his football team mentoring children. These examples of volunteerism among men involved in groups that are often stereotyped as being ultra-masculine (Martin & Hummer, 1989; Messner, 1987), happened because of their involvement in this all-male organization. Through this organization, they were motivated to serve. Volunteering through an organization may therefore be more powerful for men than if they were encouraged to serve individually.

Lastly, volunteering in groups of men may help alleviate the negative connotation volunteering could receive from other males, counterbalance gender stereotypes, and satisfy what type of activities James said he would not be involved with: "For the most part, things that would involve like just rather secludedness (sic) and the ... the lack of anything fun." While fun was often absent from participant ideas of volunteer work, respondents explained that they enjoyed volunteering with friends. The possible benefit of group volunteerism may be that it increases the appeal of the activity by making it

more fun. Suggesting that volunteering within a group of males would encourage first-year student volunteerism supports Eagly and Crowley's (1986) findings that men are more apt to assist in heroic helping behaviors characterized by an audience to witness their participation and men are more apt to volunteer when others are available as potential helpers.

## CONCLUSION AND IMPLICATIONS

The findings from this study assist in better understanding why first-year male students at Land Grant University do not volunteer and also provide evidence on how educators can encourage volunteerism. Themes that indicated a lack of volunteerism among men included absence of motivation, lack of perceived time and fun, and unawareness of volunteer opportunities. There was also evidence that suggested a stigma around volunteerism as being "sissy" and thus emasculating. This mentality is likely supported when these harbored feelings are validated by observing women in the majority of volunteer activities.

From this study come different suggestions on how to increase volunteerism amongst first-year male college students at this institution. Taking into account themes that indicated reasoning for the lack of volunteerism among men, suggestions on how to improve volunteer rates are to utilize skills and interests that first-year males already possess, make volunteer opportunities flexible, encourage men to volunteer through already established groups, and advertise diverse volunteer opportunities.

It is also important to address the transition and adjustment period between high school and college. Interviewees discussed coming from high school where they had nothing else to do so they volunteered, to a place where they were busy and did not

volunteer. In college, students are no longer managed by their parents or encouraged by others to volunteer at the same rate that may have existed prior to college, which results in the important development of time management and organizational skills. These skills are vital to success and development further during college (Chickering & Reisser, 1993).

Data from this study also suggest that men may not conceptualize their service as volunteerism. Some interviewees disclosed that they participate in activities that might be considered volunteerism under some definitions of the term. Non- conceptualization of service was due partly because the service had been encouraged through an organization in which they had already been participating. This confusion may skew some already preexistent data on college student volunteerism and warrants further research.

Interviewees also spent time participating in helpful work that would not be considered volunteering under some definitions of the term. Participants discussed helping family members, tutoring friends, and random acts of kindness which would not be considered volunteerism, but are still important prosocial behaviors. Some initial data also suggested that while the majority of men do not volunteer while in college, among those who do participate their time commitment may far exceed that of female volunteers. This finding also deserves further exploration.

Lastly, it was clear throughout the interviews that volunteerism was not something respondents had considered. Some respondents explained that merely the interview itself encouraged them to think more about becoming involved in their community and volunteering. Jorge commented at the end of his interview, “I think that after having this interview I am a lot more likely to volunteer.” James concluded:

Well, now that volunteerism was brought up and now that I know it really exists and it is out there, I am sure that one thing is waiting for me. I actually do feel more inclined to go and actually do something and get off my lazy butt and help something or somewhere for some cause.

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APPENDIX A

Codes and Themes

<b>Codes</b>		<b>Themes</b>
Definition of volunteerism	Service drawbacks	Prior service experience
When think of volunteerism think of prior service	Don't perceive own volunteerism	Service benefits
Enjoyed prior service	Don't know males that volunteer	Need for volunteerism
See benefits in service	Know males that volunteer	Service drawbacks
Need for college student volunteers	Volunteerism seen negatively by males	Service preference
Enjoy volunteering with friends	Volunteerism seen positively by males	Motivation
Boredom led to previous volunteerism	Volunteerism seen positively by females	Gender interpretation
Use skills and likes when volunteering	Someone motivated prior service	
Don't offer incentives to encourage volunteerism	Advertise more to get volunteers	
Offer incentives to encourage volunteerism	Interview process encouraged volunteerism	
Don't want to volunteer doing something not fun	Lack of volunteerism at UMaine	

## APPENDIX B

### Recruitment E-mail

To: (student's name)

From: Joshua D. Bernstein

Re: Want a 1 in 10 chance of winning a \$50 gift certificate to the UMaine Bookstore?  
UMaine student needs help with Honors Thesis.

Dear (student's name):

For my senior thesis through the Honors College I am studying undergraduate male students who did not volunteer during their first semester at UMaine. Studies show that college men tend to volunteer less than college women and I am interested in learning why. All participants will be entered into a drawing for a \$50 gift certificate to the UMaine Bookstore. I'd appreciate the opportunity to speak with you and learn about your experiences.

Our conversation would take approximately one hour of your time and could take place anywhere of your choosing. Anything you share with me during this conversation will remain confidential and your name will not be connected with any findings. My hope is to better understand the experiences of first-year men and to recommend policies and practices that will assist them in being successful as undergraduates. You must be at least 18 years of age to participate.

Please contact me on FC or at [Joshua\\_D.\\_Bernstein@umit.maine.edu](mailto:Joshua_D._Bernstein@umit.maine.edu) if you would like to participate or if you have any questions. Participation in this study is voluntary.

This study has been approved by the UMaine Protection of Human Subjects Review Board. If you have any questions about your rights as a research participant, please contact my thesis advisor Susan Gardner at (207) 581-3122 or [susan.k.gardner@maine.edu](mailto:susan.k.gardner@maine.edu) or Gayle Jones, Assistant to the University of Maine's Protection of Human Subjects Review Board, at 581-1498 or at [gayle.jones@umit.maine.edu](mailto:gayle.jones@umit.maine.edu).

## APPENDIX C

### Consent Form

#### **What will you be asked to do?**

If you decide to participate, you will be asked to answer questions related to your undergraduate experience. These questions will include information about your previous educational experiences, your family's educational background, and your current experience as an undergraduate. For example, some questions include: How do you like to spend your time?

In college do you know of anyone who volunteers? Are you aware of volunteer opportunities in the area? What do you think UMaine could do to get more people to volunteer?

Held in a mutually agreed upon time and place, the interview will be conducted face-to-face. The interview may take approximately one hour of your time. With your approval, this interview will be taped so your responses can be better examined. The tapes will be destroyed at the completion of the project in May 2010. If you prefer that the interview not be taped, the interviewer will take notes while you speak. Transcripts from the interviews will be maintained indefinitely but will not connect you by name or any other identifiable information.

#### **Risks**

The risks associated with this study are minimal and include your time and any inconvenience.

#### **Benefits**

While this study will have no direct benefit to you, this research will help the project designer learn more about how to best serve undergraduate students. There is also a possible chance of winning a \$50 gift certificate to the UMaine Bookstore.

#### **Confidentiality**

This is a confidential study. Your name and identifying information will not be on any of the documents used in the study. The principal investigator will keep a master key in which he may code pseudonyms back to the interviewee's name in order to ask further questions from the interviewee. Transcribed, de-identified data will be kept in the interviewer's locked office indefinitely. Your name and any other identifying information will not be reported in any publications. All tapes and records with identifiable information will be destroyed after data analysis is complete in May 2010.

#### **Voluntary**

Participation in this study is completely voluntary. If you choose to take part in this study, you may stop at any time during the study. You may also skip any questions or stop the interview at any time.

#### **Contact information**

If you have any questions about this study, please contact Joshua D. Bernstein at (603) 689-5757 or [Joshua\\_D.\\_Bernstein@umit.maine.edu](mailto:Joshua_D._Bernstein@umit.maine.edu) or my thesis advisor Susan Gardner at (207) 581-3122 or [susan.k.gardner@maine.edu](mailto:susan.k.gardner@maine.edu). If you have any questions about your rights as a research participant, please contact Gayle Jones, Assistant to the University of Maine's Protection of Human Subjects Review Board, at 581-1498 or at [gayle.jones@umit.maine.edu](mailto:gayle.jones@umit.maine.edu).

## APPENDIX D

### Interview Protocol

Research Question: Why is there a lack of volunteerism among first-year male college students at the University of Maine?

#### Individual Student Interview Protocol:

##### 1. *Background questions*

- a. How old are you?
- b. Where are you from?
- c. What is your major?
- d. How many credits are you taking?
- e. What is your political affiliation?
- f. Do you have a religious affiliation and if so, would you consider yourself religious?
- g. How would you describe your socioeconomic status?
- h. Have others in your family attended college?
- i. Do you work? How many hours in a typical week?
- j. Are you involved in any organizations?
- k. What do you do in your free time?

#### **Sub-question 1: What motivators contribute to or detract from volunteerism among first-year male college students at UMaine?**

#### Individual Student Interview Protocol:

##### 2. *Sub-question 1*

- a. Were you a volunteer in high school? If so, how was the experience?
- b. Were you encouraged to volunteer prior to college (i.e., parent or teacher)? If so, by whom and what impact did that have on you?
- c. Is there a need for college student volunteers? Why or why not?
- d. What do you think are some benefits to volunteering? What are some drawbacks?

#### **Sub-question 2: How do UMaine first-year male students' perceptions of their gender role influence volunteerism?**

#### Individual Student Interview Protocol:

##### 3. *Sub-question 2*

- a. When you think of volunteerism, what comes to mind?
- b. In college do you know of any other males who volunteer or groups who don't? What do they do and why?
- c. How do you think other men would look at you if you volunteered? What about women?
- d. If you were to volunteer what would you choose to do? Why is this?
- e. Are there volunteer jobs you would be hesitant towards participating in?

- f. Research says that women volunteer more in college. Why do you think that is true?

**Sub-question 3: How does the culture of UMaine facilitate or hinder male college student volunteerism?**

Individual Student Interview Protocol:

4. *Sub-question 3*

- a. Are you aware of volunteer opportunities in the area? Have you looked into opportunities?
- b. Have you heard of opportunities like the Bodwell Center or Alternative Spring Break? Did you ever think about becoming involved with them? Why or why not?
- c. What do you think UMaine could do to get more people to volunteer? Anything specifically for men?
- d. What could encourage you to volunteer? What incentives are missing?

**Closing:** What other comments would you like to add? Anything I have not asked that you thought I was going to ask or that you were thinking about?

Thank participant: Ask permission to contact them for any follow-up questions if necessary.

## APPENDIX E

Thank You Email

To: (student's name)

From: Joshua D. Bernstein

Re: Thank You

Dear (student's name):

Thank you for volunteering for my senior thesis research through the Honors College. At this time I have reached the number of volunteers needed for my research so your help is not needed.

Thank you for your willingness to volunteer,

Josh

APPENDIX F

IRB approval letter

APPLICATION FOR APPROVAL OF RESEARCH WITH HUMAN SUBJECTS  
Protection of Human Subjects Review Board  
114 Alumni Hall, 581-1498

PRINCIPAL INVESTIGATOR: Joshua D. Bernstein  
EMAIL: Joshua\_D\_Bernstein@maine.edu  
TELEPHONE: (603) 689-5757  
CO-INVESTIGATOR(S): N/A  
FACULTY SPONSOR (Required if PI is a student): Dr. Susan Gardner  
TITLE OF PROJECT: Construction of Gender within College Student Volunteerism

START DATE: February 2010  
DEPARTMENT: Sociology and Human Development  
MAILING ADDRESS: 134 Oxford Hall Orono, ME 04469  
FUNDING AGENCY (if any):  
STATUS OF PI:

FACULTY/STAFF/GRADUATE/UNDERGRADUATE: Undergraduate

- 1. If PI is a student, is this research to be performed:  
 for an honors thesis/senior thesis/capstone?  for a master's thesis?  
 for a doctoral dissertation?  for a course project?  
 other (specify) \_\_\_\_\_
- 2. Does this application modify a previously approved project? No  
If yes, please give assigned number (if known) of previously approved project: \_\_\_\_\_
- 3. Is an expedited review requested? Yes

SIGNATURES: All procedures performed under the project will be conducted by individuals qualified and legally entitled to do so. No deviation from the approved protocol will be undertaken without prior approval of the IRB.

Faculty Sponsors are responsible for oversight of research conducted by their students. By signing this application page, the Faculty Sponsor ensures that the conduct of such research will be in accordance with the University of Maine's Policies and Procedures for the Protection of Human Subjects of Research.

2/12/10 Date Principal Investigator Joshua D. Bernstein Faculty Sponsor Susan Gardner

Co-Investigator

Co-Investigator

FOR IRB USE ONLY Application # 2010-02-07 Date received 2/5/10 Review (R/E): E Expedited Category: \_\_\_\_\_

ACTION TAKEN:

X Judged Exempt; category 2. Modifications required? Y (Y/N) Accepted (date) 2/12/10  
Approved as submitted. Date of next review: by \_\_\_\_\_ Degree of Risk: \_\_\_\_\_  
Approved pending modifications. Date of next review: by \_\_\_\_\_ Degree of Risk: \_\_\_\_\_  
Modifications accepted (date): \_\_\_\_\_  
Not approved. (See attached statement.)  
Judged not research with human subjects

Date: 2/11/10 Chair's Signature: Cynthia A. Ordley 10/09

## AUTHOR'S BIOGRAPHY

Joshua Bernstein's interest in the topic of volunteerism among men began shortly after he returned from being treated for cancer his first semester of college. Feeling an obligation to give back to his community, he became involved in many volunteer organizations. In addition, he started to work at the volunteer center and began to notice a lack of men participating in service. This became so evident that when students came into the volunteer office where he was employed, women would ask to volunteer and men wanted to fulfill judicial or court sanctioned community service hours. His own volunteerism and observation of other men led Bernstein to question if there was a gender influence on college student volunteerism. A thorough literature review on the topic of volunteerism prompted the current study which investigated an area that has received little attention.

Upon graduation, Bernstein plans to continue working in higher education. He will first be employed as a summer intern at Arizona State University and then work full time at Texas A&M. After furthering his professional experience, Bernstein will live and study abroad and eventually return to the United States in order to earn a Ph.D. in Higher Education Administration. Long-term, Bernstein will continue to learn and assist others in discovering the limitless opportunity presented each day.