A program evaluation examining the motivations behind student volunteerism in AIDS Walk Atlanta 2004

Alicia A. Wells
Clark Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations
Part of the Social Work Commons

Recommended Citation
ABSTRACT

SOCIAL WORK

WELLS, ALICIA A. B.S.W. JACKSON STATE UNIVERSITY, 2003

A PROGRAM EVALUATION EXAMINING THE MOTIVATIONS BEHIND

STUDENT VOLUNTEERISM IN AIDS WALK ATLANTA 2004

Advisor Dr. Sarita Davis

Thesis dated May 2005

This study examines the motivations of student volunteers participating in AIDS Walk Atlanta 2004. Hundreds of volunteers are needed to make AIDS Walk Atlanta 2004 a success. Volunteers participate in the AIDS walk in many different capacities. Volunteers helped with mailing, canvassing, phone banking, data entry, registration, and much more. The number one function of a volunteer is to participate in the fundraising walk-a-thon in order to raise money to benefit AIDS research, AIDS education, AIDS awareness, and AIDS patients. Motivations of volunteerism include, but are not limited to, educational/work related requirement, social support, self-fulfillment, increasing HIV/AIDS awareness, and honoring victims of AIDS. A sample of 237 participants completed a questionnaire examining the motives behind their volunteer efforts. The Exchange theory is used to describe the needs that humans have for one another, with exchange being the medium through which the need is satisfied. Finally, this evaluation provides implications for social work practice that assesses the motivations of student volunteerism in AIDS Walk Atlanta 2004, as well as in other community service projects.
A PROGRAM EVALUATION EXAMINING THE MOTIVATIONS BEHIND
STUDENT VOLUNTEERISM IN AIDS WALK ATLANTA 2004

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
ALICIA A. WELLS

WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
MAY 2005
# TABLE OF CONTENTS

LIST OF FIGURES ........................................................................................................... iv

LIST OF TABLES ............................................................................................................... v

CHAPTERS

I. INTRODUCTION .......................................................................................................... 1
  Purpose of Evaluation .............................................................................................. 1
  The Program ........................................................................................................... 3
  Statement of the Problem ...................................................................................... 4
  Significance of the Evaluation .............................................................................. 4

II. REVIEW OF LITERATURE ......................................................................................... 6
  HIV and AIDS in the United States ...................................................................... 6
  Real People, Real Stories ....................................................................................... 6
  Collective and Reflexive Styles of Volunteering .................................................. 8
  Recruiting Volunteers ............................................................................................ 9
  Motivations Behind Volunteerism ......................................................................... 10
  Conceptual Framework .......................................................................................... 13
  Proposed Evaluation ............................................................................................. 16
  Summary ................................................................................................................ 16

II. METHODOLOGY ........................................................................................................ 18
  Sample ................................................................................................................... 18
  Measure .................................................................................................................. 18
  Design ..................................................................................................................... 19
  Procedures ............................................................................................................. 19
  Statistical Analysis ............................................................................................... 20
  Summary ................................................................................................................ 20

IV. PRESENTATION OF FINDINGS .............................................................................. 21
  Demographics ......................................................................................................... 21
  Summary ................................................................................................................ 25

V. CONCLUSIONS .......................................................................................................... 26
  Summary ................................................................................................................ 27


**TABLE OF CONTENTS - Continued**

VI. IMPLICATIONS FOR SOCIAL WORK PRACTICE ........................................... 28
    Summary ................................................................................................. 29

APPENDICES .............................................................................................. 30
    A. AIDS Walk Atlanta 2004 Questionnaire ............................................. 31
    B. Consent Form for Evaluation ............................................................. 34
    C. Site Approval Letter .......................................................................... 35

REFERENCES ............................................................................................... 36
<table>
<thead>
<tr>
<th>FIGURES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toennie's Exchange Theory</td>
<td>16</td>
</tr>
<tr>
<td>2. Number of people participating for fundraising purposes</td>
<td>23</td>
</tr>
<tr>
<td>3. Number of people participating to increase HIV/AIDS awareness</td>
<td>24</td>
</tr>
<tr>
<td>4. Number of people participating for a school related function</td>
<td>24</td>
</tr>
<tr>
<td>5. Number of people participating in efforts to give back to the community</td>
<td>25</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant Demographics</td>
<td>22</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

Gaining insight on the motivations behind volunteerism is the purpose of conducting a program evaluation of AIDS Walk Atlanta 2004. The literature suggests that there are several reasons why people are active in volunteering. Many people choose to volunteer because they feel a sense of responsibility to a community or cause. Some people volunteer because their jobs or schools require completion of community service hours. Several people volunteer to gain social recognition. A lot of people volunteer as a means to gaining career advancement or job experience. Though volunteering is becoming quite "trendy," some communities lack the recruitment strategies needed to find volunteers. Social work evolved from volunteer efforts. Social workers dedicate their lives to promoting positive change among individuals, groups, and families, but social workers can not do it alone. Social workers depend on community volunteers to assist in promoting change within various communities. It is critical to social work that volunteers are genuinely interested and committed to seeing communities thrive. It is important that social workers know that "traditional volunteerism remains to exist in today's society.

Purpose of Evaluation

This evaluation examines the motivations of student volunteers during AIDS Walk Atlanta 2004. There are currently greater expectations of agencies to justify
funding, methodologies, and effectiveness (Martin & Kettner, 1997). According to Burrage and Porche (2003), community based organizations are providing health care services to vulnerable populations, such as HIV infected persons, as a means to filling the gap in disparate health related services. These agencies are frequently referred to as community-based AIDS service organizations. Funding of these organizations and services are partially supported through the Ryan White Care Act. This funding stream is requiring increased accountability for the financial support of these programs through program evaluations.

Manski (2001) suggests that research on program evaluation can help to inform public policy through efforts to learn the consequences of alternative treatment rules. Evaluation research should seek to characterize how treatment response varies across the population. Evaluation research has had little to say about how treatment response varies with observable covariates of the persons treated. Studies that are sensitive to possible variation in treatment response may report findings by race, gender, or age, but they rarely disaggregate the population.

Shannon (2003) suggests that there are two different approaches to assessment programs. The first approach is educational research. Educational research measures outcomes of educational interventions and produces general knowledge. The second approach is program evaluation. Program evaluation measures the worth of programs to the learner, and aims to provide information to decision making authorities. This approach uses evaluative inquiry and is designed to address the issues of a specific program. Educational research describes the effective intervention to be included in
program design. Program evaluations detail the value of programs, and gives direction for future planning.

The Program

AIDS Walk Atlanta is the largest and most successful AIDS fundraiser in the Southeast. There are more than 12,000 participants representing corporations, churches, schools, community organizations, families, and friends of those affected and infected by HIV and AIDS. “AIDS Walk Atlanta brings about an enhanced capacity to inspire and involve all people in supporting the life-saving programs and services of Atlanta’s AIDS service organizations. The strongest, most powerful weapon against HIV/AIDS is awareness.” The ultimate goals of this important event are to increase community awareness and participation in the HIV/AIDS epidemic, and to maximize the amount of funds raised to ensure the sustainability of the participating AIDS service organizations. The primary focus for this event is to make AIDS Walk Atlanta more of a community event, in addition to strengthening corporate support. Since its inception in 1991, AIDS Walk Atlanta has raised over $14 million to support the year-round, life-saving programs and services of AID Atlanta and its partnering agencies. Proceeds from AIDS Walk Atlanta provide treatment, medication, research, prevention and education, meals, hospice care, mental health services, child care, substance abuse counseling, and pastoral care to help thousands of families, neighbors and friends affected by HIV and AIDS (AID Atlanta, 2004).
Statement of the Problem

According to the Center for Disease Control and Prevention, as of December 2000, 774,467 AIDS cases have been reported in the United States. Of these reported AIDS cases, 640,022 were men and 134,441 were women. By race and ethnicity, 330,160 AIDS cases have been reported by whites, 292,522 among blacks, and 141,694 among Hispanics. Since the beginning of the AIDS epidemic, 448,860 deaths were reported through December 2000. Of those deaths, 381,611 were men and 66,448 were women. The HIV-related deaths consisted of 206,909 whites, 158,892 blacks, and 77,698 Hispanics. According to the Georgia Department of Human Resources, there are approximately 27,000 people living with HIV/AIDS in Georgia. The average annual cost of HIV medication for each person living with HIV is $14,000.

Significance of Evaluation

Gardner (2000) suggests that design evaluation is another option for evaluating programs. Design evaluation is a process of documenting, clarifying, and illuminating its model, which leads to its progressive refinement and concurrent improved service delivery to clients. Gardner explains that all programs have some form of logic or system about how they operate, but the logic is often incomplete. Fine et al. (2000) states that since nonprofit organizations are increasingly being asked to demonstrate the effectiveness of their programs and services, agencies that decide to engage in program evaluation must chose among various approaches and methods of program evaluation.

Chapter 2 outlines the review of the literature on HIV/AIDS statistics, motivations of volunteerism, and volunteer recruitment strategies. In Chapter 3, the methodology
section, gives information on how the AIDS Walk Atlanta 2004 was evaluated. Chapter 4 presents the findings of the evaluation objectives. Chapter 5 provides a discussion of the findings, and finally Chapter 6 discusses the implications as they relate to social work practice.
CHAPTER TWO

REVIEW OF LITERATURE

HIV and AIDS in the United States

According to the Center for Disease Control and Prevention (2000), 774,467 AIDS cases have been reported in the United States. Of these reported AIDS cases, 640,022 were men and 134,441 were women. By race and ethnicity, 330,160 AIDS cases have been reported among whites, 292,522 among blacks, and 141,694 among Hispanics. Since the beginning of the AIDS epidemic, 448,860 deaths were reported through December 2000. Of those deaths, 381,611 were men and 66,448 were women. The HIV-related deaths consisted of 206,909 whites, and 158,892 blacks. The Georgia Department of Human Resources reports that as of December 2001, there were approximately 27,000 people living with HIV/AIDS in Georgia (Georgia Department of Human Resources, 2001).

Real People, Real Stories

Many people participate in AIDS walks to raise awareness of the disease, and to honor the memories of loved ones who have died from or who are living with AIDS. Jaden Starbuck and Ken walked for those specific reasons. Jaden Starbuck, a thirty-two year old former security guard carrying extra clothes, forty ounces of water, and determination walked from the East Coast to Los Angeles, California to attend film school, hoping to raise awareness for pediatric AIDS along the way. According to
statistics from the Elisabeth Glaser Pediatric AIDS Foundation, between twenty and thirty thousand children in the United States are estimated to have HIV. AIDS is the seventh leading cause of death in children between one and four years old. Jaden Starbuck said, "when people think of AIDS, they still think of it as a gay, White, male disease." Starbuck stated that he chose a more difficult, central route across the country because he thought it might bring more attention to the cause (Man Walks America for AIDS Awareness, 1998).

As a part of AIDS Walk Detroit’s 2001 campaign, Ken, of Redford, Michigan, whose wife Lori died after a twelve-year fight with the disease, walks to honor Lori’s memory and the memories of countless others who have died of AIDS. Ken declares, "behind each infection, each suffering, each death is a face and a story. Each reminds us of why we must stop this horrible illness for how it deprives us of our special friends and family, and why we should care for those infected and affected in the mean time." AIDS Walk Detroit 2001 marked the tenth consecutive walk sponsored by Steppin’ Out, the nonprofit organization behind AIDS Walk Detroit. In ten years, Steppin’ Out has raised over $1 million to benefit those infected with and affected by HIV and AIDS in the Detroit area. Three hundred twenty thousand dollars was raised in 2000. The money raised by AIDS Walk Detroit goes to HIV and AIDS organizations in the Detroit area which provide direct care, educational, and preventative services to people infected with and affected by HIV and AIDS (Real People. Real Stories. AIDS Walk Detroit; Redford Man Lost His Wife to AIDS-Walks So No One Else Loses Their Lori, 2001).
Collective and Reflexive Styles of Volunteering

According to Hustinx and Lammertyn (2003) collective volunteer efforts are rooted in a communal orientation. The motivation is a sense of duty or responsibility to a local community. Normally, the sense of duty is embedded in a religious tradition of benevolence and altruism, or inspired by a coordinating ideology or meaning system. Dedication to the common good is a highly esteemed asset to individual motivation. The collective volunteer is relieved from the inevitable “reflexive” alternative of autonomous identity and biography construction. Male involvement in community organization is a matter of professional pride and prestige. Volunteerism is a favorable instrument for career and status enhancement within the community of reference. Women’s participation in community life is motivated by their search for a public definition beyond their ordinary life as a housewife.

In a reflexive volunteering framework, the interaction between individualized biography and volunteer experience intensifies. The self-reflexive biographical quest becomes the driving force for primarily self-centered volunteer attitudes. The motivations of reflexive volunteers chiefly arise from experiences of biographical discontinuity; both caused by unintended life crises and biographical re-orientations. Volunteering is used as a tool to cope with biographical uncertainties and personal problems. The volunteering field is seen as a “market of possibilities” for self-realization and the setting of personal goals (Hustinx & Lammertyn, 2003).

In a collective framework, strong group based identities and behavioral imperatives ensure a continuous and predictable life course. The socially uniform,
“normal” biography provides solid ground for a long-term, unconditional, and regular volunteer commitment. Collective volunteers act from a strong and obvious sense of duty toward community or group reference. The close association between service, group affiliation, and identity affirmation further reinforces the lifelong efforts of collective volunteers. Collective volunteerism thrives in a highly structured, membership based, and socially or ideologically divided organizational environment. Collective volunteers are likely to operate through overlapping involvement within a dense local network of organizations associated with their community or group reference (Hustinx & Lammertyn 2003).

Recruiting Volunteers

According to Peterson (2004), a major issue in organizing corporate volunteer programs is finding the most effective strategy for recruiting employee participation. It is suggested that the most effective strategy for initiating participation in volunteer programs may not be the same as the strategy that is most effective in terms of maximizing the number of volunteer hours contributed by employees. It is also suggested that the most effective strategy may depend on the age of the employee. Peterson found that publicizing the need for volunteers and the opportunity for volunteer programs was the most commonly used strategy. Recognition for volunteer efforts was the most effective in recruiting young volunteers.
Motivations behind Volunteerism

Much of the empirical research done by Omoto and Snyder (2002) on the volunteer process has focused on volunteer service programs that have emerged in the U.S. in response to the HIV/AIDS epidemic. Omoto and Snyder state that HIV and AIDS have major medical, economic, social, and societal impact throughout the world. Community-based volunteer organizations have been a critical component of the societal response to the HIV/AIDS epidemic. Some volunteer organizations provide social and emotional support to (PWAs) patients with AIDS, and others help PWAs with household duties and transportation. Other volunteer efforts include HIV information and referral hotlines, and public speaking events. It has been documented that the cost of caring for PWAs is greatly reduced in areas with active volunteer programs. In Omoto and Snyder’s research, the specific case of AIDS volunteerism is most often used to inform a more general understanding of the social and psychological aspects and processes of volunteerism. Omoto and Snyder found that AIDS volunteers seek out opportunities to help, make substantial commitments to their work, and provide assistance to people who are usually strangers to them. AIDS volunteers provide care and assistance in potentially stressful situations (Omoto & Snyder 2002).

In examining the Generation X college student and their motivations for community service, Nashman and Marotta (1998) found that Generation X college students felt that being involved in something beyond their school career was a way of achieving a balanced lifestyle. The young people saw their involvement as a contribution to the community. Volunteers reported being rewarded by increased understanding and
awareness of their potential as well as their limitations. Some volunteers realized through their experiences that problems are universal, and being part of a solution to someone else’s problems may alleviate their problems. Finally, fun was found to be an emotional motivator behind volunteering. Most of the volunteers worked with children, and really enjoyed the experience.

In Making the Most of Volunteers, Furano & Grossman (1999) state that volunteers are recognized as vital national resources, but the effectiveness of volunteers depends critically on the support they receive from the programs in which they work. Furano and Grossman discussed that society is asking volunteers to undertake more complex tasks. Given this trend, organizations that utilize volunteers are beginning to realize that issues such as pay, working conditions, and training apply to volunteers who play major roles or make major time commitments. The literature suggests that if volunteers are expected to be dependable and dedicate more of their time, programs need to think about the personal benefits their unpaid workforce receives. For some, volunteering rekindles a sense of community. Volunteer programs often bring the middle class public into the classrooms of low income children, which open the volunteers’ eyes to the challenge that teachers and children in poor schools face. Studies have found that volunteering can provide physical benefits. Results from a senior service program, Experience Corps (volunteers primarily in their fifties and sixties) found that after volunteering for one year, these participants reported less difficulty in reading a map, driving, taking medications, using a calculator, and shopping (Furano & Grossman, 1999).
According to Moore (2004), 57% of Americans who volunteer, believe that volunteering has helped their careers by providing them with opportunities to learn new skills and meet other professionals. Thirteen percent of the respondents reported finding a job or making a career change as a result of volunteering. Of volunteers ages 18 to 24, 87% stated that volunteering was already helping them in their careers. Thirty-four percent reported finding a job or changing careers as a result of volunteering. Nearly 1 in 4 volunteers between the ages of 18 and 24 reported that they met a romantic partner through volunteer work. The 2004 Lions Club International Volunteerism Survey asked one thousand people (480 men and 520 women) about their volunteering habits. Fifty-four percent of survey respondents said they volunteered in the past three years for a charitable civic or community cause. The survey also found that many people volunteer with their families. Seventy-four percent of volunteers are parents, and 80% of these volunteers said they had exposed their children to volunteering. Sixty-five percent have volunteered with their children, while fifty-nine percent have talked to their children about their children about volunteering (Moore, 2004).

Shumer (1997) states that, initiatives for good service learning comes from teachers who believe in connecting classrooms with the community for important learning. The many factors that contribute to good programs and good learning consist of: (a) establishing clear goals and purposes, (b) designing programs that lead to desired outcomes, (c) involving staff members who support experimental learning, (d) engaging administrators who support the flexibility and staff development necessary to create effective systems, (e) involving community partners in the preparation and development
of curriculum, (f) including evaluation strategies throughout the entire effort, (g) creating strong collaborative efforts between schools and community learning sites through written agreements and understandings, (h) producing programs that allow for sufficient duration and intensity of effort, (i) including reflective activities at every level of learning, and (j) ensuring that students are engaged in tasks that require responsibility and meaningful work. Shumer reports that the factors listed above will produce service learning initiatives of high quality and strong educational credibility (Shumer, 1997).

Conceptual Framework

According to Barker (1999), the exchange theory has its conceptual foundations in the needs that humans have for one another with exchange being the medium through which need satisfaction occurs. In exchange theory, things possessing value are exchanged between participating parties. These things can range from goods and services to sentiments and emotional supports. The exchange theory does not assert that identical items are exchanged, but the items exchanged are considered to have comparable value based on the perceptions of the parties involved. Chess and Norlin (1997) offer five general assumptions for the exchange theory:

The first assumption of this theory asserts that human social behavior can be understood as an exchange among people of things possessing value. These things can be material or symbolic. In the case of AIDS Walk Atlanta, the ASOs, and the volunteer participants have a lot to gain. The ASOs stand to gain an increase volunteerism, community involvement, increased HIV/AIDS awareness, and increased funding for
various programs within the respective agencies. Student volunteers stand to gain a sense of self-worth, college credit, career networking opportunities, and community recognition.

The second assumption is that the provision of something of value from one person to another, when accepted by the other creates an obligation to reciprocate. The provision of something of value in return completes the first cycle of the exchange transaction. Students who are doing a good job may become recognized and eventually be hired to work within one of the agencies. A director, chairperson, or other persons in administrative positions may feel an obligation to reward a student with a paid position.

The third assumption suggests that the exchange process tends to balance the things exchanged, and possess similar value as perceived by those involved in the exchange. The balance in terms of relative value becomes the central force in maintaining the equilibrium of the social interaction. Social organization is formed and maintained through such a process. Though participating in AIDS Walk Atlanta may not create a material gain for many people, recognition, feelings of self-worth and societal interaction may far exceed any material exchange for the volunteers.

The fourth assumption is that an exchange always involves both a cost and a reward to each person. Derived from this is the related assumption that the relationship will be continued as long as the perceived costs of the exchange over time do not exceed its rewards, or that a more advantageous alternative is not available. The main objective of the AIDS walk is the raise as much money as possible in order to provide care and services to people living with HIV/AIDS without going into a deficit by hosting the
event. In order to achieve this goal, the ASOs depend on a lot of donated time, space, goods, and services. When time, space, goods, and services are donated, the ASOs within the community minimize their cost in hosting the event, and the monies received benefit the various organizations. As long as the cost of hosting the AIDS walk does not exceed its benefits, volunteers still have a chance to participate and meet their respective goals.

The fifth assumption suggests that each person in the exchange seeks to maximize his or her return (reward less costs will equal the return). If the AIDS walk is successful, AIDS patients, volunteers, and the ASOs all reap the reward. AIDS patients continue to receive case management, attend group sessions, and obtain the medications necessary for their survival. Volunteers can continue to participate in the fight against HIV/AIDS, network, receive college credit for community service, and gain a sense of fulfillment. ASOs can continue to offer remarkable services to those infected with, or affected by HIV/AIDS. Figure 2 depicts the Exchange theory as it relates to the AIDS walk.
Toennie's Exchange Theory

FIGURE 1.

AIDS Service Organizations

- Increased funding for programs geared toward HIV/AIDS patients
- Increased number of volunteers
- Increase in HIV/AIDS Students

- Increased number of networking opportunities
- Receiving college credit for community service
- Gaining a sense of self fulfillment

Proposed Evaluation

The proposed evaluation is examining the motivations of student volunteers in AIDS Walk Atlanta. The primary evaluation question is "What motivates students to volunteer with community-based AIDS service organizations?"

Summary

Program evaluators and researchers continue to search for ways to justify the logic of a program. The outcome of program evaluation has a huge impact on the funding, designing, implementing, and maintaining of several programs within the AIDS service organizations in the metro-Atlanta area. The next chapter outlines the methodology for this evaluation. It provides a description of the prospective setting.
sample population, measure, procedures, and statistical analysis that were used to obtain the results.
CHAPTER THREE
METHODOLOGY

This section of the paper will describes the data collection process, including sampling, measures, design procedures, and statistical analysis. The rationale, strengths, and weaknesses of each aspect of the methodology are also discussed.

Sample

The sample consists of 234 individuals who participated in AIDS Walk 2004. The participants are individuals, groups, and families of volunteers who regularly or irregularly volunteer with different AIDS service organizations (ASOs) in the metropolitan Atlanta area. Participants were randomly selected from volunteers who were about to participate in the AIDS walk. This evaluation can provide a better understanding to future practitioners of the motivation behind volunteerism.

Measure

Data for this evaluation were collected using the AIDS Walk Atlanta 2004 Involvement Questionnaire (AWA2IQ). The AWA2IQ consists of ten closed-ended questions directed toward the volunteer participants of the walk. The AWA2IQ questions the volunteer participant's motivation for volunteering, their familiarity with ASOs within the metro Atlanta area, and their willingness to volunteer with ASOs within the community in the future. The demographics of the participants were also included on the
questionnaire. The validity of the instrument is sound, because it will measure the motivations of the volunteers to participate in AIDS Walk Atlanta 2004. The reliability of the instrument is unknown since this instrument has not been used before.

Design

The design for this evaluation is O, also known as the pretest only design. The O represents the measure, which is the AWA2IQ. The inability to follow up, educate, and provide a post test creates a weakness for this design.

Procedures

The data collection occurred on the seventeenth of October during the year two thousand and four. The sampling frame used to collect the evaluation participants was during the registration process before the walk while questionnaire administrators approached the participants and asked them if they would mind completing a questionnaire for the purpose of researching volunteerism. The questionnaire administrators monitored the participants while completing the questionnaire in order to clarify or justify any questions, comments, or concerns of the participants. AID Atlanta's administrators signed and evaluation consent form (Appendix A) to ensure the completion of the evaluation.
Statistical Analysis

Data were analyzed by using the SPSS program software. The descriptive analysis and frequencies are presented as percentages, for simple statistical analysis, and graphs were used for a clearer interpretation of the results.

Summary

The methodology section presented a comprehensible way of how the information was gathered and how the evaluation was conducted. The setting, sample, procedures, measures, statistical analysis, and summary were discussed. The purpose of a descriptive analysis is to reduce the data collection into simple and understandable terms, without losing much of the information collected. The following chapter presents the findings from the evaluation.
CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter discusses the results of this evaluation. It presents the demographics of the participants, provides the results for the evaluation question, and interprets the findings. The results from the evaluation showed that most of the participants between the ages of fifteen and twenty-nine were involved in AIDS Walk Atlanta 2004 in an effort to increase HIV/AIDS awareness, and because they felt it was their opportunity to give something back to the community.

Demographics

There were 234 participants in this study, 29.9% (70) were males and 62.4% (146) were females. Within this population 61.1% (143) were black, 28.2% (66) were white, 4.3% (10) were multi-racial, .9% (2) were Asian, .4% (2) were Hispanic, and 5.1% (12) were undetermined. When asked about their marital status, 72.2% (169) reported being single, 13.7% (32) were married, 3.8% (9) were in committed relationships, and 10.3% (24) were undetermined. Sexual orientation was an important factor in this study. The heterosexual category was the most highly populated category containing 71.4% (167), while 6% (14) reported being homosexual, 4.7% (11) were bisexual, but 17.9% (42) of the participants chose not to disclose this information (see Table 1).
<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td>29.9%</td>
</tr>
<tr>
<td>Female</td>
<td>146</td>
<td>62.4%</td>
</tr>
<tr>
<td>Transex</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>16</td>
<td>06.8%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>143</td>
<td>61.1%</td>
</tr>
<tr>
<td>White</td>
<td>66</td>
<td>28.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>00.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>00.4%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>10</td>
<td>04.3%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;14</td>
<td>5</td>
<td>02.1%</td>
</tr>
<tr>
<td>15-19</td>
<td>70</td>
<td>29.9%</td>
</tr>
<tr>
<td>20-24</td>
<td>24</td>
<td>10.3%</td>
</tr>
<tr>
<td>25-29</td>
<td>26</td>
<td>11.1%</td>
</tr>
<tr>
<td>30-34</td>
<td>15</td>
<td>06.4%</td>
</tr>
<tr>
<td>35-40</td>
<td>15</td>
<td>06.4%</td>
</tr>
<tr>
<td>40+</td>
<td>63</td>
<td>26.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
<td>06.4%</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;$4,000</td>
<td>52</td>
<td>22.2%</td>
</tr>
<tr>
<td>$5,000-10,000</td>
<td>4</td>
<td>01.7%</td>
</tr>
<tr>
<td>$11,000-15,000</td>
<td>3</td>
<td>01.3%</td>
</tr>
<tr>
<td>$16,000-20,000</td>
<td>1</td>
<td>00.4%</td>
</tr>
<tr>
<td>$21,000-25,000</td>
<td>12</td>
<td>05.1%</td>
</tr>
<tr>
<td>$26,000-30,000</td>
<td>18</td>
<td>07.7%</td>
</tr>
<tr>
<td>$31,000-35,000</td>
<td>16</td>
<td>06.8%</td>
</tr>
<tr>
<td>$36,000-40,000</td>
<td>23</td>
<td>09.8%</td>
</tr>
<tr>
<td>$41,000-45,000</td>
<td>8</td>
<td>03.4%</td>
</tr>
<tr>
<td>$&gt;46,000</td>
<td>52</td>
<td>22.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>38</td>
<td>16.2%</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>03.0%</td>
</tr>
<tr>
<td><strong>Martial Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>169</td>
<td>72.2%</td>
</tr>
<tr>
<td>Married</td>
<td>32</td>
<td>13.7%</td>
</tr>
<tr>
<td>Committed Relationship</td>
<td>9</td>
<td>03.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>24</td>
<td>10.3%</td>
</tr>
</tbody>
</table>
Figure 2. Number of participants walking for fundraising purposes

Figure 2 shows the number of people who participated in AIDS Walk Atlanta 2004 for fundraising purposes. The data shows that 25.6% (60) of those who volunteered were interested in raising funds to assist the various ASOs within the community in providing services to PWAs.

Figure 3. Number of people volunteering to increase HIV and AIDS awareness

Figure 3 shows the number of people volunteering in AIDS Walk Atlanta 2004 in order to increase HIV and AIDS awareness within the metro-Atlanta area. The data suggests that 44.4% (104) of the volunteers participated in the event to help increase HIV and AIDS awareness within their communities.
Figure 4. The number of people volunteering as a school related function

Figure 4 shows the number of volunteers participating in AIDS Walk Atlanta 2004 as a school-related function. The data shows that only 26.9% (63) of the volunteers present were participating with their respective schools.

Figure 5. The number of volunteers participating to give back to the community

Figure 5 shows the number of volunteers participating in AIDS Walk 2004 in an effort to give something back to their community. The data shows that 47.9% (112) volunteers walked in an effort to give back to the communities from which they originate.
Summary

This chapter presented the findings for the evaluation using descriptive analysis and frequencies for easier interpretation. According to the findings, 25.6% of those volunteering participated to assist the various ASOs within the community raise funds to provide services to PWAs, 44.4% of volunteers walked to increase HIV and AIDS awareness within the metro-Atlanta area, 26.9% of volunteers participated as a school related function, and 47.9% of the volunteers participated in the event in an effort to give back to the communities from which they originate. The results from this evaluation show the various ASOs within the metro-Atlanta area the reasons in which people continue to volunteer for the annual event. The results from this evaluation also help the ASOs within the metro-Atlanta area to continue to make the annual event a success.
CHAPTER FIVE

CONCLUSIONS

This chapter examines the outcomes of the evaluation, and discusses data relevant to the findings. The data suggests that volunteers ranging from 15 years of age to 19 years of age participating in AIDS Walk Atlanta 2004 account for nearly 30% of the total volunteer population. Volunteers with ages ranging from 20 to 24 comprised 10% of the total volunteer population. The 15-24 age groups are commonly referred to as the “student” population. These numbers show that young people continue to be very active within the community, allowing their voices to be heard concerning issues that are important to them. The numbers stated previously also proved the idea that young people see their involvement in community activities as a duty, responsibility, and contribution to society as suggested by Marotta and Nashman (1998). Marotta and Nashman (1998) also suggested that volunteers usually report that they feel rewarded by an increased understanding and awareness of their potential as well as their limitations, and that fun was found to be an emotional motivator behind volunteering.

Many young people participated in AIDS Walk Atlanta 2004 as part of a school related function. Of those participating in the event, 26.9% stated that they were in attendance with their school. Researchers should find it comforting to know that schools are actively involved in getting their students to understand their responsibility in increasing HIV and AIDS awareness throughout their communities. According to
Peterson (2004), recognition for volunteer efforts was the most effective in recruiting young volunteers. The data from this evaluation shows that 40.6% of participants would be more inclined to volunteer if they were recognized for their volunteer efforts. This information is vital to ASOs attempting to reach today’s youth, and in attempting to get the student population involved in a life saving campaign to increase HIV and AIDS awareness.

Summary

The findings revealed that student volunteers participated in AIDS Walk Atlanta 2004 to give back to their community, raise funds for the various ASOs in the metro-Atlanta area, and increase HIV/AIDS awareness. The literature suggested that the recruitment strategies used to recruit student volunteers should be different from those used to attract other volunteers. The following chapter will discuss the implications for social work practice.
CHAPTER SIX

IMPLICATIONS FOR SOCIAL WORK PRACTICE

This chapter provides a discussion on the overall evaluation and its contribution to the field of social work. Recommendations are provided for practitioners to assist families with community resources. Social workers are encouraged to change existing guidelines, so that their programs are “prevention” focused. Attention is placed on the importance of social workers being able to evaluate existing programs, as well as their own programs.

The purpose of this evaluation was to examine the motivations of student volunteerism in AIDS Walk Atlanta 2004, and the results showed that young volunteers are motivated to volunteer for a number of reasons. Students volunteer as a sense of responsibility to themselves and their communities, in an effort to increase HIV and AIDS awareness, to examine their potential and limitations, and to meet new people. Further research needs to be done in an attempt to determine recruitment strategies for student volunteers in social service agencies. Social workers can not effectively serve the needs of their clients without the help of volunteers. Social work practitioners need to be mindful of the needs and wants of student volunteers. Knowing how to recruit students is essential to social work practice. The main desire of student volunteers is recognition for volunteer efforts, and a chance to gain a sense of self worth.
Many social workers need to take the time and evaluate their own agencies and programs. Kettner and Martin (1997) suggest that there are currently greater expectations of agencies to justify funding, methodologies, and effectiveness. The major funding of community-based ASOs is through the Ryan White Care Act, and this funding organization is requiring increased accountability for the financial support of these programs through program evaluations. These organizations risk losing the ability to serve at-risk populations if they are not evaluated, meet the organization’s program objectives, and making the necessary corrections in order to better serve their community and account for their funding. Program evaluations can be used to provide systematic and continuous feedback on a program’s progress. Manela and Moxley (2000) suggest that human service organizations make program evaluation a key component and integral part of agency infrastructure.

Summary

This chapter summed up this evaluation examining the motivations of student volunteers in AIDS Walk Atlanta 2004. In order for social work practitioners and ASOs to continue to serve at-risk populations, program evaluation and reconstruction is inevitable. It is hoped that this evaluation will be useful in providing new insight into rental assistance programs.
APPENDICES
APPENDIX A: AIDS Walk Atlanta 2004 Questionnaire

AIDS WALK 2004: QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
<th>Age</th>
<th>Income</th>
<th>Marital Status</th>
<th>Sexual Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Black</td>
<td>&lt; 14</td>
<td>&gt;$4,000</td>
<td>Single</td>
<td>Heterosexual</td>
</tr>
<tr>
<td>Female</td>
<td>White</td>
<td>15-19</td>
<td>$5,000-10,000</td>
<td>Married</td>
<td>Homosexual</td>
</tr>
<tr>
<td>Transex</td>
<td>Asian</td>
<td>20-24</td>
<td>$11,000-15,000</td>
<td>Committed Relationship</td>
<td>Bi-sexual</td>
</tr>
<tr>
<td>Unknown</td>
<td>Hispanic</td>
<td>25-29</td>
<td>$16,000-20,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>Alaskan</td>
<td>30-34</td>
<td>$21,000-25,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>35-40</td>
<td>$26,000-30,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>40+</td>
<td>$31,000-35,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$36,000-40,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$41,000-45,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt;$46,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Is this your first time participating in AIDS Walk Atlanta?
   a) yes
   b) no

2. Do you financially contribute to AID Atlanta?
   a) yes
   b) no

3a. How much money did you rise for the AIDS Walk?
   no financial contribution
   a) <$100  b) $100-$200
   c) $201-$300  d) $301-$400
   e) $401-$500  f) > $500
APPENDIX A: (continued)

AIDS Walk Atlanta 2004 Questionnaire

3b. If you did not raise any money, can you tell us what we can do to help you raise money?

Volunteer Involvement Assessment

4. What are your reasons for participating in AIDS Walk Atlanta?
   a. Fundraising
   b. Honoring a loved one
   c. Increasing HIV/AIDS awareness
   d. Church related function
   e. Aniz, Inc
   f. School related function
   g. Good source of exercise
   h. Help make the event a success
   i. Give something back to the community
   j. Meet new people
   k. Other

5. Did your parents participate in volunteer activities when you were a child?
   a. yes
   b. no

6. Are you participating because of your family’s experience in volunteering?
   a. yes
   b. no

7. How old were you when you started volunteering?
   a. >15
   b. 16-20
   c. 20-24
   d. 24-28
   e. 28-32
   f. <32

8a. Do you plan to continue to volunteer with AIDS service organizations?
   a. yes
   b. no
8b. If yes, check all the AIDS Service Organization you plan to volunteer with:

a) AID Atlanta  
b) Positive Impact  
c) Absolute Wellness  
d) AID Gwinnett  
e) Aniz, Inc  
f) Sister Love  
g) Project Open Hand  
h) Outreach, Inc.  
i) Jerusalem House  
j) Our Common Welfare  
k) AIDS Research Consortium of Atlanta (ARCA)  
l) AIDS Survival Project  
m) Atlanta Interfaith AIDS Network  
n) Home But Not Alone (HBNA)  
o) National AIDS Education & Services for Minorities (NAESM)

10. What can be done to increase your participation as an AIDS service organization volunteer?

a. volunteer recognition events  
b. tax break compensation  
c. free materials  
d. money  
e. other

11. How did you hear about AIDS Walk Atlanta 2004?

a. Flyer/Poster  
b. T.V.  
c. Radio  
d. ASO Staff  
e. Website  
f. Newspaper  
g. Other
APPENDIX B: CONSENT FORM FOR EVALUATION

Informed Consent Form

This evaluation will examine the motivations behind student volunteerism in AIDS Walk Atlanta 2004. This evaluation is being conducted in partial fulfillment of the requirement of a Masters degree in the School of Social Work at Clark Atlanta University.

The names of the participants will be kept completely confidential. Participation in the research is totally voluntary; those who elect to take part may choose to discontinue at any time without prejudice. For further information please feel free to contact Ms. Wells at (xxx)xxx-xxxx. A verbal consent will be required to continue with this evaluation. Thank You.
We, ____________________________, give Alicia A. Wells permission to conduct a program evaluation of our agency for the sole purpose of completing the degree requirements for the Master of Social Work at Clark Atlanta University. It is understood that Alicia A. Wells will receive the necessary documents to help her fulfill these requirements.

__________________________________________  ______________________________________
Researcher                                           Site Liaison
REFERENCES


Kennedy, Shakira (2001). A program evaluation of travelers and first month rental assistance programs on the stabilization of homeless families. Unpublished Master’s thesis, Clark Atlanta University, Atlanta, GA.


