



VANDERBILT
UNIVERSITY®

WHY DO THEY NOT VOLUNTEER?

Investigating the Reasons Parents Choose to Not Volunteer:
Examining the Factors of a High School Athletic Booster Club



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Capstone Presentation

PARTNER ORGANIZATION


- High School in NOVA
- Athletic Booster Board & Director of Student Activities

Year	President	VP	Membership	Operations	Communication	Treasurer	Secretary
20	WF	unfilled	WF	unfilled	WF	HF	WF
19	WF	WF	WF	unfilled	WF	HF	WF
18	WF	WF	WF	WF	WF	WM	WF
17	WF	HM	WF	WF	WF	WM	WF
16	WM	HM	WF	WF	WF	WM	WF
15	WM	HM	WF	WF	WF	WM	WF
14	WF	WM	WF	HM	WF	BF	WF
13	WF	WM	WF	HM	WF	BF	WF

Note. VP = vice president, WF = White female, WM = White male, HM = Hispanic male, HF = Hispanic female, BF = Black female.



PROBLEM OF PRACTICE

- Athletic Booster Board Mission
Financial Assistance  Volunteer Support
- DSA Budget
- Parental Engagement

STAKEHOLDERS

- ABB & ABC
- DSA
- Coaches
- Student-Athletes
- Parents
- School Community



BINGO NIGHT

Saturday, Feb. 29th
6-9pm
Bingo starts 6:30pm
@ Edinboro JQA Cafeteria

Join us for a FUN, FOOD and PRIZES
Bingo prizes are themed baskets
donated by athletic teams. Raffle tickets
will be sold for exciting prizes

Early Bird Pricing Online
www.jqabooster.com

- \$5/Student or EHS Staff
- \$10/Adult (18+)
- \$30/family (2A, 3S)
- \$10 - Add a Pizza/Soda Meal
(on-line closes Thu 2/27)

Tickets Sold at the Door
\$7 S, \$12 A and \$35 Family

Concessions for Sale: Chick-Fil-E
Popcorn, Soda and Snacks (not
will be sold the night of the event
must pre-order)

Proceeds benefit Edinboro JQA
Boosters & Teachers
Scholarship Athletic Fund

LITERATURE REVIEW

Volunteering & Motivation

- Engagement
- Communication Barriers
- Parent Led Organizations
- Principal Relationships
- Benefits to Children
- Gender & Racial Differences

“We have a life and community and family outside of school and I don’t depend on the school for community or for friendship for myself. I have a different community.”

-Black mother talking at a PTA meeting

EXPECTANCY THEORY

- Vroom -1964
- Individualist
- Motivational Force
- Expectancy
- Instrumentality
- Valence



Motivational Force (MF) = Expectancy x Instrumentality x Valence

RESEARCH QUESTIONS

Research Question 1a: Do parents understand what is required of them?

Research Question 1b: What impediments do they perceive as preventing them from engaging in volunteer work?

Research Question 1c: What demographic factors are associated with participation?

Research Question 2: What do parents see as the outcomes (to the school, to athletics, and to their children's' experience) associated with volunteering?

Research Question 3: How much do parents value volunteering (to the school, to athletics, and to their children's' experience)?

Research Question 4: Are the evaluations of these factors similar or different in other extra-curricular areas requiring volunteer support at the school?

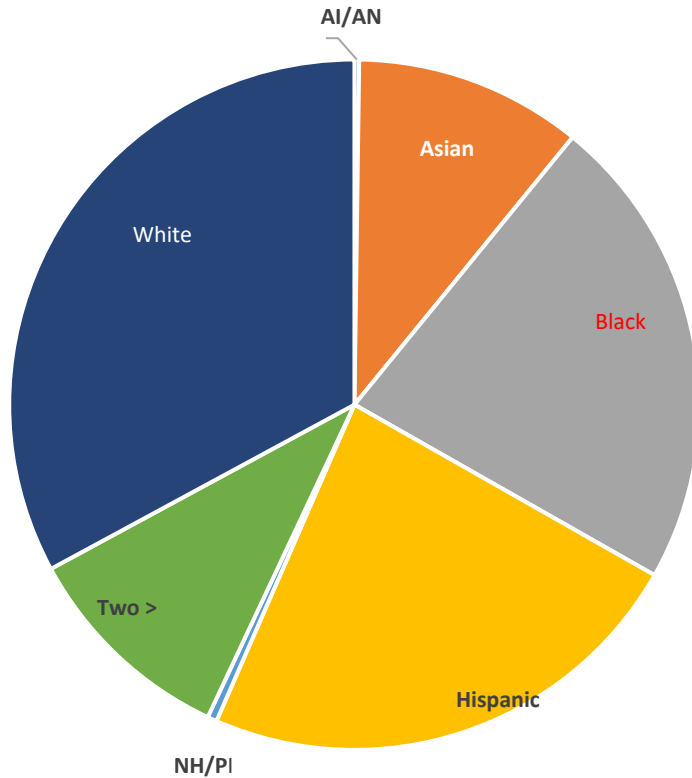
Research Question 5: What tools and strategies could the Director of Student Activities (DSA) and Athletic Booster Board (ABB) employ to increase active engagement for parents in Athletic Booster Club (ABC)?

PROJECT DESIGN: MIXED METHODS

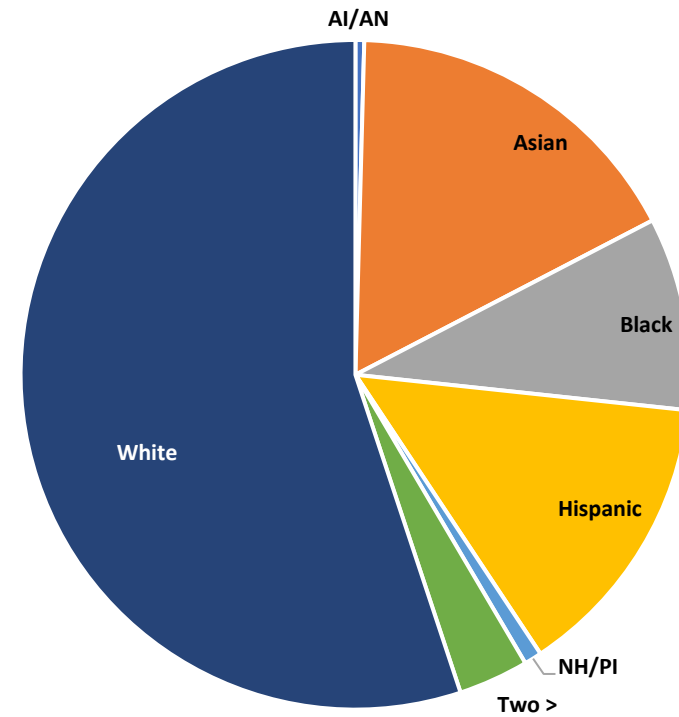
Phase 1

Demographic Data

JQA Student-Athletes Identified Race



County: Students Identified Race



PROJECT DESIGN:

Phase 2

Volunteer Engagements

Question #	Question	Max Value	Response	<i>M</i>	<i>SD</i>	Total Responses
3	Are you aware of the Thomas A. Edison High School Athletic Booster Club?	1	Yes or no	0.99	0.11	74
4	Did you purchase an Athletic Booster Pass for yourself or family members? (the pass offers discounted entrance feeds to all sporting events)	0	No pass	0.04	0.20	27
		1	Student	1	0	11
		1	Adult	1	0	4
		2	Family	1.97	0.18	32
5	Did you ever attend an Athletic Booster meeting?	1	Yes or no	0.30	0.46	73
6	If yes, how many times?	10	1 pt per meeting	1.57	3.75	72
7	Did you receive information from your student athlete(s) regarding Athletic Boosters?	1	Yes or no	0.70	0.46	73
8	Did you attend the coaches meeting for your student athlete(s)?	1	Yes or no	0.89	0.31	73
9	Did you receive information from your student athlete(s)' coach or team regarding Athletic Boosters?	1	Yes or no	0.93	1.15	73

PROJECT DESIGN:

Phase 3

Parent Athlete Interviews

Demographics of Student Athlete Parent Interviewees

Interviewee	AA*	BB	CC	DD	EE*	FF**	FF	HH*	II
Race	White	White	White	White	White	Asian	Asian	White	Asian
Athlete's Gender	F	F	M	M	M	F	M	M	M
Sport 1	Field Hockey	Softball	Baseball	Football	Baseball	Volleyball	Tennis	Football	Track
Sport 2	Softball	Swim	Football	Lacrosse	Swim		Track	Lacrosse	Indoor Track
Sport 3				Wrestling					
Questionnaire Score	103	14	40.5	7	43.5	15	15	46.5	37.5

*ABB Parent **FF is one parent with 2 students in sports simultaneously

PROJECT DESIGN:

Phase 4

Parent Band Drama
PTSA Interviews

Interviewee	ZZ	YY	XX
Race	Hispanic	White	Black
Student's Gender	Male	Female	Male
Parent's Gender	Male	Female	Female
Organization	Band	Drama	PTSA

SENSITIZING CONCEPTS

- Expectancy (behaviors and attitudes)
- Instrumentality (outcomes)
- Valence (values expressed in relation to outcomes)

“C* built this coalition of people who I knew and made it fun and made it inclusive. The guy before, he really didn't have a voice whereas under C* even the coaches got into the act and said, "Become part of our booster team. It's really important to the high school and the teams and it's really important to raise money." I was all in. I'm a mission person. I'm a social worker. So, I'm a mission-oriented person and the whole mission of doing something for the school. And that appealed to me.” – CC (40.5)

CODING & ANALYSIS

SENSITIZING CONCEPTS/CODES

PARTICIPANTS REFERENCING

Expectancy (Behaviors & Attitudes)

Being Asked	6
Information Sharing	8
Inclusion	4
Concession Stand	7
Volunteering	8
Principal Relationship	5
Communication	11
Racial Overtones	5
White Mothers	7
Choices/Options	8

Instrumentality (Outcomes)

Raising Money	8
Benefit for School	6
Benefit for Student Athlete	8
Skills	3
Mission	
Friendships	4
Time	7
Work	6

Valance (Values about Outcomes)

Present for Athlete	4
Coaches Appreciation	5

Purpose &
Understanding

Social
Acceptance

Recommendations

Obstacles

Parent Led
Groups

Communication



PROJECT LIMITATIONS

- Non-Response Bias
- Sample Size
- COVID-19
- Researcher Limitations

FINDINGS

Research Question 1a: Do parents understand what is required of them?

“There's so many valuable takeaways from being invested in boosters besides raising the money. I think it fosters friendships. It teaches these kids some leadership skills. Being on booster board over the last few years we really strived to be that liaison between coaches, the DSA's office, and the parents.”

– AA (103)

“What I know about Boosters is the raising of money and the giving of money to the team, and the kids buying the little passes so that they can get to the games” – BB (14)

FINDINGS

Research Question 1b: What are the perceived impediments to engaging in the behaviors being asked of them?

- Work
- Time
- Commitment

FINDINGS

Research Question 1c: What demographic factors are associated with participation?

	<i>All Respondents to Questionnaire</i>			<i>Without 3 White ABB Members</i>		
Race	Number	Mean	STDEV	Number	Mean	STDEV
White	27	23.95	20.18	24	17.65	9.45
Hispanic	19	15.84	12.62			
Black	18	10.58	7.53			
Two or More	8	11.63	9.13			
Asian	8	15.5	8.75			
Native /Hawaiian	2	6.5	*			
Am Indian /Alaska	1	20	*			

FINDINGS

Research Question 2: What do parents see as the outcomes (to the school, to athletics, and to their children's' experience) associated with volunteering?

*“It was important for me to know because the financial support was so small from the county, it was critical that we raise the money to help support all the teams. One reason why I wanted to get involved in basically make sure that everybody was represented, not just specific teams. You hear things like, “Oh, everything is going towards football.” You hear this stuff when you're not necessarily involved.” –HH
(46.5)*

FINDINGS



Research Question 3: How much do parents value volunteering (to the school, to athletics, and to their children’s’ experience)?

“So, whenever we can, we support through donations. That's probably the easiest way for us to volunteer at this point. to me, it's better than nothing. And I'm happy to support in that way since I can't volunteer and be there and be engaged. that's pretty much my take.” – FF (15)

FINDINGS

Research Question 4: Are the evaluations of these factors similar or different in other extra-curricular areas requiring volunteer support at the school?

Budgets

Volunteers

Fund Raisers



RECOMMENDATIONS

Research Question 5: What tools and strategies could the Director of Student Activities (DSA) and Athletic Booster Board (ABB) employ to increase active engagement for parents and guardians in Athletic Booster Club (ABC)?

- Board Diversity
- Principal Acknowledgment & Engagement
- Increasing Knowledge of ABC
 - Communication Plan
 - Recruitment & Recognitions
 - Task Commitments
 - Patronage System
 - Education on Role of DSA





THANK YOU