

COMPARISONS OF TEEN-AGE VOLUNTEER HOSPITAL WORKERS
WITH NON-VOLUNTEERS

by

VERNA E. BUCHANAN

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Approved by:

Marjorie Smith

Major Professor

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CHAPTER I

INTRODUCTION

While enrolled in a course in guidance at Kansas State University, the investigator became aware of the need for vocational counseling in high schools and colleges. Malm and Jamison (1952) indicated that the influence of relatives and acquaintances was more of a factor in job choice than was knowledge of one's capabilities. Often the job was not chosen because of its suitability, but entered into through mere chance.

To the student, interested in working in a part-time capacity to earn spending money, choice of job may not seem important. Malm and Jamison (1952) indicated, however, that employment often continued in the line of the first job experience because this was where the person felt most comfortable. It was here, too, that the person had something to offer his employer: the value of experience. Should the individual change jobs at a later date, his job choice may rest on opportunity rather than vocational interests and abilities. The right job choice was considered to be a means to fulfillment and enjoyment. It meant the person had selected something worthy of his ability.

The high school student is seriously concerned with the

selection of the right job. Malm and Jamison (1952) compared job preferences to job expectations of girls from the higher socio-economic level. Many of these girls did not want to be stenographers or teachers, but they seemed to expect that these would be the only choices open to them. Girls from the lower socio-economic level wanted to be nurses, but did not think their hopes would materialize. It indicated that the students were selecting a vocation among those which were common enough to be mentioned frequently.

Girls are often ill-prepared to make a wise vocational choice. Students are often victims of mass media that glamorize particular vocations. They are swayed by pressure because they lack sufficient information upon which to base their vocational decisions.

What our society was doing to help the female student gain realistic insights into job requirements became of considerable interest to the investigator. Stenographic job situations were being well received by students, faculty, and employer. Junior Achievement of Wichita, Inc., was endeavoring to assist business minded students in gaining business related experience in small business adventures. Hospitals were making volunteer jobs available for young girls. This investigation dealt with an exploration of girls who became volunteer workers in hospitals. Very little was known about their motivation for or their expectations from this experience.

Volunteer work experience for the adolescent gives an opportunity to venture into the working world of the adult.

It adds to satisfaction in growing up and to an awareness of acceptance in the adult world. Volunteer service brings satisfaction in successful accomplishment of adolescent tasks and in new insight into the adult point of view. The teen-age hospital volunteer belongs to a group of her peers. This offers security at a time when the teen-ager is starting the reorientation of self in terms of mature goals. It is in this period, when adolescents are "shifting gears," that they need recognition and the feeling of importance. They welcome any evidence that they are appreciated. It is in work or service experience outside of the home that an adolescent begins to see his perception of self take shape. His parents have no control over his relationship with his employer. The student must stand or fall on his own ability.

The adolescent needs adults, other than his parents, to help him in the reality-testing process that results in the development of realistic interests. In a work or service experience the adolescent is able to test his adequacy and his satisfaction in the work being done. In the hospital setting the testing may be done as a direct experience of the actual role, or in fantasy testing by assuming the role of the "nurse." Super (1957) felt that role playing was a means of self-realization, just as it was a means of self-exploration.

The student gains practical experience in actual job situations and often additional education for future career plans. Such experiences are actively sought by youth, yet are difficult to obtain. A cautious estimate of the combined hours

of service contributed by young Wichita volunteers during the summer of 1963, was approximately 60,000 hours. Making available these work or service experiences constitutes a definite challenge to the community. By evaluating the type of individual who uses her time on work details in the hospital, we may add further knowledge and better understanding for guidance of adolescents.

The objectives of the study were:

- 1) To determine the characteristics of the type of student who chose volunteer hospital work experience in the Wichita Hospitals.
- 2) To determine whether this work experience fitted into the individual's vocational choice.
- 3) To make certain comparisons between a group of teen-age hospital volunteers and a group of teen-agers who had not volunteered for hospital service.

CHAPTER II

REVIEW OF LITERATURE

One of the developmental tasks of adolescents is to prepare to live in the adult world. Successful adjustment in the adult world requires maturity and understanding of self. Work experiences have been called bridges to maturity. This study was made to determine the characteristics of the adolescent who used her time to serve in the hospital work routine in a voluntary capacity. Because the framework of the problem was so interwoven with the history and policies of the two sponsoring organizations, they have been included in this general review. Twenty-one of the experimental subjects were Candy-stripers and four were Junior Red Cross Volunteers.

The Candystripers (Hunt, 1963) is a national organization. It originated in East Orange, New Jersey, at the Vernon L. Davey Junior High School in 1944. During a class discussion of the topic of democracy and responsibilities of the individual citizen, a world history class concluded that a practical application of democracy would involve youth as well as adults in service projects. The East Orange, New Jersey General Hospital and the school carried the idea into action through organizing the Candystriper program, thus opening a new experience in the form of limited work assignments. In this first experimental

program, there were 100 teen-age volunteers doing menial jobs, releasing the nurses for medical duties. The staff noticed that the teen-age volunteer workers brought their zest for life into the wards and the patients responded favorably (The Candystriper, 1958).

This youth organization has given continuous service since 1944. In 1954, the project was transferred to the East Orange, New Jersey High School and the services were expanded. The volunteers adopted the attractive pink and white striped pinafore and white short sleeve blouse as their official uniform. Youth, coupled with a cheery disposition, a willingness to learn and to serve has made the teen-age hospital volunteer accepted as an integral part of the institution by the Nursing Service of the hospitals where they have served. Their duties, as well as their numbers, have increased.

In 1954, a Candystriper program was initiated at St. Joseph Hospital in Wichita (Hunt, 1963). Today, there are such programs in every hospital in the city with one exception. In the Candystriper program, each hospital directs the selection, training, and the placement of teen-age hospital volunteers. The hospitals in Wichita have a waiting list of applicants. The older girls are given preference when new classes are started. The minimum age for volunteer service is fifteen years.

The purposes of the Candystripers are (Hunt, 1963):

- 1) To render community service by giving student aid through hospital services;

2) To develop an understanding and appreciation of medical careers;

3) To foster initiative, poise, tact, and responsibility in the teen-ager.

Duties vary from hospital to hospital. Always the job falls in the non-medical category. This study was concerned with the female student volunteer; however, boys work as well as girls. They have many of the same duties.

The only hospital in Wichita which does not have a Candystriper program uses Junior Red Cross volunteers. This program had its beginning in 1956 when the American National Red Cross (Glatt, 1964) stressed a feasible program in institutions where there was a need for teen-age volunteers. A workshop-type conference was held in April, 1961, at the Midwestern Area Office, located in Wichita, to develop recommendations which would help local chapters with the involvement of youth in Red Cross programs with particular reference to service in hospitals. Their pre-planning was closely coordinated with the national organization. Each area has had the freedom to modify its program to fit the needs of its participating institutions. For example, caps are worn in the Wichita hospitals, but are frowned upon at the Institute of Logopedics.

The national plan required the teen-age volunteer making application to be recommended by a high school teacher. Applicants were required to be at least fourteen years old, to have completed the eighth grade by June first, and to have parental consent. For ward duties, a minimum age of fifteen

years was required, plus completion of the ninth grade. Students with too busy a schedule or with psychological problems were not accepted for hospital service. The program was considered with the same seriousness as a paying job in that students worked on a regularly assigned basis through the summer. Family vacations were excluded from this rule. A final screening process was accomplished through a personal interview at the chapter office.

The student volunteers were required to attend a two-hour orientation class. Because they were representing the American National Red Cross, it was felt that they should be acquainted with its services and programs. Hospital student volunteers were required to complete the Gray Lady Course. Here they were briefed on the psychology of the hospital; how to start conversations; how to put patients at ease; and on hospital ethics. Those working in nursing homes were required to complete one day's training dealing with the aged. Volunteers who served at the Veterans Hospital were required to complete four more afternoons of orientation dealing with problems peculiar to the type of hospital being served.

After ten hours of training were completed, the institution in charge of the volunteer (The American National Red Cross local chapter), along with a Red Cross Volunteer Director from the institution served, completed the assignment of jobs. A student's first choice was carefully considered in all placements made, but this was not always available.

The list of job placements during the summer of 1963

included such items as clerical work, art work, recreation for entire wards, or for individuals in need of special recreational therapy, and escort service. The ward work included tending flowers, delivery of mail, or errands within the hospital. Under careful supervision in the pharmacy, the teenage volunteer was permitted to count pills. Volunteers helped in providing nursery service while adults visited a patient in the hospital. Volunteers worked at the information desk, in the admissions office, as receptionists in the clinics, and read to children or to elderly patients.

Harris (1961) defined a positive work experience for the adolescent as being serious and placing performance demands on the person. The job should have an element of importance as society viewed the work role in terms of status. The third factor of the work experience which was important to adolescents was that the employer represented society. If the student performed well on the job, then she had gained one more step toward independence.

Whalen (1963) reported that approximately 60,000 hours of voluntary teen-age service were given during the summer in the five hospitals throughout Wichita, Kansas. These teen-age volunteers worked without pay, trading hours of their time for the satisfaction of doing adult work. Many of them benefited in a greater appreciation of the sufferings of the world about them and the nobility of spirit with which these sufferings were met and endured.

Hospital authorities reported that the volunteer

teen-agers expressed favorable reaction to their work experiences, and that they did their work well. Thorndike (1944) stated that there was a general tendency for persons to do well what they liked. Hirsch (1957) felt that students gained maturity through work experiences, that they became more outgoing, and acquired neater work habits. They also thought long and hard about the demands of various jobs. Work experiences then could be defined as a form of vocational guidance. According to Super (1957) vocational guidance was the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself and benefit to society.

However, the National Child Labor Law prohibited exploitation of youth, causing employers to be reluctant to hire the teen-ager under eighteen years of age. In addition to this law, a general trend toward urbanization of families has lessened the odd jobs once available on farms. Eckleberry (1950) felt that a major educational instrumentality had largely disappeared and a satisfactory substitute had not been found. He felt that normal pupils needed work experiences, but there was no single, simple solution for providing this work experience. Not all students were interested in volunteer hospital work, but for those who were interested, this experience seemed to be worthwhile.

Freedman (1960) hypothesized that part-time casual work experience would be valuable in the socialization of the

adolescent. A few short months of work did not complete socialization, but it did introduce new patterns of behavior needed in the adult working world. Super (1957) also felt that work experiences were socializing in nature. He stated that the individual consisted of a complex of attitudes, interests, values, traits, and needs, and sought outlets for these characteristics. As one who experienced reality directly from things as from persons, he learned that certain ways of using his abilities and meeting his needs won approval and were encouraged. He learned to perform a certain kind of role in relation to the world and in relation to the people of the world.

Harris (1961) reported that the psychological significance connected with work experience was being observed. Our culture was reversing its opinion regarding the value of work and saw it as intrinsically good, virtuous, and satisfying. Harris (1961) felt that the adolescent who was able to obtain work experience was fortunate, as it revealed his developing abilities adequately, and thus provided positive reinforcement for this sense of identity sought especially by the adolescent. A contact with adult models seemed to be helpful to the adolescent in the formation of desired work attitudes.

Support for meaningful volunteer work experiences came from many sources. High schools have adopted a plan much like the apprenticeships of days past. Businessmen have developed the Junior Achievement program which gave experience in small business operations. Churches have joined the trend toward

volunteer work experiences as seen in the American Friends Service Committee. Fox (1961) found that the majority of nursing school freshmen in his study knew little or nothing of what the first year in nursing school would be like before they entered; and that seventy per cent of the decisions for a nursing career were made before the sixteenth birthday. It would seem that hospital volunteer work experience served to educate the adolescent concerning the demands of this career.

CHAPTER III

METHODOLOGY

Subjects

Experimental group.---The Director of Volunteer Services in each hospital was contacted. She listed the girls who had worked thirty hours or more in the volunteer program. The thirty-hour figure represented the passing of the probationary period indicating satisfactory work performance and interest by the teen-age hospital volunteer. The Director of Volunteer Services indicated that students lacking interest dropped out after the first briefing session.

Four of the five hospitals in the City of Wichita participated in the study. This made available a variety of hospitals from which to select the subjects of the experimental group. The hospitals represented the Catholic and Protestant religious denominations as well as county and federal government. A sixth hospital, McConnell Air Force Base Hospital, used teen-age volunteers, but it was not within the city limits.

From the four participating hospitals a total of 210 qualified girls were listed as currently engaged in active volunteer hospital service. The girls' names were listed alphabetically and numbered in sequence. Thirty subjects were selected by the use of a table of random numbers. The method-

ology was devised by Horton and Smith (1949).

A letter (Appendix, p. 38) was written to each of the thirty girls explaining the study and asking each to return the attached permission-to-participate slip signed by her parent or guardian. Twenty-eight of the girls returned the signed permission slip. A questionnaire (Appendix, p. 39) was mailed to each one and twenty-seven of these were returned. The experimental group was reduced to twenty-five subjects, because two of the subjects had moved away and records were not available at their respective schools. These twenty-five subjects represented twenty-one Candystripers and four Junior Red Cross Volunteers.

Control group.--With the assistance of each school counselor, a control was found for each experimental subject; matched for age, grade placement, grade point average, and school attended. No girl who had made application for hospital or other volunteer work was included in the control group.

A letter was written (Appendix, p. 44) to each of the control subjects asking cooperation in the study. Twenty-three responded favorably; one subject selected as a control had had over 450 hours of volunteer hospital service; and one girl was too busy to participate. It was necessary to select two other control subjects. A total of twenty-five control subjects were mailed questionnaires (Appendix, p. 39). The subjects were cooperative, but it was necessary to call six girls and ask that they return the questionnaire. Three girls misplaced their copies and asked that another be mailed. In order to

obtain all the information, personal visits were made to three homes.

Instruments

From the student's cumulative file, information concerning school classification, age, course of study, and grade point average for each of the subjects was obtained. An activities check list (Appendix, p. 40) and a family background questionnaire (Appendix, p. 39) were mailed to each subject. In addition, experimental subjects received a job-related questionnaire (Appendix, p. 43).

Results were tabulated and comparisons were made on the basis of number of activities checked and percentages of subjects involved.

CHAPTER IV

RESULTS

Description of subjects

The subjects were fifty students enrolled in eight high schools. Half the group were volunteer workers in hospitals in Wichita, and half had never done volunteer hospital work. Their ages ranged from fifteen years to seventeen years. Eighteen subjects were fifteen years old; twenty-four subjects were sixteen years old; and eight were seventeen years old. The median age for the subjects was sixteen years. The subjects were classified in school in the normal age brackets except for one experimental subject. She was an accelerated student from Iran who was a senior at age sixteen. Her control varied from her age by four months but was otherwise matched.

Eight high schools were represented in the study; six were Wichita schools where eighty per cent of the subjects were enrolled; one was a parochial school where twelve per cent of the subjects were enrolled; and eight per cent of the subjects were enrolled in the Haysville school district. All of the subjects in the experimental group were enrolled in a college preparatory curriculum. Only nineteen of the control group, or seventy-six per cent, were following a college preparatory curriculum. The remaining six, or twenty-four per cent, were

enrolled in business and clerical curriculums.

The subjects' grade point averages ranged from 1.8 to 3.88. The median grade point for the group was a 2.0 or C.

The high schools used the following grade point scale:

1.0 = D

2.0 = C

3.0 = B

4.0 = A

The majority of the subjects clustered near the median grade level. No control was exercised by the volunteer organizations over student's academic achievement other than the recommendation by the high school teacher and parent's permission to participate in the program.

Family size varied from an only child in four families to ten children in one family. One of the control subjects was a fraternal twin. All of the other subjects were single birth children. The average number of children per family in the experimental group was 3.20; while the average number of children in the family of the control group was 3.50.

The experimental group had thirteen children in the study who were the eldest in the family, whereas the control had only five in this category. The experimental group had seven children who were in the middle; the control group had twelve. In the experimental group there were three subjects who were the youngest in the family as compared to six in the control group. Both groups had two children who were only children in the family.

Description of parents

Fathers in the experimental group ranged in age from thirty-seven years to fifty-four years. These fathers had a median age of forty-five which was the same as that of the control group. Their occupations varied from unskilled labor to two highly professional positions. Their educational background varied from less than high school to advanced degrees. This information is presented in Table 1.

TABLE 1
HIGHEST EDUCATIONAL ATTAINMENT OF PARENTS

Educational Attainment	Experimental Group				Control Group			
	Fathers N = 25		Mothers N = 25		Fathers N = 25		Mothers N = 25	
	No.	%	No.	%	No.	%	No.	%
Less than high school	3	12	1	4	5	20	7	28
High school	6	24	10	40	7	28	13	52
Vocational training	2	8	3	12	5	20	3	12
Some college	7	28	6	24	7	28	2	8
College graduate	5	20	4	16	0	0	0	0
Advanced degree	2	8	1	4	1	4	0	0

The control group fathers were engaged in a variety of occupations. The list included unskilled labor, semi-skilled technical jobs, managerial positions, and one professional career. Among the fathers (one was deceased), twenty-four occupations were represented.

Their age range was from thirty-seven to sixty years. The median age was forty-five years. Their educational attainment varied from less than high school to advanced degrees (see Table 1).

The mothers in the experimental group had an age range from thirty-four years to fifty-four years; while the mothers in the control group ranged from thirty-seven years of age to sixty years of age. Median age for the experimental group was forty-four and for the control group was forty-two.

In the experimental group, eleven mothers had a high school education or less; three had vocational training; six had some college; four had bachelors degrees; while one had completed an advanced degree. Table 1 presents the educational attainment of the mothers in both groups. Twenty mothers in the control group had high school or less; two mothers had some college work; three had vocational training; but none had completed a bachelor's degree.

One mother in the experimental group was deceased and one father in the control group was deceased; however, each subject included her parent's educational attainment. The deceased mother had earned a master's degree, while the control father had vocational training.

Mothers of the experimental group were more often employed outside of the home than were the mothers of the control group. Four mothers had professional jobs, which were defined as jobs which required a college degree. The deceased mother had been a teacher before her death. Six mothers in this group held clerical positions or office work which did not require a degree. Four mothers were engaged in laboring jobs, which were defined as those which involved much physical effort and were not confined to an office. Ten mothers in the experimental group were full time homemakers as compared to eighteen mothers in the control group. Five control mothers worked in clerical positions and two mothers worked in laboring positions.

Activities of subjects

A check list concerning participation in selected activities was given to each subject. The subject was to indicate her frequency of participation. The activities listed were categorized into ten areas, which are presented in Table 2, showing the frequency with which each was checked as being frequently enjoyed or seldom or never enjoyed and the percentage of subjects involved in each area. In the first four categories each subject checked her degree of interest; in the remaining six categories, she checked either that she participated in one or more or in none.

Sports.--This category included the following activities:

swimming	miniature golf
horseback riding	hikes and camping

TABLE 2

FREQUENCY OF CHOICE AND PERCENTAGE OF SUBJECTS INVOLVED
IN SELECTED ACTIVITIES

Activities	Experimental					Control				
	No. Activities Checked or Written In	Fre- quently		Seldom or Never		No. Activities Checked or Written In	Fre- quently		Seldom or Never	
		No. Activities Checked	% Subjects Involved	No. Activities Checked	% Subjects Involved		No. Activities Checked	% Subjects Involved	No. Activities Checked	% Subjects Involved
Sports	13	94	92	60	92	12	89	100	61	88
Skills other than sports	12	59	100	46	92	7	47	88	54	100
Dating	1	21	84	4	16	1	24	96	1	4
Other leisure activities	12	109	100	63	84	7	114	96	62	68
Home responsi- bilities										
Self	5	63	100	*	0	3	52	100	*	0
Family	17	135	100	*	0	11	139	100	*	0
Church activities										
Attendance	*	24**	96	1**	4	*	22**	88	3**	12
Other ac- tivities	6	61	88	*	12	6	45	92	*	8
Private lessons	15	13	40	*	60	14	8	24	*	76
Out-of-class school ac- tivities	10	74	100	*	0	9	65	100	*	0
Other organiza- tions	0	0	0	*	100	2	2	8	*	92
Employment	1	5	20	*	80	5	5	20	*	80

*Does not apply

**Definition of attendance:

"Frequently" means weekly or more often.

Less often than weekly attendance is defined as "Seldom or Never."

tennis	skating
ping-pong	boating
skiing	watching ball games
golfing	

The greatest number of sports activities checked as an enjoyable or frequent experience by either an experimental or control subject was six. Two subjects in the experimental group did not check any sport as frequently enjoyed, while every control subject checked at least one. Median participation in sports for the experimental group was five as compared with three in the control group. Swimming and tennis were the most often enjoyed activities. The sport least enjoyed by the group was ping-pong. Almost the same percentage of each group enjoyed certain sports and seldom or never participated in certain others.

Skills other than sports.--This category included activities that required abilities resulting from knowledge, practice, or an aptitude not associated with athletics. The following skills were listed or written in by the subjects:

dramatics	singing
piano	violin
art work	clarinet
sewing	accordion
cooking	music
knitting	dancing

A member of the experimental group checked six skill activities as frequently chosen, which was the highest number

checked. The highest number for any member of the control group was three. Three members of the control group participated in no skill activities, while all experimental subjects frequently enjoyed at least one. The median number of skills checked by the experimental group was five; while for the control it was three. Dancing was the skill checked most often. The skill least enjoyed by the group was art work. A slightly higher percentage of control subjects than experimental subjects (100% against 92%) checked that they seldom or never participated in certain skill activities.

Other leisure activities.--Activities either listed or checked by the subjects were as follows:

writing letters to friends	reading
shopping with friends	memorizing
visiting over the phone	travel
watching television	movies
listening to radio	dating
riding with friends	playing records

The highest number of social activities in which there was frequent participation by an experimental subject was eight as compared to six by a control subject. While all of the experimental subjects checked frequent participation in at least one activity in this category, one control subject did not check even one activity as frequently enjoyed. Dating was by far the most popular activity in the list. However, four girls in the experimental group and one control subject reported never dating. A higher percentage of experimental subjects than

control subjects (84% against 68%) reported that they seldom or never participated in certain of these activities.

Home responsibilities.--The subjects were asked to check their responsibilities at home, which were coded as responsibilities for self and those for the family. In addition to the three self responsibilities on the check list, two were written in by two experimental subjects: buying my own clothes; keeping my own car washed and waxed.

All subjects in both groups were responsible for keeping their own rooms clean. Twenty-two of the experimental subjects cared for their own clothes, as compared to eighteen of the control group. Sixteen of the experimental subjects checked that they prepared their own breakfasts as compared to nine in the control group. Every subject in both groups checked at least one self responsibility. In addition, one experimental subject kept her own car washed and waxed, and one subject was responsible for buying her own clothes.

There were ten family responsibilities on the check list. Family responsibilities added to the list were:

- helping brother with home work
- running errands for mother
- answering parents' business phone
- keeping swimming pool clean
- family laundry
- caring for family pets.

The most often assumed family responsibility by the experimental group was helping with supper. Responsibility for

buying, yard work, and total breakfast preparation were least often assumed. Eleven of the experimental group did baby sitting for younger members of the family, while six in the control group checked this responsibility. All subjects were responsible for some job for the family. Representative quantities of responsibility items were from four to six in both groups. One control subject reported six items, while one experimental subject reported eight items.

Church activities.--The subjects were asked to list their church preference. Their responses were combined into three categories: only one subject attended no church; eight were Catholic; and forty-four were Protestant. Twelve of the experimental subjects participated in church activities twice or more weekly, as compared to nine of the control subjects. Ten of the experimental subjects participated at least once weekly, while eleven control subjects participated once a week. One (4%) of the experimental subjects checked her participation as seldom or never, as compared to three (12%) of the control subjects answering in this manner. Sunday school and youth groups were the most popular church activities for both groups. Eighty-eight per cent (22 subjects) of the experimental group participated in at least one church youth activity, while ninety-two per cent (23 subjects) of the control group participated in at least one. The greatest number checked by any subject was six by one girl in the experimental group.

Private lessons.--A total of sixteen subjects were taking twenty-one private lessons. Out of the eleven listed

on the check list, music, sports, art, tap dancing, modeling, were the ones checked. Subjects wrote in the following items which were not listed on the questionnaire:

cello	clarinet
modern dance	harp
violin	guitar
rifle	

More private lessons were reported by the experimental subjects with forty per cent of this group reporting at least one such activity, while only twenty-four per cent of the controls were taking such lessons. One of the experimental subjects was taking three types of lessons; one was taking two lessons as were two control subjects. Eight of the experimental subjects were taking one lesson as compared to four control subjects.

Out-of-class activities.---The subjects checked out-of-class school activities in which they participated. The activities listed were sponsored by their respective classes in various areas: sports, student government, clubs, music, dramatics, student publications, money making projects, and parties. Out-of-class activities which were added to the list were:

pep club	a capella choir
modern dance group	office proctor
cheer leading	school librarian

School club activities had greater participation by both groups than any other activity. There were seventeen in

the experimental group participating in a club as compared to twenty in the control group. Sport functions placed second highest for the experimental group with thirteen selecting this as a favorite, as compared to eight control subjects. The second choice of the control group was drama and music with fourteen checking this as a favorite, but only ten of the experimental group selected this category. Two experimental subjects checked they enjoyed clerical work at school, but no one in the control group checked this activity. The highest number of activities checked by an experimental subject was seven; and the median number was three. The highest number of activities checked by a control subject was six, and the median number was two.

Organizations.--This category was not specifically listed as an item on the favorite activities check list; however, two subjects listed organization activities as favorites. Organizations listed by the subjects, who were both in the control group, were: Rainbow Girls and Girl Scouts.

Employment.--Three experimental subjects listed employment as a favorite activity as did three subjects in the control group. The five experimental subjects who had part time employment in addition to their volunteer hospital work, all did baby sitting for neighbors. Their weekly income ranged from \$1.50 to \$12.00. Five control subjects also had part time employment, and only one was employed as a baby sitter. The others were employed in various jobs: teaching music and dancing; clerical work; and waitress work. Their

weekly income varied over a wider range: \$6.18 to \$40.00.

After-high-school expectations

The subjects were to list their after-high-school expectations. A summary is presented in Table 3.

TABLE 3

AFTER-HIGH-SCHOOL EXPECTATIONS

Expectations	Experimental N = 25	Control N = 25
College plans		
Medical career	13	0
Non-medical career	3	11
No career plans	3	5
No college plans		
Medical career	5	1
Non-medical career	0	6
No career plans	1	2
Marriage plans	6	2

Nineteen experimental subjects and sixteen control subjects planned to attend college, of whom, only three experimental subjects and five control subjects had no career plans. In the total group, twenty-one experimental subjects and eighteen control subjects had made a decision regarding a career, some mentioning college training, and others omitting any reference to this. Of the twenty-one experimental subjects who had chosen careers, eighteen expressed a desire for some type of medical work: nurse, technician, or doctor. This was true for only one control subject.

An unexpectedly low number of subjects mentioned marriage plans. However, twenty-four per cent of the experimental subjects did mention marriage plans, while only eight per cent of the control subjects replied in this manner. The fact that ninety-two per cent of the control subjects did not mention marriage plans appears to indicate their life plans are not complete; that they were adhering strictly to the questionnaire without elaboration; or they were giving an answer they felt the investigator wanted to hear.

Teen-age volunteers and their work

The experimental group was given an additional job-related questionnaire (Appendix, p. 43) dealing with their participation in the volunteer work at the hospital. The questions were of the open-end variety. Each was asked to state reasons for becoming a hospital volunteer. The answers were categorized as follows: career testing; a desire to perform a service; a desire to fill leisure hours. More than one reason for hospital volunteer work was given by a few of the subjects, making thirty-five responses. Twenty-one stated they were career testing; seven wanted to perform a service; and seven indicated they were trying to fill leisure hours.

Reasons for selecting a particular hospital in which to serve was explored through the second question. The majority had selected the hospital because of an opportunity for work, or because of its location. Some were influenced by friends, relatives, or hospital staff in making their choice. Two girls made the choice because of a desire to take training there at a

later date.

The replies concerning favorite services were summarized as: work with patients; work with supplies; no preference. Sixteen gave patient contact as their favorite service. Five had no particular preference, but enjoyed whatever work was assigned.

Each subject was asked to list the approximate number of hours worked each week. There was a range of from three hours a week to fifty hours a week. The median number of hours worked was nine hours a week. This work was done primarily during the summer months.

One question dealt with the amount of parental support the hospital volunteers received. In general, volunteers perceived their parents as approving the work they were doing. Thirteen subjects checked that their parents felt volunteer work experience was a good career experience and of benefit to the girl. Six stated their parents thought of volunteer work as a worthwhile service to others. Three felt their parents were proud of them, and it was a way to keep from under mother's feet. One girl said her parents were disappointed because she neglected the hospital service.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

What was being done by our society to help teen-age girls with vocational choices, especially in respect to gaining insight to job requirements and personal gratification, led the investigator to make a study of female teen-age hospital volunteers.

The purposes of the study were to determine the characteristics of the type of student who chose volunteer hospital work experience, and to make certain comparisons between a group of teen-age hospital volunteers and a group of teen-agers who had not volunteered for hospital service. An additional objective was to determine whether this work experience fitted into the individual's vocational choice.

The experimental subjects were twenty-five teen-age girls, selected as a random sample from 210 qualified volunteers (girls who had passed a thirty-hour probationary period). The control subjects were matched to the experimental subjects on school attended, age, grade placement, and grade point average. No girl who had made application for hospital or other volunteer work was included in the control group. All subjects had permission from parents to participate in the

study. An activities check list (Appendix, p. 40) and a family information questionnaire (Appendix, p. 39) were mailed to all subjects. A job-related questionnaire (Appendix, p. 43) was mailed to each experimental subject. Findings indicated that volunteers had a median age of sixteen years, were enrolled in a college preparatory curriculum, and had a grade point average of 2.0. Family size and ordinal position varied; however, thirteen of the experimental group were eldest, while only five of the control held that position.

There was less difference between the fathers of the two groups than there was between the mothers. More mothers of the experimental subjects had the advantage of college or advanced degrees. More of the mothers from the experimental group worked outside the home. Their advanced training was reflected in their work histories.

Although differences were small between the two groups as to kinds or number of activities in which the subjects engaged, the experimental subjects seemed to enjoy more kinds of activities, and more of the group participated. Four of the experimental subjects never dated, while only one of the control subjects never dated.

All subjects took responsibility for themselves and had family responsibilities as well. The experimental subjects wrote in two self responsibilities, giving this group a higher number. They also wrote in more family responsibilities than did the control subjects. Sixteen of the experimental subjects checked that they prepared their own breakfasts, as compared to

nine in the control group. The experimental group seemed to have, on the whole, more responsibilities at home than the control group.

Ninety-six per cent of the experimental subjects attended church at least once each week, as compared to eighty-eight per cent of the control subjects. One control subject checked that she never attended church. In both groups there were fifty-six per cent who attended Sunday School weekly.

More experimental subjects were involved with private lessons than were the control group. One experimental subject was taking three types of private instruction.

All subjects participated in some form of out-of-class activities. Only two of the experimental subjects were doing clerical work for the school, while none of the control reported such activity. School clubs were the most often checked activity.

Nineteen experimental and sixteen control subjects intended to enter college after high school. In the experimental group were twenty-one subjects who stated definite career plans, as compared to eighteen control subjects. Eighteen experimental subjects expressed a desire for further medical training, while only one control subject responded in this manner. Only two girls in the control group and six girls in the experimental group mentioned marriage as part of their after-high-school expectations.

In general, hospital work had been chosen in order to test out a desire for a medical career. Volunteers perceived

their parents approving the work they were doing. All hospital work was enjoyed, but contact with patients seemed to be the favorite type of service.

Conclusions

Two objectives of this study were to determine the characteristics of a group of students who chose volunteer hospital work experience, and to make comparisons between this group and a group who had not made such a choice. Although there was little difference in the activities in which the two groups were engaged, the experimental group seemed to participate more fully in more different kinds of activities. Table 2 presents the frequency of choice and percentage of subjects involved in the various activities. Both groups were quite active in many areas. It would seem that the volunteer subjects managed their time better by participating in activities similar to those of the control subjects plus volunteer hospital work. There were the same number of volunteers as controls engaged in part-time employment. Perhaps the thing that pushed this participation was the career expectation involvement.

It would appear from the median age of the parents of each group that many parents were at the point of career decision during the depression and were made vitally aware of career significance. However, the higher education level and outside work experience of the mothers of the experimental subjects may have caused them to emphasize and support more career-related training for their daughters.

A third objective was to determine whether or not the

volunteer work experience fitted into vocational plans. This seemed to be the case. Twenty-one of the students gave career-testing as the reason for their participation in the service program. Of the twenty-one experimental subjects with career plans, eighteen had chosen careers related in some way to medicine. Of the eighteen control subjects who had career plans, only one had chosen a health-related job.

Investigation into individual motivation for volunteer service would prove worthwhile along with further group studies. During the time when the data for the study were being gathered, the interviewer found one teen-ager working at two hospitals. It would be of value to know why this subject felt the need to give so much of her time to volunteer work. Not all of the girls lived in Wichita. Two girls drove from towns more than thirty-five miles from Wichita. Their reasons for traveling this distance would be of interest.

This study indicated there were more working mothers from the experimental group than from the control group. It would be worthwhile to explore the manner in which each group of mothers regarded working outside the home and any effect this may have had on the daughters' volunteer service, family responsibilities, career, and college plans.

Each Director of Volunteer Services at the four participating hospitals expressed a hope that someone in the future would make a study of the teen-age boy volunteer hospital worker. Their hope for further study on boys was based upon the belief that boys had motivations to participate in the

volunteer hospital work different from girls. What motivates the boys to participate, and how it differs from the girls would be worth the effort of a future study.

Another area for fruitful study would be attitude change during hospital volunteer service. Because volunteer hospital work is of value to the community, to the individuals assisted, and to those participating in the work, it should be supported with future meaningful studies that may improve our understanding of volunteer work experience.

APPENDIX

August 13, 1963
321 South Walnut St.
Wichita 13, Kansas

Miss Jane Doe
Address
Wichita, Kansas

Dear Miss Doe:

To complete the requirements of a Master's degree from Kansas State University, it is necessary to make a descriptive study of the teen-age volunteer hospital workers here in Wichita. All teen-agers, who have worked at least 30 hours as a hospital volunteer, have been listed alphabetically and a number has been assigned to each one. A table of random numbers has been used to select twenty-five representative teen-age volunteer hospital workers. Your name is one of the experimental group.

The National League For Nursing, Inc., in New York, along with the Director of Volunteer Service for the hospital where you work, has given approval for such a study. I would like to have you complete a check list which would describe what you do in your hours at school and during your leisure time. There are also five open end questions which you could complete to tell us how you feel about your job. At no time during the study will your name be used. You have been assigned a code number. Copies of the completed study will be made available at each of the hospitals. Will you please obtain permission from your parents to participate in this study?

Return your parents' signature to the Director of Volunteer Services at your place of work. The check lists will be administered there during your regular hours on the job. In the event that you desire more information about the study, my telephone number is AM7-8100.

Yours truly,

Mrs. Verna Buchanan
Home Economics Dept.,
Friends University

_____ has our permission to participate in the described study of teen-age hospital volunteer workers.

Parent or Guardian

Hello:

You could help greatly by checking this list for us. Make your answers apply just to you. There are no right or wrong answers. We simply want to know how you spend your time outside of school. All answers will be kept confidential. Your name will be given a code number for use in the study.

Name _____
(last) (first) (middle)

Address _____
(number) (street) (zone) (City)

Age _____
(month) (date) (year)

Grade _____ Course of study being followed: _____

Father's age _____

Mother's age _____

Father's occupation _____

Mother's occupation _____

Extent of mother's education _____

Extent of father's education _____

_____ has our permission to participate in the described study of teen-age hospital volunteer workers.

(Parent or Guardian's signature)

Number of brothers and sisters in family _____

What position do you have in the family? Are you the eldest, youngest, or middle child? _____

Things I like to do:

This is a I like to I will do I never
 favorite do this this if do this.
 activity often. there is
 nothing
 better to
 do.

1. Read				
2. Play the piano				
3. Dance				
4. Swim				
5. Art Work				
6. Sew				
7. Cook				
8. Ride Horseback				
9. Play cards				
10. Visit over the phone				
11. Date				
12. Play tennis				
13. Bowl				
14. Play ping pong				
15. Watch T.V. or radio				
16. Write letters to friends				
17. Watch ball games				
18. Others: (name)				
19. None				

III. My responsibilities at home are:

- _____ 1. Keeping my own room clean
- _____ 2. Taking care of my own clothes
- _____ 3. Helping with supper
- _____ 4. Doing part of the dishes
- _____ 5. Doing all of the dishes
- _____ 6. Buying or helping to buy family groceries
- _____ 7. Doing part of the housecleaning
- _____ 8. Doing the family ironing, or helping with the ironing.
- _____ 9. Getting own breakfast
- _____ 10. Helping with family breakfast
- _____ 11. Part or all of yard work
- _____ 12. Baby sitting for younger members of the family
- _____ 13. Number of hours of baby sitting per week:

1 to 3 _____	7 to 10 _____
4 to 6 _____	More _____
- _____ 14. Others: (Name) _____

_____ 15. None

IV. I attend the _____ Church.
(Check only one)

- _____ 1. Twice on Sunday
- _____ 2. Once on Sunday
- _____ 3. Twice weekly
- _____ 4. Weekly
- _____ 5. Twice monthly
- _____ 6. Occasionally
- _____ 7. Annually
- _____ 8. None at all

V. I take part in church related activities:

- _____ 1. Choir
- _____ 2. Youth Groups (name) _____
- _____ 3. Sunday School
- _____ 4. Family Activities
- _____ 5. Retreats
- _____ 6. Others: (name) _____
- _____ 7. None

VI. I now take Private lessons in:

- _____ 1. Piano
- _____ 2. Voice
- _____ 3. Tap dancing
- _____ 4. Ballet
- _____ 5. Art
- _____ 6. Swimming
- _____ 7. Handcrafts

- _____ 8. Modeling
- _____ 9. Organ
- _____ 10. Horseback riding
- _____ 11. Golf
- _____ 12. Other: (name) _____
- _____ 13. None

VII. I take part in the following extra-curricular activities at school:

- _____ 1. Sports
- _____ 2. Class or student government
- _____ 3. Clubs
- _____ 4. Dramatic and music productions
- _____ 5. Class functions
- _____ 6. School publications
- _____ 7. Others: (name) _____
- _____ 8. None

VIII. I have a part-time job at _____.
I work approximately ____ hours per week. My pay is
about _____.

IX. After I finish school I want to _____

_____.

Dear young lady,

We need your help. Please complete the following sentences.

There are no right and wrong answers---no grade! We just want to know how you feel about these things.

Name _____ Age _____ School _____

1. I wanted to be a hospital volunteer because

2. I applied to work at _____ Hospital because

3. Concerning volunteer hospital work, my parents feel

4. The volunteer hospital work I like best is _____
because _____
_____.

5. I work approximately _____ hours per week at the hospital.

6. After I finish school I want to

April 22, 1964
321 South Walnut St.
Wichita 13, Kansas

Dear Connie Sue:

_____ at _____ has given me permission to write to you to ask your cooperation in a study being made on teen-age hospital workers. You have been selected as one of the control group. The girls in the control group will be girls who have not worked as a hospital volunteer or be planning for a future medical career. The experimental group is comprised of girls who have worked at least thirty hours as volunteers at the various hospitals here in Wichita.

This study is being made as part of the requirements to complete my master's degree from Kansas State University. In addition to being helpful to me in fulfilling my academic requirements, the National Nursing Association in New York is interested in the results of the study. Please fill in the questionnaire that I have enclosed. I will also need your mother's signature on the questionnaire giving her permission for you to participate in this study. You will be given a code number and at no time in the study will you be referred to by name.

If you desire to know any further information regarding this study, please call me at my home AM7-8100 or at Friends University FO3-7236. Copies of the completed study will be placed in each of the hospitals and one will be mailed to the National Nursing Assoc., in New York. Won't you fill the questionnaire in today and send it back to prevent any delay? I will be greatly indebted to you.

Yours truly,

Mrs. Verna Buchanan
Home Economics Dept.

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COMPARISONS OF TEEN-AGE VOLUNTEER HOSPITAL WORKERS
WITH NON-VOLUNTEERS

by

VERNA E. BUCHANAN

B. A., Friends University, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1964

The purposes of the study were to determine the characteristics of the type of student who chose volunteer hospital work experience, and to make certain comparisons between a group of teen-age hospital volunteers and a group of teen-agers who had not volunteered for hospital service. An additional objective was to determine whether this work experience fitted into the individual's vocational choice.

The experimental subjects were twenty-five teen-age girls, selected by random sample from 210 qualified girls (those who had passed a thirty-hour probationary period). The control subjects were matched to the experimental subjects on school attended, age, grade placement, and grade point average. No girl who had made application for hospital or other volunteer work was included in the control group. All subjects had permission from parents to participate in the study. An activities check list and a family information questionnaire were mailed to all subjects. In addition, the experimental group received a job-related questionnaire.

Findings indicated that volunteers had a median age of sixteen, were enrolled in a college preparatory course, and had a grade point average of 2.0. Thirteen of the experimental group were the eldest, while only five of the control subjects had that position.

Little difference existed between the fathers of the two groups. The mothers of the experimental groups had attained a higher level of education and tended to work outside the home more often.

While there was little difference between the two groups in participation in activities, the experimental group seemed more involved in various kinds of activities. Twenty-one experimental subjects dated, while twenty-four of the controls dated. The experimental group assumed a greater number of self and family responsibilities. Ninety-six per cent of the experimental subjects as compared to eighty-eight per cent of the control subjects attended church at least weekly. After-high-school plans were mainly oriented toward college work for the majority of both groups. More of the experimental subjects than control subjects had definite career plans. Eighteen experimental subjects planned medical careers, while only one control subject indicated such a choice. Only two girls from the control group and six girls from the experimental group expressed plans for marriage. Career testing motivated the experimental subjects' volunteer service. Most enjoyed hospital work was patient contact.

Future studies should include investigation of motivation of teen-age boys who volunteer for hospital service and exploration of attitude change during volunteer hospital work.