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Motivation and the 40-hour community involvement program: Their relationship to identity status in first year university students

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Motivation and the 40-hour community involvement program: Their relationship to identity status in first year university students

Integrated Article

by

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Abstract

Purpose: The purpose of this dissertation was to investigate the relationship between motivation and identity status in first year university students through examining their participation in the Ontario secondary school community involvement program. This document consists of three separate, but related studies. The first study, a scoping review, was completed to determine the current state of knowledge and gaps in identity development research, and the common methodologies used in this area. The second consists of a mixed-methods research study designed to study the relationship between motivation, the community involvement program, and identity status in first year university students. The final component of this work is a document review of policy documents and grey literature from 1997-2004 relating to the community involvement program, investigating the public discourse around this program.

Methods: The scoping review was completed using the five-step methodology outlined by Arskey and O'Malley (2005). The Mixed-methods research was conducted using an embedded mixed methods approach. The quantitative aspect was approached from a cross-sectional, descriptive design, with the qualitative component being addressed from a phenomenological perspective. Finally, the document review was completed using Bacchi's (2009) 'What is the problem represented to be?' framework for policy analysis.

Results: Cumulatively, the results of this work suggested a lack of connection between motivation toward the community involvement program and identity status in first year university students. However, nearly 50 percent of the first year students were found to be in the identity diffusion stage, regardless of degree program.

Conclusions: This work showed no relationship between motivation and identity status, and highlights the lack of contribution of the community involvement program to identity status in first year university students. The high percentage of students in the diffusion status has implications at the high school and university levels. At the high school level, the community involvement program may benefit from increased follow-up and integration to the daily school environment; where at the university level an emphasis should be placed on increasing the students' awareness of skill development in areas of critical thinking and

analysis and how these skills translate into future careers.

Keywords

Identity status, Community service, Motivation, University students, Community involvement program, Scoping review, Policy analysis, Mixed-methods research

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Preface

The following work investigates the relationship between community service participation, motivation, and identity development in adolescents. The complete document consists of five chapters: an introduction, a scoping review, a mixed-methods research study, a document review, and overall discussions and conclusions. Chapters, two, three, and four describe the three main projects completed as part of the doctoral degree requirements. The document is written in an integrated manuscript format, and given the highly related nature of chapters two, three, and four some of the introductory material in the three chapters will be repeated.

Chapter 1

1 Introduction and Literature Review

The period of development known as adolescence is one of the more complex times in a person's life. According the World Health Organization the magnitude of the changes occurring during adolescence is second only to the changes that occur during infancy (WHO, 2014). The most glaring difference occurring in adolescence when compared to any other developmental period is the combination of physical, social and psychological changes that are occurring (WHO, 2014). The biological changes occurring in adolescence are very similar across individuals; however, the time and pace of these changes may vary from person to person. In comparison, the social changes undergone during adolescence will differ from person to person, and in some cases drastically due to differences in context and the interaction between physical changes and one's environment (American Psychological Association (APA), 2002). Possible social and psychological changes that may occur during adolescence include: development of social and economical independence, skill acquisition, development of abstract reasoning, emotional development, and development of an identity (APA, 2002).

This work focuses on the development of identity in adolescents. In particular, it focuses on the role the 40-hour community involvement program in Ontario high schools plays in identity development in relation to future career choice. The community involvement program is a graduation prerequisite for high school students in Ontario that requires students to complete 40 hours of community service outside of class time. Given that the program is a requirement, not a choice, special attention will be given towards the students' motivation toward the program, and how their motivation to complete the required 40-hours relates to their identity development in relation to career choice.

Looking closer at the idea of identity development, Erikson (1968) is widely credited with developing the first theories regarding identity and argues that it could be one of the most important aspects of adolescent development. According to Erikson, an individual experiences an identity shift in adolescence due to the combination of physical, social, and psychological changes occurring at this time. This shift signifies the beginning phase of adolescent identity development and the transition from a childhood identity to a consolidated adult identity. According to Erikson (1968) in order for one to develop a coherent view of self, one must engage in activities to explore and decide on various beliefs regarding vocational ideals, ideological stance, and sexual orientation. It is the act of decision making in these areas that begins to form one's adult identity (Erikson 1968).

As mentioned previously, adolescence is a time of transition. One's approach to cognitive tasks, moral issues, and social concerns may change greatly through this developmental period. These changes make adolescence a very important time for identity development and makes adolescence the opportune time for youth to evaluate their childhood identities and develop an identity that will lead them into adulthood. This transition from childhood to adulthood leads to an identity shift that is experienced during adolescence. The change from a childhood identity to an adult identity results from the significant biological and social changes that occur during adolescence. These changes lead to an individual questioning the meanings of one's life developed during childhood, and how these meanings are reflected in their changing physicality and social environments (Erikson, 1968, 1963, 1980).

Erikson's ideas surrounding identity development have been the basis for additional identity development models and theories. Perhaps most important are Erikson's ideas surrounding Identity versus Role Confusion. The concept of Identity versus Role Confusion relates to the fact that not all adolescents will develop a clear identity prior to adulthood. While resolving their identity shift from childhood to adulthood, adolescents experience a time of social moratorium where they have not yet committed to a future identity, and instead are free to explore options and alternatives to their childhood identities. In exploring alternatives, it is possible that an individual will not consolidate and identity during adolescence, thus entering a stage of identity diffusion (Erikson, 1980). Those adolescents experiencing identity diffusion tend to identify with a group of likeminded others in order to protect against identity confusion. These individuals will share similar beliefs and behaviours, and identify themselves through their activities in order to protect themselves from their inability to reconcile their previous identities with their changing bodies, social roles, and environment (Erikson, 1963). These ideas of moratorium and diffusion have been the basis for additional models of identity development in adolescence, with the Identity Status Model (Marcia, 1980) being one of the most popular operationalizations of Erikson's ideas (Kroger, 2004).

1.1 The Identity Statuses Model (Marcia, 1966 1980)

The development of a new, coherent identity during adolescence involves more than synthesizing previous childhood identities (Erikson, 1963). In order to form an identity one must make certain decisions. For example, one must reconcile such things as an ideological stance, a sexual orientation and a vocational direction. Making the decision is not all that matters, how one reaches their decisions also plays a role in identity development. Erikson (1968) defined the initial theory on identity development, as discussed above, and these theories are the basis for the Identity Statuses model described by Marcia (1980). The identity statuses defined by Marcia (1980) are ways to define how one copes with this identity crisis and are based on the concepts of exploration and commitment discussed in Erikson's theory on identity development.

Marcia (1980) proposes four separate identity statuses, Identity Moratorium, Identity Diffusion, Identity Foreclosure and Identity Achievement. The four statuses are defined in terms of the absence or presence of a decision-making period and how committed one is to their ideological and occupational views. Those in an Identity Moratorium are currently experiencing the phase of moratorium explained by Erikson. They are struggling with issues related to their occupational and ideological values. They have not committed to any values in these areas and instead are exploring and gathering information to help them resolve their struggles. Identity Diffusion refers to those individuals who have not set direction in regards to their ideological or occupational direction and are not actively trying to reach them. Those in Identity Foreclosure have decided on their ideological and occupations views but they were not chosen for themselves. These individuals have not explored other potential views and instead have adopted those that an authority figure such as a parent or teacher has determined for them, or one that they believe to be expected by society. Identity Achievement is the final identity status and is the ultimate goal of identity development. At this period individuals have resolved their identity crisis and are following self-chosen ideological and occupational views. These views were achieved through exploration of other options and ultimately they decided on the views by which they would live (Marcia, 1980).

From the definitions of the identity statuses it is clear that the role of exploration is vital in determining one's identity development. The concept of exploration described by Marcia (1980) is closely related to the concept of social moratorium developed by Erikson (1968). One possible avenue available to adolescents for experimenting in adult's roles is through volunteer work and other community service. Volunteer work and community participation are becoming increasingly popular in Canadian society becoming more popular with the advent of forced community service programs in secondary schools.

1.2 Volunteer Work

Volunteering can be described as the act of giving one's time freely to help others or a cause (Wilson, 2000). According to the 2004 Canadian survey of Giving, Volunteering and Participating, 45 percent of Canadians (11.8 million people) over the age of 15 took part in some sort of volunteer experience. These 11.8 million people provided over two billion hours of their time, or the equivalent to one million full time jobs. The highest rates of volunteerism were witnessed among youth and those with university degrees. However, the average hours volunteered was highest among seniors and those with lower household incomes. When asked why they volunteered the three most common reasons cited were: to contribute to the community, use my skills and experiences and being influenced by the cause. The most common barriers listed by those who did not volunteer included: lack of time, inability to make a long-term commitment and not knowing how to become involved (Statistics Canada, 2006).

In 2007 Statistics Canada released a new version of the Canadian Survey on Giving, Volunteering and Participating. In 2007 the percentage of the population who volunteered remained similar at 46 percent. However, there was an increase in the overall number of volunteers and the hours provided by them. The gross number of volunteers increased by

5.7 percent to 12.5 million people. This increase in overall numbers caused the total volunteers hours given to rise 4.2 percent. The top 3 motivations remained unchanged in 2007 with nearly all responders (93 percent) indicating that making a contribution to the community is the main reason they volunteer. The barriers to volunteering in 2007 were very similar to those in 2004 with time constraints and an inability to make a long-term commitment were those indicated by the largest number of respondents. As the two surveys show, the rates of volunteering, the amount of volunteers, and the reasons for volunteering have remained quite similar over the two time periods; showing that many Canadians are still participating in community service of some kind (Statistics Canada, 2009).

Of the 11.8 million volunteers from the 2004 survey 7 percent were required to complete forced community service in lieu of traditional volunteer work. In this instance, forced community service refers to service hours that are required by an employer, school or other organization. It does not refer to service required as punishment ordered through the judicial system. Nearly one third of those who took part in forced community service were required to do so by their school. Forced community service was most common among those aged 15-29 where 15 percent of those in this age group were forced to complete some form of service (Statistics Canada, 2006). In 2007 the percentage of people who took part in forced service was the same (7 percent) but the overall number of people in these programs increased due to the increase in overall volunteer numbers. The percentage of those who were required by their school increased one percent to 32 percent. The highest rate of forced service was once again noticed in the youth age group with 13 percent of those aged 15-24 being involved in forced community service programs (Statistics Canada, 2009).

The Canadian Survey on Giving and Volunteering was completed again in 2010. The complete results and written report are not yet available to the public, however, the percentage of people volunteering their time in Canada increased slightly to 47 percent of the overall population. While the volunteer rate of the overall population only showed a small increase, the 15-24 year-old age range showed a volunteer participation rate of 58 percent, and increase of 26 percent from the 2007 survey. The volunteer hours performed by the 15-24 year old age group accounted for 16.5 percent of the total volunteer hours completed (Statistics Canada, 2013).

1.3 Perceived Benefits of Volunteer Work

According to Wilson (2000), the potential benefits from volunteer work can usually be split into four categories: citizenship/community, behavioural, physical health and mental health. Citizenship benefits are those that will help the community in some way, where the other categories focus on benefits to the individual volunteers.

1.3.1 Citizenship

The perceived benefits in relation to citizenship typically relate to becoming involved in the community and the civic development of the volunteer. According to Wilson (2000), adolescents who become involved in volunteer work are more likely to become involved in politics later in life. This involvement includes such things as their likelihood to vote or work in a political campaign. Those who become involved in volunteering are also more likely to gain trust of others in the community and express greater support for helping other in the community. In addition to becoming involved in politics volunteers can gain valuable civic skills such as organizing or running a meeting that can help them remain part of their communities later in life (Wilson, 2000).

Metz et al. (2003) found similar results in regards to citizenship when they surveyed 428 high school students in the Boston area. The results of their survey indicated that performing volunteer work in high school was related to the intent to volunteer in the future, where not taking part in volunteer work led to a detrimental effect on the intent to volunteer later in life. Metz et al. (2003) also reported that work related to churches or cause-based groups were more effective at promoting civic engagement. However, in contrast to the results found in the Wilson (2000) report, Metz et al (2003) found that participating in volunteer work did not lead to a higher likelihood of voting.

1.3.2 Behavioural

It has long been argued that volunteer work helps to keep adolescents out of trouble (Wilson, 2000). Various types of research have shown that numerous behavioural benefits can be obtained through volunteering. Allen et al. (1994) compared a group of high school students in a volunteer program to those who were not performing volunteer work. They found that those students in the program were less likely to become pregnant, fail a course or be suspended from school. In addition to participation in volunteer work, how well the program developed feelings of autonomy was also related to positive changes in behaviour. These benefits were not dependent on the number of hours volunteered but the students were more likely to see these benefits if they found their volunteer work to be challenging and enjoyable. Eccles & Barber (1999) used data from the Michigan Study of Adolescent Life Transitions Survey and determined that those adolescents who volunteer are less likely to skip school or use drugs. Uggen & Janikula (1999) used survey data from the first 8 waves of the Youth Development Study as wells as self reports regarding time of arrest and found that volunteer work during adolescence promotes better behaviour in the future. After controlling for other pro- and anti-social behaviours they related volunteer work in grade eleven and twelve to the likelihood of being arrested in the future and found that only three percent of those who volunteered were arrested in the four years following graduation, compared to 11 percent of those who didn't volunteer.

1.3.3 Physical Health

Most of the perceived physical health benefits related to volunteer work do not manifest themselves in adolescence but do so later in life. An analysis of the 2006 United States census data showed volunteer work can be related to positive health outcomes including a lower probability of heart disease and a lower blood pressure (Get Involved, 2007). A meta-analysis by Wheeler et al. (1998) showed volunteering can also been related to lower overall mortality rates in older people when controlling for confounding factors such as: physical health, SES, marital status, age, gender and ethnicity. A longitudinal, two-wave survey study by Moen et al. (1992) showed women who volunteered were more likely to have better functional mobility in old age than those who did not take part in volunteer work. Volunteer work has also been connected with better social networking capabilities. These capabilities allow volunteers to create networks with others that can buffer them from stress, reduce their risk of disease and may contribute to the other physical health benefits related to volunteering (Oman et al. 1999).

1.3.4 Mental Health

In contrast to the perceived physical benefits of volunteering, any benefits related to mental health are more likely to occur throughout the life span. Those involved in volunteer work may experience an increase in confidence, greater social support and personal development. Black and Living (2004) conducted a cross sectional qualitative study that showed older people involved in volunteer work exhibited enhanced mental health, self esteem, social contacts and well being. Harlow and Cantor (1996) used survey data from two waves of an ongoing longitudinal study in order to investigate if life satisfaction was related to participation in volunteer work. Results showed that volunteering was related to increased self-esteem, self-confidence and happiness through increased social interaction (Harlow & Cantor, 1996).

1.4 Forced Community Service Programs

As mentioned previously, some adolescents are required to perform a type of community service during high school. One potential reason for the rise of forced community service programs is the perceived benefits of participation in volunteer work discussed above (Raskoff & Sundeen, 1999). This service is typically done as part the curriculum and if not completed the student is unable to graduate.

In high schools, there are usually two types of forced service programs: service learning and forced community service. Service learning is normally related to a specific course. In service learning, the student will complete a required number of service hours and discuss what they learned while doing so. An essay or a journal usually accompanies the service requirement where the student reflects on their experiences and how they benefited from them (Raskoff & Sundeen, 1999). In addition, service-learning placements are typically selected by the course instructor and are usually chosen due to their relationship to desired course outcomes. In contrast, forced community service is generally not related to a specific course and must be completed in addition to any courses required to graduate. Forced community service programs also do not have a written or reflection component in addition to a certain amount of required hours (Raskoff & Sundeen, 1999). The available placements for forced community service programs are selected by the students and therefore are not done with the level of planning that is present in the selection of most service learning placements (Volunteer Canada, 2006).

Raskoff and Sundeen (1999) conducted a case study in Los Angeles County to determine the prevalence of forced community service programs. They surveyed 385 private and public high schools to determine what, if any, community service programs they had available to students. The results of the survey indicated that 82 percent of high schools in the county had some sort of community service program with 51 percent of these schools requiring community service in order to graduate. The private and religious (or faith-based) school had a greater percentage of their students participating and these schools were also more likely to require service as a graduation requirement.

These forced community service programs are becoming more popular, particularly across the United States. In 1995, 15 percent of the 130 largest school districts in the US had a district wide community service requirement for graduation and 45 percent of these districts had at least one school requiring service (National and Community Service Coalition, 1995). In 1998, 20 percent of the 50 largest districts had a graduation requirement involving community service and 50 percent of the districts awarded academic credit for completing community service (Dundjerski & Gray, 1998). The state of Maryland has a statewide regulation that requires all high school students to complete at least 75 hours of community service before graduation (Goldsmith, 1995).

1.5 Ontario Secondary School Community Involvement Program

In Canada, three provinces and three territories require community service in order to graduate high school. Ontario has the strictest requirement with 40 hours of service. British Columbia, Newfoundland and the Yukon Territory all require 30 hours of service, while the Northwest Territories and Nunavut require 25 hours of service from their students (Volunteer Canada, 2006).

The community service requirement in Ontario is referred to as the Community Involvement Program and was implemented in 1999. According to the Ontario Ministry of Education the 40-hour community service requirement at the time of implementation was designed to:

> encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. (Ontario Ministry of Education, 1999, p. 9).

The program description was updated in 2011 and now reads:

> The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. (Ontario Ministry of Education, 2011)

As we can see, in the original program description in 1999, a priority was placed on the 'student's development' and how this program can help them in that matter. However, in the most up to date program description, the phrase pertaining to student's development has been re-phrased to be more specific in terms of developing student's civic responsibility. Civic responsibility is a broad term and carries with it numerous possible meanings. It the literature is has been defined in its simplest terms as public service (Riley & Beal, 2010), or preparing people to be citizens (Bok, 2001). Moore (2004) provides a broader, yet more descriptive definition of civic responsibility, which includes voting, volunteering to meet a community need, and participating in one's community through a leadership role. While the main role in the program, now seems to be the development of civic responsibility, it is possible that through participation in this program may accrue the benefits of volunteer work discussed above in addition to any changes in civic responsibility.

If we look closer at the terms used by the ministry, the development of an 'awareness' and 'understanding' of potential community roles will likely happen in parallel with the student understanding more about themselves and how they fit into grand scheme of their community. The notion of increased understanding of one's self through engagement in activities is supported by the occupational science literature, and specifically, the ideas of doing, being, and becoming (Wilcock, 1998). The concepts of being and becoming are of most interest, which are accomplished through doing. Being refers to the process of experiencing and enhanced sense of self, where becoming is the transformative aspect where the person attempts to better one's self (Wilcock, 1998). Therefore, the purpose statement of the program implies personal development through self-awareness in how to enact civic responsibility moving forward. The implied personal development and understanding of one's place in the community links strongly with the ideas regarding identity described by Erikson (1968). Thus, it is possible that the process of requiring community service may indeed have an influence on the identity development of students involved in the community development program, in addition to any development of civic responsibility.

When looking at the possible influence of the community involvement program on identity development it is important to consider the mandatory nature of the community service. As described by Marcia (1980), how a person reaches their decisions regarding career choice, ideology, and sexuality may influence their identity development. If a person is able to make these decisions for his or her self, s/he may end up in a different identity status (achievement) than those who are influenced by outside sources (foreclosure). In making the community involvement program mandatory for graduation, the ministry of education has essentially attached a reward for completing the program, which in turn could change how students are motivated to complete the program. This work investigates the influence of the community involvement program on identity development in adolescents. The concept of motivation, as mentioned above may influence how adolescents come to make their career decisions, and thus influence their identity development. In this work the concept of motivation is linked to identity development through the participation in the community involvement program.

1.6 Motivation

The concept of motivation can help to explain how the mandatory nature of the community involvement program could relate to identity development in adolescents. Traditionally the type of motivation has been broken down into two distinctions, intrinsic motivation (IM) and extrinsic motivation (EM) (Deci & Ryan, 1985). A person is intrinsically motivated when they undertake an activity for the pleasure and satisfaction derived from participating in their chosen activity. IM stems from innate psychological needs based upon competence and self-determination. Any activity that provides a person with these feelings will be engaged in through IM (Deci & Ryan, 1985).

In contrast, EM relates to behaviours that are undertaken as a means to an end and not for any sort of internal desire (Deci & Ryan, 1985). EM can be broken down into a continuum with each stage involving more individual autonomy. The first step of the EM continuum is External Regulation. External Regulation refers to activities that are undertaken solely to satisfy an external demand or goal. The second aspect of the EM continuum, Introjected Regulation occurs when individual begin to internalize reasons for their actions. However, since this internalization is dependent on past external rewards the activity does not hold any true intrinsic value for the person. Eventually it is possible that a person will identify with the importance of the activity and the person will perceive the activity to be chosen by one’s self. When this realization occurs a person has entered the final stage of the EM continuum, Identification (Deci & Ryan, 1985).

In regards to the Ontario high school community involvement program it is possible that some students may be intrinsically motivated to serve in the community as they enjoy the feelings they get from community service. In other cases, some may be extrinsically motivated to do so based on requirement for graduation. It is also possible that the use of a reward contingency could influence how a student is motivated to complete the community involvement program. For example, completion contingent rewards are a type of reward that requires a person to complete a specific task or requirement in order to receive the specified incentive (Ryan et al. 1983). Completion contingent rewards can be perceived as controlling by those taking part and may reduce IM toward an activity (Ryan et al., 1983). The necessity to complete forty hours of community service in order to graduate high school could potentially be viewed as a completion contingent reward by some students and in turn may influence how they are motivated to complete their community involvement hours.

The construct of motivation can be tied to both the community involvement program and the identity statuses model. The link between an individual's motivation and the community involvement program can be found in the pseudo reward, the ability to graduate, that is attached completing the program. As mentioned previously, by forcing the students to complete this program in order to graduate the possibility arises that the students may complete the activity for various reasons. It is possible that student would complete the community involvement hours because they enjoy the service (intrinsic motivation), because they need to graduate (extrinsic motivation), or for a combination of reasons.

The relationship between the community involvement program and identity development is clearest in regards to an individual consolidating their vocational views. As the students are completing the program in order to graduate high school, they are moving toward entering the workforce, either directly, or through additional education to better focus their future career. Taking part in the community involvement program may promote some decision making towards a future occupation, by allowing the students to explore career alternatives prior to entering the workforce or post-secondary education.

Finally, motivation is linked to identity development through the process in which people make decisions regarding their future occupational goals. Based on the identity statuses outlined by Marcia (1980) an individual has consolidated their identity when they reach the foreclosure or achievement status. In both of these statuses the individual has reached a decision regarding their future career path, what differs is how they arrived at this decision. An individual in the foreclosure status has reached that decision through the influence of outside sources, where the individual in achievement has come to any decision in their own way. As described above, the reward based incentives, and mandatory nature of the community involvement program may influence how a student is motivated when completing the program. If the student is extrinsically motivated, they may feel that any decisions regarding their career that arose from the community involvement program were influenced by an outside source. In contrast, if the student is intrinsically motivated they may feel that any career based decisions result from the program were made of their own free will. Thus, differences in a student's motivation toward the program could influence how they frame their decision making process, and in turn, their identity development.

1.7 Self-Determination Theory

The motivation construct of this research project was approached from a Self Determination Theory (SDT) (Ryan & Deci, 2000) perspective. SDT is an approach to human motivation that highlights the importance of a person's inner resources for personality development and behavioural self-regulation (Ryan & Deci, 2000). According to SDT there are three fundamental psychological needs that are necessary to foster self-motivation: competence, relatedness, and autonomy. These three needs must be met in order to promote optimal social development and personal well-being. The social environment and how it fosters, or hinders the three essential needs is a vital part of self-determination theory and is further explained by the sub-theory of Cognitive Evaluation Therapy (CET) (Deci & Ryan, 2000).

Cognitive Evaluation Theory aims to specify factors in the social environment that explain variability in feelings of intrinsic motivation. CET is framed in terms of environmental factors that facilitate of hinder intrinsic motivation by fostering or limiting the three essential needs: competence, relatedness, and autonomy. Environments that promote feelings in these three areas will help to promote intrinsic motivation, where those environments that obstruct feelings of competence, relatedness, or autonomy will stimulate extrinsic motivation (Deci & Ryan, 2000).

Aside from CET, SDT is comprised of one additional sub-theory: Organismic Integration Theory (OIT). OIT serves to explain the differing categories of extrinsic motivation and subsequently the level of integration discussed in the previous section. According OIT, integration is likely to be evident where activities provide support for feelings of relatedness, competence, and autonomy (OIT).

Given the aforementioned relationships between motivation, the community involvement program, and identity development, the primary goal of this dissertation was to explore the relationship between motivation toward forced community service during high school and the current state of identity development. More specifically, in addition to the goal of exploring the relationship between motivation toward forced community service during high school and the current state of identity development, this research attempted to answer the following research questions:

1) Is there a difference between how university students in general degree programs and career-specific programs were motivated to complete their community service requirement? Is there a difference between genders?

2) Is there a relationship between the motivation of the student and their current Identity Status?

3) Is there a difference between the current Identity Statues of university students in general degree programs and career specific programs? Is there a difference between genders?

The research questions listed above were answered using a mixed methods approach, which constitutes the main component of this thesis document. The emphasis was placed on the quantitative component of the study, with the addition of the qualitative methods to add contextual information to help further describe the relationship between the community involvement program and identity development. The quantitative aspect of the study was completed using a cross sectional, descriptive design. The supporting qualitative strand was completed using a phenomenological frame of reference. A more detailed description of the study methods, the results, and the conclusions makes up chapter three of this document.

In addition to the study outlined above, one literature review and one document review were completed to help further illuminate current issues surrounding identity development and the community involvement program. The first of these consists of a scoping review completed using the 6-step method outlined by Arskey and O'Malley (2005) and can be found in chapter two of this thesis document. The six stages described by Arskey and O'Malley include: 1) identifying the research question, 2) identifying relevant studies, 3) study selection, 4) charting the data, 5) collating summarizing and reporting the results and 6) consultation. The scoping review was completed to answer the two following research questions:

1) Which factors relating to identity development have been investigated?

2) Which scientific methods are being used to complete these studies?

The primary purpose of the review was to help determine gaps in the literature relating to identity development, which served to develop the mixed methods approach outlined in chapter three. Articles for review were collected using electronic database searches and various search phrases. A complete discussion of the methods is discussed further in chapter two along with relevant findings, conclusions, and implications.

Chapter four of the thesis consists of a document review completed on the grey literature and policy documents pertaining to the community involvement program in Ontario High Schools. The document review was completed to answer two research questions:

1) Is the community involvement program viewed positively or negatively in the public discourse?
2) Whose voices are being represented in the public discourse surrounding the community involvement program?

In order to answer these questions, Bacchi's (2009) 'What is the Problem Represented to Be' (WPR) methodology for policy analysis was adopted. The WPR methodology is comprised of six questions that are to be answered in relation to the policy under investigation. Bacchi's (2009) WPR methodology is described in further detail in chapter 4. In the case of this review, the policy under examination was the community involvement requirement for graduation.

Finally, the thesis document closes with chapter 5 – Discussion and Conclusions. This chapter summarizes the findings across chapters 2, 3, and 4, pulls out common themes across the three chapters, and discusses final conclusions from the project as a whole.

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Chapter 2

2 Adolescent Identity Development: A Scoping Review

Adolescence is defined by the World Health Organization (2014) as the period of human growth and development between the ages of ten and nineteen. This period of development is marked by significant biological and sociological changes. The biological changes occurring in adolescence are very similar across individuals, however when these changes are experienced can vary greatly between individuals. In contrast to the physical changes, the social changes experienced during adolescence may not only occur at different times but the actual social changes experienced can vary greatly between individuals based on their environmental context (American Psychological Association, 2002).

The complex period of adolescent development has been studied extensively in the scientific community. Steinberg and Morris (2001) completed a review of the adolescent research literature and discovered a few significant trends in the focus of past adolescent development research. Initially adolescent development research focused on three over-arching areas and their influence on adolescents: physical change during puberty, problem behaviours, and family structure. Smaller bodies of research existed in areas of self-image and peer relations (Steinberg & Morris, (2001). The research pertaining to self-image involved the investigation of the psychological characteristics of adolescents and examined how adolescents determine how they view themselves in their particular environmental context. This focus area of research is very similar to the ideas surrounding identity development, which is one of the many changes occurring during adolescence (APA, 2002)

The earliest ideas regarding identity and its development are credited to Erik Erikson, who defined ego identity as the conscious sense of individual uniqueness and the unconscious striving for the continuity of experience (Erikson, 1968). A coherent identity has also been described by Erikson as a feeling of being at home in one's body in conjunction with a sense of knowing where one wishes to go in the future. In terms of identity development, Erikson has stated that during adolescence an individual experiences an identity transition due to the significant physical and social developmental changes. These changes cause a shift in how and individual had previously thought of him or herself, in that the sameness and continuities the individual relied upon in childhood are questioned due to the rapid changes in body growth and shifting social roles (Erikson, 1980). During this identity transition the emerging ego identity develops out of a gradual integration of earlier identifications, and is heavily influenced by emerging social roles. Erikson indicated that resolving issues surrounding vocational decision-making, adoption of ideological values, and the development a sexual identity are key components in the development of one's ego identity, and resolving one's identity transition. In fact, Erikson states that in general, it is primarily the inability to settle on a future occupation that disturbs most young people (Erikson, 1980) and limits their ability to consolidate an adult identity.

This inability to consolidate an adult identity relates to Erikson's ideas of Identity versus Role Confusion, which states that not all individuals will develop a coherent identity prior to adult hood. The concept of Identity versus Role Confusion has been the basis for numerous other identity development models, such as the Identity Status Model developed by James Marcia (1966). Marcia (1980) defines an identity as a self-structure or an internal, self-constructed dynamic organization of drive, abilities, beliefs, and individual history (p. 159). Marcia's concepts of identity are very similar to those espoused by Erikson in regards to the need to reconcile beliefs in areas of vocation ideology, and sexuality, which Marcia describes as the minimum areas where an adolescent must commit to have formed an identity. Marcia (1980) states that adolescence is neither the beginning nor the end of one's identity development, however it is the most important time given that it is the period when physical, cognitive, and social development as well as external expectations intersect.

Marcia (1966, 1980) postulated four separate identity statuses to describe an individual's current level of commitment or decision-making in regards to vocation, politics, and sexuality. The four identity statuses are termed: Identity Moratorium, Identity Diffusion, Identity Foreclosure and Identity Achievement. The four statuses are differentiated by the absence or presence of an identity crisis, and choice regarding sexuality, ideology, and vocational values. Those in the Identity Moratorium status are currently experiencing an identity crisis where they are exploring and gathering information to help them resolve their feelings surrounding the issues mentioned previously. The Identity Diffusion status refers to those individuals who have no set direction in regards to their ideological or vocational direction and they are not currently exploring any alternatives. Those in the Identity Foreclosure status have made choices regarding their ideological and vocational views but the choices they have made were heavily influenced by others and not necessarily chosen by the individuals themselves and are not currently engaging in further exploration. Identity Achievement is the goal of identity development where an adolescent has made decisions on their own regarding sexuality, ideology, and vocation through extensive exploration of various options and experiences (Marcia, 1966).

As the World Health Organization, Erikson, and Marcia suggest, adolescent development and in particular identity development, is a complex process. As highlighted by Steinberg and Morris (2001) there is a wide range of literature on adolescent development, covering a wide area of topics. However, in their review, Steinberg and Morris (2001) raise concerns regarding the focus of adolescent development research on the environmental context, at the relative neglect of psychological development. Additionally, the authors suggest a need for a greater emphasis on the use of longitudinal research methodologies in addition to the traditional cross-sectional quantitative research methods (Steinberg & Morris, 2001).

The review completed by Steinberg and Morris (2001) is now dated and as such, given the concerns outlined, it is proposed that the review described below will serve to investigate current trends in adolescent development research with a focus on identity development. An increasingly popular method in investigating trends in a literature base is the scoping review. According to Arskey and O'Malley (2005) the goal of scoping studies is to map the concepts currently underpinning a research area. Additionally, scoping reviews can be used to identify the main sources and types of evidence available in the literature. Arskey and O'Malley (2005) provide four reasons to undertake a scoping review, two of which are applicable in this situation: to examine the extent, range, and nature of research activity and to identify research gaps in the existing literature (Arskey & O'Malley, 2005, p.21).

Arskey and O'Malley (2005) outlined five steps, with an optional sixth step, to follow in the completion of a scoping review. The six stages include: 1) identifying the research question, 2) identifying relevant studies, 3) study selection, 4) charting the data, 5) collating summarizing and reporting the results and 6) consultation. The sixth stage, consultation, is completed with relevant stakeholders and is designed to influence policy, or helping design research at an institutional level (Arskey & O'Malley, 2005). Levac, Colquhoun, & O'Brien (2010) attempted to further clarify the six stages outlined by Arskey and O'Malley (2005). Their primary recommendation was that the sixth stage, consultation, should not be optional given that it helps to provide methodological rigour (pg.7). However, in the case of this review, its secondary purpose is to help provide a framework for a future identity development study, not to influence policy or research at an institutional level. Thus, no stakeholders are directly involved in the project, and as such the consultation stage is not appropriate for this review.

As discussed above, the first stage of a scoping review is the identification of the research question in order to frame the review. Given the purpose of a scoping review is to examine the nature and gaps in the research base the two research questions investigated through this review were:

1) Which factors relating to identity development have been investigated?

2) Which scientific methods are being used to complete these studies?

The first research question seeks to identify and map key themes (or knowledge) and highlight gaps in the knowledge base regarding potential influences on identity development. Question two was designed to determine current trends in research methodologies used in studying identity development to determine if researchers are maintaining a reliance on quantitative methods, or if they are moving away from strictly quantitative approaches, and embracing other avenues. In order to investigate the prevalent research methodologies, the categories of identity model, identity measure, methodology, and study population were selected. Answering these two questions will provide an understanding of the current identity development knowledge base, and directions for future research in terms of both scope and methodology.

2.1 Methods

This scoping review was completed using the methods outlined by Arskey and O'Malley (2005). The five steps originally outlined by Arskey and O'Malley (2005), which were described previously, guided the completion of this scoping review.

2.1.1 Identifying relevant studies

Relevant studies were identified through two resources. The first, and most productive avenue for locating prospective studies was through literature searches of online electronic databases available through the Western University Library system. In total, eight electronic databases were searched. The eight databases used included: EMBASE, JSTOR, ProQuest Psychology, PSYCH Articles, ERIC, SCOPUS, SocINDEX, and PsychINFO. The searches of the databases were completed using six different, but highly related search phrases. The search phrases were all three-word phrases consisting of an age defining term (youth or adolescent) and a phrase regarding identity development (identity formation, identity construction, or identity development). The three identity development phrases were combined with each of the age defining terms to produce the six search phrases:

- "Adolescent identity development"
- "Adolescent identity construction"
- "Adolescent identity formation"
- 'Youth identity development"
- "Youth identity construction"
- "Youth identity formation"

All of the database searches were completed using the above terms, for a total of 48 searches. The searches were completed with the search limiters “in the title” and “in the abstract”. All of the results from these searches were collected and stored in the online reference system RefWorks (RefWorks, 2009).

After the studies collected from the database searches were evaluated using the post hoc inclusion criteria outlined below, the references lists for the included studies were analyzed for trends. Any articles appearing in the reference list of at least five of the collected articles were selected for an additional review and subjected to the same post hoc inclusion criteria to determine if they were to be included into the review. The number five was chosen to ensure that any articles identified via the reference lists were relevant, while helping to manage the scope of the review given the large body of literature on identity development. This constituted the second method of study identification.

2.1.2 Study selection

In order to eliminate those studies not applicable to this review, numerous post hoc inclusion criteria were developed. The inclusion criteria and rationale were as follows:

Inclusion Criteria	**Rationale**
Must not be a review study	Excluded as they do not directly investigate identity development
Must state identity theory used in study design	To allow for investigation of trends in use of identity development models
Must state how identity development was measured	To allow for investigation of trends regarding measurement tools
Must focus on general identity development	To maintain broad scope of review
Must not be a subset of a population	To eliminate biases toward particular population groups. Nationality or place of birth was not basis for exclusion
Must not be a conceptual or theoretical study	Excluded as they do not directly investigate identity development
Must not be a dissertation or thesis paper	Excluded due to lack of peer review process
Must be published in English	To allow for review by reviewers

Must have been published after 1995	To allow for focus on recent research trends

Most of the above mentioned criteria are more easily applied to quantitative based research, however, qualitative studies were not excluded from this review. The criteria of particular concern regarding qualitative studies is that relating to the measurement of identity development and the requirement of stating the identity theory being used in the study design. Qualitative studies by nature do not intend to “measure” a phenomenon and are not necessarily based on previous studies or models. Due to this fact, the qualitative studies found in the database and reference list searches were evaluated slightly differently. For a qualitative study to be included in the review it must have described a general identity model in the introduction or methods section, and then related any results or themes back to the original model when discussing the results.

It is possible that given the aforementioned inclusion criteria that some work relating to the understanding of identity development would be excluded due to the requirement that the studies relate their work to an existing identity development theory. This requirement is especially likely to limit the inclusion of qualitative research. However, given that the purpose of this review was to investigate how identity development has been studied from a theoretical perspective it was decided that requiring a theoretical base would help to manage the scope of the review.

The criteria were first applied based to the title and the abstract of the papers. Any study not meeting all of the above criteria after analysis of the title and abstract was removed from further consideration. The remaining studies were read through in their entirety to determine if they meet all of the necessary criteria for inclusion. Also, all duplicate studies were removed prior to the application of the exclusion criteria.

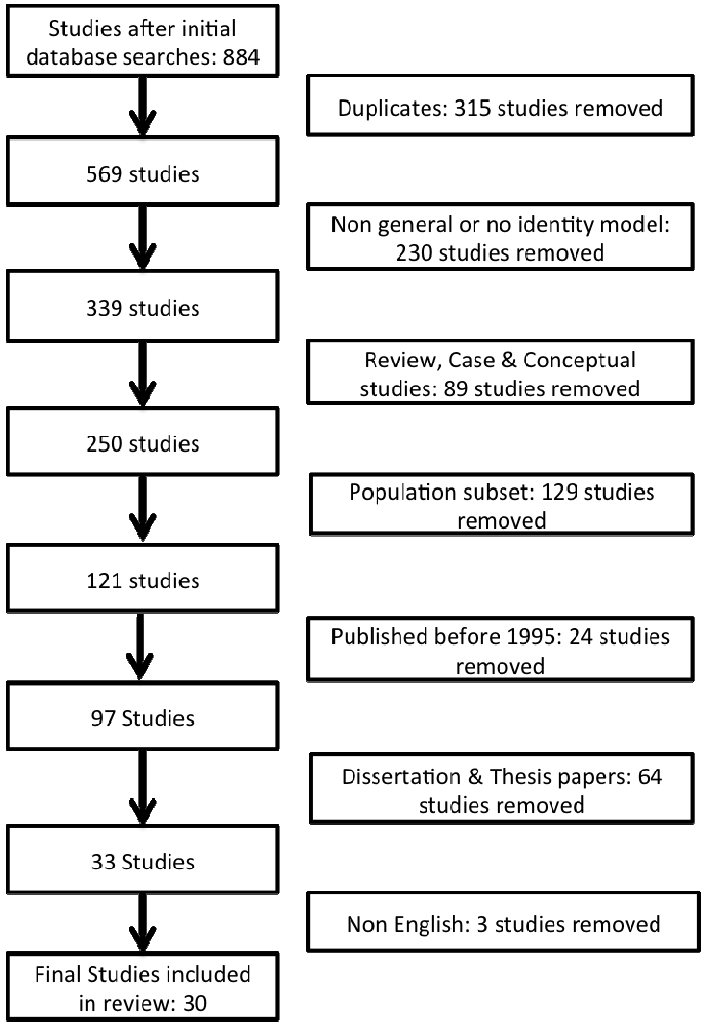
2.1.3 Charting the data

The charting of the data was designed to highlight components of the study that would be helpful in answering the chosen research question. The following information was collected from the collected studies that met the inclusion criteria: Author(s) and date, identity model used, study population, methodology (quantitative or qualitative), identity measure used, and important results relating to identity development. As mentioned previously, the categories of identity model, identity measure, methodology, and study population were selected to help identify any trends in how identity development has been studied, whereas the factor and results components were included to identify any trends or gaps in the factors investigated and their influence on identity development. The date of the publication was included to determine how any of these features of the research body may have changed over time.

2.2 Results

The searches of the eight electronic databases using the six search terms returned 884 total studies. The application of the aforementioned exclusion criteria left 30 studies to be included in the review. The break down of the studies eliminated by the various exclusion criteria is outlined in Figure 1.

Figure 1 Application of the exclusion criteria for study selection



These thirty studies were summarized in chart form. For the complete chart please see Appendix A.

2.2.1 What factors relating to identity development have been studied?

From the summarized studies, it became clear that a large number of diverse factors were investigated to determine their influence on identity development. Attempting to determine differences in identity development between genders, either as a primary or secondary variable, was the most common variable investigated throughout the research base. Other common influential factors included: personal relationships (family structure and friendship), exposure to various situations (domestic violence, recreation programs, and foster care exposure) and personal characteristics (motivation, goals, and anxiety).

The studies investigating personal relationships looked at identity development in relation to the individual's interactions with family members, personality similarity to friends, and basic family structure. Those studies investigating the influence of various situations on identity development exposed an individual to a situation or investigated two groups with different previous levels of experience in a situation. Identity development was measured before and after exposure, or between the two groups. Finally, those studies investigating personal characteristics measured said characteristic in a group of adolescents and compared the difference in those measurements to their current state of identity development.

In terms of the particular factors studied and their influence on adolescent identity development, a wide range of relationships was identified, even within the same factor. Looking at gender for instance, four of the thirty studies directly investigated gender difference in current identity development. Pastorino, Dunham, Kidnell, Bacho, and Lamborn (1997) found no significant difference between males and females in terms of their current identity status. In contrast, Sandhu and Tung (2006) found that girls were more likely to be in the achievement and moratorium status, and less likely to be in the diffusion status when compared to their male counterparts. Similar results were found by Marcotte (2009) as well as Berghand and Erling (2005). A study completed by Sandhu, Singh, Tung and Kundra (2012) found that the male's psychological well-being was more closely related to achievement than that of the female participants.

Looking at the research relating to the influence of personal relationships on identity development, supportive familial and friendships seem to have a positive influence on identity development outcome measures where negative relationships will likely hinder identity development. Jones, Vaterlaus, Jackson and Morrill (2013) studied conflict and support in friendships and found that support among friends was negatively related to the identity diffusion status, where increased conflict was more likely to lead to an individual residing in the moratorium and diffusion statuses. In regards to familial relationships, Faber, Edwards, Bauer and Welcher (2003) found that individuals in the diffused and moratorium status were more likely to experience parental conflict, where strong connection to a father is related to the achievement and diffused status. Akers, Jones and

Coyl (1998) investigated similarities in identity development between friendship pairs and found that pairs who mutually identified as being friends were more likely to have similar stages of ego identity development.

In regards to the exposure to situations, the most common situations investigated were of a negative nature. Foster care exposure, and domestic violence were the two negative circumstances investigated. Kools (1997) conducted a qualitative grounded theory study that indicated the experience in the foster care environment had a negative influence on identity development and view of self due to the individuals diminished status and institutional nature of the foster care environment. Idemudia and Makhubela (2011) and Makhubela (2012) investigated the role domestic violence exposure plays in identity development and found that those exposed to violence in the home were more likely to have lower scores in regards to identity development when compared to those that were not exposed to violence. The lone study to investigate a positive situation on identity development was completed by Duerden, Widmer, Tanguchi and McCoy (2009) who investigated the role of adventure recreation participation in identity processing style.

The final theme found in identity studies related to personal factors or characteristics. These studies investigated factors relating to the person such as cultural background, motivation, and behaviours. In regards to cultural backgrounds, the research suggested differences might exist between American adolescents and those from other cultures. In two instances American adolescents showed greater levels of identity achievement when compared to Turkish (Taylor and Oskay, 1995) and Indian adolescents (Graf, Mullis & Mullis, 2009).

Motivation and future goals were investigated by Yeager, Bundick and Johnson (2012) and Deuriez, Luyckx, Soenens and Bezonsky (2012). In both instances intrinsic motivation or goals was related with higher levels of meaning and purpose in one's life and more stable identity development.

Overall, 30 research studies were reviewed, that investigated a variety of factors relating to adolescent identity development. These factors could be grouped into three broad categories factors: personal relationships, exposure to different situations, and personal characteristics. The influence of the factor on identity development varied greatly between the three categories factors with no consensus in any given area. The vast number of factors investigated helps to highlight the complex nature of identity development and the multitude of elements that could influence how an adolescent forms their adult identity.

2.2.2 How is identity development studied?

From the summarized research articles a few relevant trends emerged in how identity development is studied. In terms of the research question the 'how' aspect can be described by three of the charting categories: methodology, identity model, and identity measure. The first component relating to the 'how' aspect of the research question involves the methodology of the reviewed articles. From the thirty publications reviewed, it is quite clear that identity development is mainly studied using quantitative research designs. Twenty-five of the thirty studies included in the review were of a quantitative design, with four qualitative studies and one mixed-method study, comprising the other five articles. Looking deeper into the quantitative nature, it becomes clear that within the quantitative research there is a strong preference for cross-sectional study designs with twenty-one of the twenty-five quantitative studies being of a cross sectional nature.

A second component of the 'how' in regards to the study of identity development is the model or theory used in defining identity formation. Looking at the studies involved in this review, a clear trend emerges in the models used to study adolescent identity and its development. Of the studies reviewed the identity models of Erikson (1968) and Marcia (Identity Status Model) (1966) are easily the most common theoretical perspectives with twenty-four of thirty studies using one of the two models. The remaining studies used models developed by the authors that expanded on the models of Erikson and Marcia.

The final component of the 'how' is described by the measures used to evaluate identity development. In this regard, no clear pattern emerged from the research base. The most common instrument of identity development was the Extended Objective Measure of Ego Identity Status (EOM-EIS) (Adams, 1999). It was used as the measure of identity development in ten of the twenty-three quantitative designed studies. The EOM-EIS was designed using Marcia's Identity Status model. As such, its goal is to evaluate a person's views and beliefs regarding religion, politics, and future career, and is designed to place a person into an identity status based on their responses to the questionnaire. A wide variety of measures were used in the remaining studies with no other measure being used in more than two for the remaining publications.

In total, four studies using singularly qualitative research methodologies were included in the review. When looking at the qualitative research articles, semi-structured interviews were the most popular tool for data collection, with one set of authors choosing to use the participant's self told, life story as their means of data collection. However, due to the overall low number of qualitative studies included in the review, it is difficult to establish any significant trend in regards to the qualitative research on adolescent identity development. Looking closer at the specific qualitative methodologies used in these three studies, only one study explicitly stated their chosen framework. Kools (1997) conducted a grounded theory study looking at the experience of living in the foster care system and its influence on identity development. The remaining two qualitative studies used general terms to describe their methodology. Jones and Deutsch (2012) described their methodology as an interpretive qualitative methodology, where Good and Willoughby (2005) simply described their study through their data analysis and their use of a content analysis approach.

2.3 Discussion

The research literature addressing adolescent identity development is wide ranging in terms of scope. The purpose of this review, as suggested by Arskey and O'Malley (2005), was to investigate trends in the recent literature pertaining to general adolescent development and to determine if any possible gaps in the research base exist at the present time. More specifically, the review attempted to answer the following two questions:

1) Which factors relating to identity development have been investigated?

2) Which scientific methods are being used to complete these studies?

When reviewing the thirty collected studies, there were numerous factors relating to identity development that were addressed. Gender was the most common variable, but was not always the primary focus of the research. The remaining factors could be allocated to three separate categories: personal relationships, exposure to situations, and personal characteristics, with more studies relating to situations and personal characteristics, than personal relationships. In each category there was also a significant variation in factors investigated. Looking at the personal relationships category, the factors investigated included family structure, family relationships, and relationship with friends. The exposure to situations category included studies investigating aspects related to church attendance, recreation participation, foster care, domestic violence, and vocational experiences. Finally, the personal factors category showed similar variation with studies investigating the influence of culture, motivation, behavior, cognition, and personality on identity development. This wide variation in factors studied helps to show the wide range of potential influences on identity development.

However, even with the significant variety in regards to the factors investigated, a gap in the literature existed in regards to career-oriented activates and their influence on identity development. Of the studies reviewed, only one study directly investigated the role of career-based activities on identity development. Danielsen, Lorem and Kroger (2000) found that current high school students were more likely to in the achieved or moratorium status, where individuals of high school age in employment programs were more likely to be in identity foreclosure.

The need to reconcile a future career choice is a common thread in the identity development models of Erikson (1968, 1963, 1980) and Marcia (1980, 1966). According to Erikson (1963) it is the most likely aspect to cause an adolescent trouble in terms of identity development and lead to difficulties in forming a coherent adult identity. The inability to settle on a future career could lead to an individual entering identity diffusion, where they are unable to identify with a particular social role, and thus an adult identity (Erikson, 1963). Given the importance both of these common identity models place on the role of career or vocational choice in developing a coherent adult identity it is surprising that only a single study in this review attempted to investigate any activity, situation, or personal characteristic that may relate to career choice. The area of career choice and its relation to identity development is certainly an area where future identity research could further investigate.

The lack of focus on one particular subject area helps to highlight the complexity of adolescent identity development, and that there is no consensus in the literature as to how certain variables influence identity development. However, even with the wide range of variables studied a trend emerged in that relationships, situations, or personal factors with positive connotations seemed to relate to higher scores on identity development measures than those with negative undertones, regardless of subject area or population. This trend was especially prevalent when investigating various situations, experiences, or personal characteristics relating to identity development, such as domestic violence exposure, motivation, and future goals. The variety of factors studied and the lack of consensus are arguably beneficial to the researcher designing future identity development research. The area of particular interest here is the influence of motivation and on identity development. This review highlighted two studies that investigated the role of motivation and identity development, both of which were published recently in 2012, indicating that this is a relatively new area of research that could benefit further exploration.

In regards to the second research question, it became clear that quantitative research methodologies, and in particular cross-sectional study designs, are the preference in conducting identity development research. This is likely due to the historical precedent in favour of quantitative and experimental designs in the psychological field that values objectivity and control (Gergen, 2001). The benefits of quantitative research are vast and fit well with the ideas of control and objectivity valued in psychology. The benefits of quantitative research methodologies include the ability to measure, standardize, and replicate a wide range of ideas (Vishnevsky & Beanlands, 2004). Quantitative research is also used to answer a specific question under a specific set of circumstances (Redmond, Keenan, & Landorf, 2002) and is lauded for its ability to generalize findings to larger population groups due to strict guidelines in sampling and study design to eliminate biases (Payne & Williams, 2005). Finally, quantitative research is completed under the assumption that truth is objective and can be determined through the standardization of experimental conditions mentioned above (Vishnevsky & Beanlands, 2004).

While most of the studies reviewed were cross-sectional in nature, it is interesting to note that there seems to be a shift toward longitudinal research in recent years. The earliest longitudinal studied reviewed was published in 2002, with five of the seven longitudinal studies published after 2010, and four published in 2012 alone. This finding could be evidence of a trend toward an increased usage of a longitudinal study design. The increased incorporation of longitudinal studies may also indicate a shift in the conceptualization of identity development as a process as opposed to a static state. Adding more longitudinal studies will allow for investigation of long-term influences on identity development or investigations in regards to transitions between identity statuses (Meesus et al. 2010).

Similar to the trend in the increase of longitudinal studies, there is seemingly an increase in the prevalence in the use of qualitative research methods in recent years. All but one of the five studies using qualitative or mixed-methods research were published after 2005. The goals of qualitative research differ significantly from quantitative research. Depending on the particular qualitative methodology, qualitative research may aim to verify or generate theory from broad descriptive information in a natural setting (Redmond, Keenan, & Landorf, 2002) Additionally, qualitative research tends to focus on the investigation of human experience from a holistic, in-depth perspective (Vishnevsky & Beanlands, 2004). Qualitative research is undertaken with the goal of learning from the individual, and is best used in complex situations where it is difficult to account for bias and outside interactions in the study design (Vishnevsky & Beanlands, 2004).

As discussed in the introduction, the period of adolescence is a complex time for all individuals in terms of their development, with identity development being no different. Looking closer at the definitions of identity development, Erikson (1968) defines ego identity development as a conscious sense of individual uniqueness and an unconscious striving for continuity of experience. Marcia (1980) characterizes identity as self-structure, or an internal self-constructed dynamic organization of drive, abilities, beliefs, and individual history. As we can see with these two definitions, a high value is placed on the importance of the individual undergoing the experience of identity development. It is this component of individuality where the use of qualitative methods could serve to augment the relationships found using quantitative methods by providing context to the relationships from an individual's perspective.

The use of cross-sectional study designs are useful in that they provide information on the students current stage of identity development. However, they provide little insight into how the student achieved their current state, or how their identity changed as a result of a particular factor. Qualitative research methodologies, with their focus on the individual, their context, and their experiences at an in-depth level (Vishnevsky & Beanlands, 2004) will allow for additional information in regards to the process in which changes in identity development occur at an individual level. Additionally, having perspectives from multiple individuals will allow for comparisons between individuals providing another avenue to further investigate the influence of context and different experiences on identity development.

Two models, Erikson (1968) and Marcia (1980) were foundational for the majority of studies included in this review, highlighting their pre-eminence in this field. With such a high percentage of the reviewed studies using these two models it shows that their perspective on the identity development process is sufficiently accepted in the research community to serve as a framework for study design. However, based on this review, the Identity Statuses Model has almost exclusively been used in the completion of cross-sectional research. Applying these models to different research methodologies, such as mixed-methods research may provide further understanding of how the model explains identity development, by incorporating a subjective component to the understanding identity development.

A similar, and related trend emerged in regard to the data collection tools used in the research base, with the Extended Objective Measure of Ego Identity Status (EOMEIS) (Adams, 1999) being by far the most popular. This tool is designed to determine an individual's current level of identity development by placing them into one of Marcia's four identity statuses. The ability of the EOMEIS to place individuals into an identity status makes in an effective tool for comparing differences in sub-sets of a particular population, making it a good fit within the quantitative, cross-sectional research framework as well as for measuring changes over time in longitudinal approaches.

In terms of framing future identity research, the trends discussed above can be of help to researchers. Based on the results of this review, there is a gap in the research literature surrounding the influence of career choice, or career-based activities on identity development. This gap is concerning given the importance placed on the aspect of career choice in the two popular theories on identity development, and should be addressed in future research. Additionally, a trend is emerging in how research relating to identity development is conducted with a greater emphasis on qualitative and mixed-methods research. Continuing this trend will help to grow the knowledge base by providing a greater understanding of the subjective and contextual aspects of identity development that cannot be captured in traditional quantitative designs. Incorporating a qualitative methodology with the traditional quantitative base may serve to provide 'the best of both worlds' in terms of generalizability and replication, as well as the ability to highlight 'why' and 'how' a particular factor relates to identity development.

2.4 Limitations

While this review was not intended to be a wide-ranging review of all identity based literature, there are nonetheless a few limitations that may limit its effectiveness. The first relates to the search terms, while youth and adolescents are very common descriptors of the 13-20 year old age range, the term 'young adult' could also be used to define the later half of age cohort. Combining the phrase 'young adult' and the three identity development phrases may have allowed for inclusion of studies that did not use the terms 'youth' and 'adolescent' in describing their study population.

One could also argue that the inclusion criteria may have limited the type of studies included in the review. The exclusion of studies that were not explicitly based on an identity model may have led to the exclusion of informative studies. Of particular concern regarding this criteria is that it may have biased the review towards quantitative work. Attempts were made to include qualitative research if the study met the slightly modified inclusion criteria to account to the difference in research methodology. However, the necessity that included studies must at least tie any findings or themes to a pre existing identity theory may have created a bias toward excluding studies using qualitative methodology.

Future investigations surrounding general identity development should be completed with a greater emphasis on including any potential qualitative studies that do not explicitly state an identity model. In order to accomplish this, the criteria requiring the use of an existing identity theory could be removed, or the research question could be amended to read: How do studies using quantitative and qualitative methodologies differ in their use of identity theory. Including additional qualitative studies may allow for the inclusion of studies outside of the typical models, and highlight areas of developmental concern different than those found in this review.

2.5 Conclusion

This scoping review was designed to help answer the questions of which factors relating to identity development have been investigated, and which scientific methods have been used to study these phenomena. From this review it is clear the current trends in identity research methodologies relate to quantitative, cross-sectional studies. These cross-sectional measurements of identity development can be useful in investigating the current state of identity development of a particular group, or measuring the influence of short term, direct interventions on identity development. Future research of a longitudinal and qualitative nature will allow for an investigation on the ‘how’ and ‘why’ questions regarding identity development and provide a deeper understanding of the dynamic nature of identity development in adolescents.

Looking at the factors relating to identity development that were identified in this review there were a wide variety of factors investigated across three broad categories. While the variety of factors serves to highlight the complex nature of adolescent identity development, there seems to be a gap in the knowledge base regarding the influence of career choice on identity development. This gap is particularly troublesome given the important role career decision-making plays in the consolidation of ones adult identity (Erikson, 1963). Additionally, aspects of career choice are significant components of the two main models of identity development that were foundational for many of the studies in this review.

A research base with a combination of all research methodologies, study designs, and appropriate models, especially in the complex field of adolescent development, would serve to increase the depth and breadth surrounding the identity development process and influencing factors. However, in order to address the gap in the literature surrounding vocation and its influence on identity development, it is recommended that future research in terms of general identity development consider the use of qualitative and mixed-methods, with a particular focus on the area of vocational or career-related activities.

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2.8 Appendices

Appendix A Summary Chart of Reviewed Studies

Author	Identity Model	Factor Measured	Population	Methodology	Identity Measure	Results
Akers, Jones, Coyl (1998)	Marcia	Friendship status	1159 grade 10-12 students	Quantitative Cross-sectional Two group comparison	EOM-EIS	Mutually identified friends are more likely to have similar ego identity statues
Allison, Schultz (2001)	Marcia	Age/Grade Level	356 6^{th}-8^{th} grade students	Quantitative Cross-sectional	EOM-EIS	Higher frequency of student in diffusion and foreclosure at higher grade levels
Berman, Weems, Stickle (2006)	Marcia	Existential anxiety	139 grade 9-12 students	Quantitative Cross-sectional Single group Analysis	Ego Identity Process Questionnaire	Students residing in moratorium status showed increased anxiety
Beyers, Cok,	Erikson	Parenting style	639 university	Quantitative	Ego Identity	Supportive

(2008)			students, mean age of 19.2 years	Longitudinal	Process Questionnaire	parenting is linked to evaluative phases of identity development
Jones, Deutsch (2012)	Erikson	Interpersonal Relationships & Program setting	17 children (11-18yrs) and 2 staff	Qualitative Observation and interviews	N/A	Programs and staff-child relationships shift as children age, which benefits development
Idemudia, Makhubela (2011)	Erikson	Exposure to domestic violence	109 15-20 year olds	Quantitative Cross Sectional	Erikson Identity Scale	Non-exposed group showed increased ego identity development
Graf, Mullis, Mullis (2009)	Marcia	Culture	434 high school students from USA and India	Quantitative Cross-sectional Two group comparison	EOM-EIS	Students from India showed increased numbers in diffusion, foreclosure and moratorium statuses
Faber,	Marcia	Family Structure	157 Adolescents	Quantitative	EOM-EIS	Attachment to

Edwards, Bauer, Welcher (2003)				Cross-sectional Single group, multi-measure comparison		father is related to achieved and diffused status. Parental conflict was irelated to moratorium and diffused status
Duriez, Luyckx, Soenens, Bezonsky (2012)	Berzonsky	Goals/Motivatio n	806 adolescents mean age 14.93	Quantitative Longitudinal 3 wave quantitative study	Identity style inventory	Normative ID style related to increased conservation and extrinsic goals
Alberts (2000)	Marcia	Gender	102 first year university students	Quantitative Cross-sectional Two group comparison	Marcia's Identity Status Interview	Females more like to be in achievement or moratorium. Males more likely Diffusion and Foreclosure
Danielsen, Lorem, Kroger (2000)	Marcia	Vocation	36 18-24 year olds	Quantitative Cross-sectional Three group comparison	Marcia's Identity Status Interview	Students more likely moratorium or achieved, Employed more likely to be in foreclosure
Bergh, Erling	Marcia	Gender	222 Swedish	Quantitative	EOM-EIS	Females more

(2005)			high school students	Cross-sectional Two group comparison		likely to be in moratorium status, malees in diffusion
Good, Willoughby (2005)	Erikson	Church attendance	23 youth, 15-19 years old	Qualitative	Semi-structured interviews	Church attendees demonstrated achievement in sense of religious identity
Duerden, Widmer, Tanguchi, McCoy (2009)	Berzonsky	Recreation participation	43 males and 45 females aged 11-15	Quantitative Cross-sectional Control group/quasi-experimental comparison	Erikson psychological stage inventory & Identity Styles Inventory	Recreation participants showed increased informational style processing and decreased diffuse style processing
Crocetti, Kilmstra, Hale III, Koot, Meeus (2012)	Meeus	Problem behaviours	443 Dutch adolescents	Quantitative Longitudinal	Utrecht Management of Identity Commitment Scale	High risk boys and girls show less structured identity and decreased commitment
Jones, Vaterlaus, Jackson, Morrill (2013)	Marcia	Friendship support/conflict	702 young's adults, 18-23 years old	Quantitative Cross-sectional	EOM-EIS	Support in friendship negatively related to diffusion, conflict

						positively related to moratorium/diffusion
Klimstra, Luyckx, Germeijs, Meeus, Goossens (2002)	Meeus	Personality traits	565 participants, mean age 18.66	Quantitative Longitudinal	Utretch-Groningen Identity Development Scale	Personality traits predicted commitment to identity in regards to education
Kools (1997)	Erikson	Foster care exposure	17 adolescents in foster care, mean age 17.47 years	Qualitative Grounded Theory	Interviews	Foster care negatively impacts views of self as a result of institutional structure and diminished status
Krettenaur (2005)	Marcia	Epistemic cognition	200 adolescents, mean age 16.2 years	Quantitative Longitudinal	EOM-EIS	Multiplistic epistemic stance was related to higher moratorium score. Advanced epistemic stance was related to achievement scores
Makhubela	Erikson	Domestic	108	Quantitative	Ochse & Plug	Increased

(2012)		violence exposure	undergraduate students, mean age 18.7 years	Cross-sectional Group means comparison	Erikson Scale	exposure to domestic violence was related to decreased identity development
Marcotte (2009)	Marcia	Behavioural problems & gender	229 youth aged 18-24	Quantitative Cross-sectional Two group comparison	Ego Identity Process Questionnaire	Males more likely to be in diffusion, where females more likely to be in moratorium
Yeager, Bundick, Johnson (2012)	Erikson	Future goals	99 students in grades 6-12	Mixed methods Longitudinal	Interviews, Meaning of Life Questionnaire	Adolescents with beyond self-oriented motives showed higher levels of meaning and purpose
Meeus, Van de Schoot, Schwartz, Branje(2010)	Schwartz 3-dimensional model	Time & identity status	1313 adolescents aged 12-20	Quantitative Longitudinal 5 wave study	V-MICS	Evidence for transition through identity status opposed to static status
Thom, Coetzee	Erikson	Culture	2142 youth, 15-	Quantitative	Erikson Scale by	African

(2004)			19 years old	Cross-sectional Two group comparison	Ochse	Americans are significantly more sure of their identity
Taylor, Oskay (1995)	Marcia	Culture	82 Turkish and 101 American adolescents, mean age of 18.7 years	Quantitative Cross-sectional Two group comparison	EOM-EIS	Americans more likely to be in higher identity status
Schiavone (2009)	Erikson	Exposure to community violence	14 adolescents, mean age: 19.6 years	Qualitative Narrative	Self story/interview	Four themes emerged: Coping, self perception, morality, future of self
Sandhu, Tung (2004)	Marcia	Family environment & gender	200 adolescents, aged 18-21 years	Quantitative Cross-sectional One Group comparison	EOM-EIS	Lower levels of alienation were related to increased achievement and foreclosure scores
Sandhu, Tung (2006)	Marcia	Gender	600 adolescents aged 13-21 years	Quantitative Cross-sectional One Group comparison	EOM-EIS	Females showed higher achievement and moratorium as well as lower diffusion scores than males

Sandhu, Singh, Tung, Kundra (2012)	Marcia	Attitudes & gender	210 late adolescents, aged 17-20	Quantitative Cross-sectional One Group comparison	EOM-EIS	Boys psychological well being scores positively related to achievement and negatively related to diffusion
Pastorino, Dunham, Kidnell, Bacho, Lamborn (1997)	Marcia	Gender	210 college students aged 18-21 years	Quantitative Cross-sectional Two group comparison	Ego Identity Interview	No gender difference in identity status. Males more likely to commit in politics, where females more likely to commit in religion

Chapter 3

3 Motivation and the Community Involvement Program: Their Relationship to Identity Status in First Year University Students

Adolescence is a developmental period that involves changes at the biological, sociological, and psychological level. The combination of simultaneous changes in various areas creates a unique developmental experience, which is different from any other in the life span (WHO, 2014). While the changes during adolescent occur simultaneously, the nature of these changes may differ among the three areas. The biological changes are typically very similar across all individuals, where the social and psychological changes can vary greatly from person to person (APA, 2002). There are numerous social and psychological changes that occur during adolescence, with one of the most important being the development of an identity (APA, 2002, Erikson, 1968).

The foremost ideas on identity development are widely credited to developmental theorist Erik Erikson (Kroger, 2004). Erikson (1968) argues that the development of a coherent adult identity could be one of the most important aspects of adolescent development. The immense physical and social changes in adolescences necessitate a shift from a childhood identity, to an adult identity (Erikson, 1963). An adult identity is developed through exploration by engaging in various experiences. These experiences provide the individual an avenue to reach a commitment regarding key beliefs in the areas of vocational ideals, ideological stance, and sexual orientation (Erikson, 1968).

The ideas of Erikson (1963, 1968) are widely considered the as the foremost theories on adolescent identity development, they have been further operationalized in numerous fashions. One of the most popular operationalizations of Erikson's work is the Identity Statuses model described by Marcia (1966, 1980) (Kroger, 2004). The identity statuses defined by Marcia (1980) are ways to define how one consolidates their adult identity and are based on the concepts of exploration and commitment to key beliefs as discussed in Erikson's theory on identity development. However, according to the Identity Statuses model, making the decision is not all that matters, how one reaches their decisions also plays a role in identity development.

Marcia (1980) proposes four separate identity statuses, Identity Moratorium, Identity Diffusion, Identity Foreclosure and Identity Achievement to describe one's state of identity development. Those in an Identity Moratorium are currently exploring and gathering information to help them resolve their changing identity. Identity Diffusion refers to those individuals who have not set direction in regards to their ideological or vocational direction and are not actively exploring alternative options in these areas. Those in Identity Foreclosure have decided on their ideological and vocational views but these views were determined with outside influence. Identity Achievement is the final identity status and is the ultimate goal of identity development. At this period individuals have consolidated their adult identity in terms of vocation, ideology, and sexuality, with their beliefs in these areas being self-chosen (Marcia, 1980).

Based on the definitions of the identity statuses it is clear that the role of exploration is vital in determining one's identity development. One possible avenue available to adolescents for experimenting in adult's roles is through volunteer work and other community service. Volunteer work and community participation are becoming increasingly popular in Canadian society becoming more popular with the advent of forced community service programs in secondary schools.

According to the 2004 Canadian survey of Giving, Volunteering and Participating, 45 percent of Canadians over the age of 15 took part in some sort of volunteer experience. Results of the 2007 survey showed that the overall percentage of Canadian citizens engaging in volunteer work remained similar (46 percent)(Statistics Canada, 2006). The Canadian Survey on Giving and Volunteering was completed again in 2010, showing similar volunteer rates across all age groups, with 47 percent of the population volunteering in some capacity. In contrast to the overall population rates, the 15-24 year-old age group showed a significant increase in volunteer participation from 32 percent in 2007 (Statistics Canada, 2009) to 58 percent in 2010 (Statistics Canada, 2013).

Of particular interest to the 15-24 year old age range is the idea of forced community service. Forced community service was most common among those aged 15-29, where 15 percent of those in this age group were forced to complete some form of service, with one third of those required to do so by their school (Statistics Canada, 2006). In 2007, the highest rate of forced service was once again found in the 15-24 year-old cohort, with 13 percent of those individuals being required to complete volunteer work (Statistics Canada, 2009). These rates of forced community service in 2004 and 2007 were nearly double the rates of the general population, where in both years, only 7 percent of all volunteers were required to participate in forced community service (Statistics Canada, 2006, 2009).

As mentioned previously, some adolescents are required to perform a type of community service during high school. In the case of the school-based programs, the community service is integrated into the curriculum and is a requirement for graduation. The community service is typically integrated into the curriculum in one of two ways: service learning and forced community service. Service learning differs from forced community service in that service learning is typically connected to a class, or contains some sort of reflection component to help the student consolidate the community service experience (Raskoff & Sundeen, 1999).

Currently, three provinces and three territories in Canada require community service in order to graduate high school. Ontario has the strictest requirement with 40 hours of service. (Volunteer Canada, 2006). In Ontario, the community service requirement is referred to as the Community Involvement Program and its purpose described in the 2011 secondary school curriculum as follows:

> The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. (Ontario Ministry of Education, 2011)

In the most up to date program description, main focus of the program is to help develop the student's civic responsibility which can be defined as public service participation (Riley & Beal, 2010) or preparing people to be citizens (Bok, 2001). As discussed in the introductory chapter, the influence of the program may not be limited to civic responsibility. Based on the ideas of doing, being, and becoming (Wilcock, 1998), it is possible that through engagement in the community involvement program the students will develop a greater understanding of themselves and how they can fit into their particular community.

This secondary personal development and understanding of ones place in the community links strongly with the ideas regarding identity described by Erikson (1963) and Marcia (1966, 1980). Thus, it is possible that process of completing the 40 hours of community service as part of the community involvement program will influence the identify development of adolescents in addition to their ideas regarding civic responsibility. As discussed by Marcia, it not simply making decisions in terms of key beliefs that matters in identity development, how one reaches those decisions is also important. The key difference occurs in the foreclosure and achievement statuses. In both of these statuses the individual has consolidated their beliefs in the key areas, the difference lies in how the choice was made. Individuals in the foreclosure status have reached decisions in key beliefs through the influence of outside sources, where those in the identity achievement status have come to any decision in their own way.

The idea of how one makes their decisions, relates closely to the concept of motivation. Traditionally the type of motivation has been broken down into two distinctions, intrinsic motivation and extrinsic motivation. A person is intrinsically motivated when they undertake an activity for the pleasure and satisfaction derived from participating in their chosen activity. In contrast, activities undertaken with extrinsic motivation are done as a means to an end, and not for any internal pleasure or satisfaction (Deci & Ryan, 1985).

In regards to the Ontario high school community involvement program the mandatory nature of the program could influence how a student is motivated. It is possible that student would complete the community involvement hours because they enjoy the service (intrinsic motivation), because they need to graduate (extrinsic motivation), or for a combination of reasons. However, the necessity to complete forty hours of community service in order to graduate high school could potentially be viewed as a completion contingent reward by some students. Completion contingent rewards are a type of reward that requires a person to complete a specific task or requirement in order to receive the specified incentive and have been shown to reduce intrinsic motivation toward an activity (Ryan et al. 1983).

The concept of motivation has been linked to identity development in studies by Yeager, Bundick and Johnson (2012) and Deuriez, Luyckx, Soenens and Bezonsky (2012). In both instances intrinsic motivation or goals was related with higher levels of meaning and purpose in one's life and more stable identity development. Neither of these two studies was completed using the Identity Statuses model (Marcia, 1966, 1980). However, motivation can be linked to the Identity Statuses model through how one reaches their decisions regarding their key beliefs regarding sexuality, ideology, and future vocation.

As described above, the community involvement program carries with it a type of reward, the ability to graduate from high school. In turn, this reward could influence how a person is motivated to complete the program (Deci & Ryan, 1985). Looking closer at the Identity Statuses model, differences in motivation toward the program could influence how students frame their decision making process, and in turn, their identity development. If students are extrinsically motivated, possibly due to the reward or mandatory nature of the program, they may feel that any decisions regarding their identity that arose from the community involvement program were influenced by an outside source. In contrast, those students who are intrinsically motivated they may feel that any identity-based decisions resulting from the program were made of their own volition, and free of outside influence. Therefore, how a student is motivated toward the program may influence their ultimate identity development.

As discussed briefly above, adolescent identity development and motivation can be linked through the community involvement program. In the case of this study, the community involvement program is the medium through which the influence of motivation on identity development is investigated. The primary goal of this study was to evaluate the relationship between motivation toward forced community service during high school and the current state of identity development. More specifically, this research attempted to answer the following research questions:

1) Is there a difference between how university students in general degree programs and career-specific programs were motivated to complete their community service requirement? Is there a difference between genders?

2) Is there a relationship between the motivation of the student and their current Identity Status?

3) Is there a difference between the current Identity Statues of university students in general degree programs and career specific programs? Is there a difference between genders?

3.1.1 Hypothesis

1) Given that all students undertook the community service program while in high school and quite possibly had not decided on a post-secondary education route it was expected that there will be no difference between the two groups of students.

2) It was hypothesized that intrinsic motivation will be related to the moratorium and achievement identity statuses due to the need for self-chosen exploration or occupational views. Aspects of extrinsic motivation will be related to diffusion and foreclosure statuses given that they involve occupational views chosen based on outside influence.

3) It was expected that university students in career specific programs are more likely to be in foreclosure or achievement statuses than university students in the general programs where university students in general programs are more likely to be in the moratorium and diffusion statuses.

3.1.2 Methodology and theoretical framework

The methodology for this research study was a fixed, embedded mixed methods design where the quantitative and qualitative strands of the research were both planned in advance. The qualitative strand of the research was embedded into the cross-sectional design of the quantitative strand to enhance the overall understanding of the relationship between motivation, community service participation, and identity development. Given the fixed design, the two strands of the research were mixed at the initial design level as well as the interpretation level. The mixed methods approach for this study emphasized the quantitative strand with the qualitative strand being used to support and expand the quantitative results. The two phases were completed using sequential timing with the quantitative strand being completed prior to the qualitative strand of the project for each of the two groups of university students (Creswell & Plano-Clark, 2010).

An embedded mixed methods approach was selected to allow the collection and analysis of both types of data within the traditional quantitative and qualitative designs. An interactive approach was used to connect the two strands. The interactive approach to mixed methods research implies a direct interaction between the two strands of the study. This interaction/integration was accomplished by basing the qualitative interviews upon the results from the initial quantitative results. Using the interactive approach helped to ensure that the qualitative aspect of the study served to supplement the quantitative data. One potential weakness of this design is that it can be difficult to integrate the findings from the two strands of the research project. Using the interactive approach helped mitigate these difficulties as the qualitative strand can be altered to reflect changes in the results of the qualitative strand throughout the data collection and analysis. (Creswell & Plano-Clark, 2010).

The motivation aspect of this research project was approached from Self Determination Theory (SDT) (Ryan & Deci, 2000) perspective. SDT addresses the question of why people do what they do, and thus is closely related to the study of human motivation. According to SDT there are three fundamental psychological needs that are vital to optimal function and development: competence, autonomy and relatedness. The extent to which these needs are nurtured or starved influences one’s development, actions, and well-being. SDT focuses on how certain social or cultural environments foster or hinder these needs and in turn one's development or well being (Ryan & Deci, 2000).

In addition to SDT, the study used the Identity Status model proposed by Marcia (1980) as the framework for identity development. Marcia (1980) proposes four separate identity statuses, Identity Moratorium, Identity Diffusion, Identity Foreclosure and Identity Achievement, which were used to describe the identity development of the two groups of students.

The quantitative strand of the research project was approached from a cross sectional, descriptive design. According to Dulock (1993) descriptive quantitative research serves many purposes, one of which is to discover associations or relationships between sets of variables. In the case of this study, these variables are motivation and identity development. Descriptive quantitative research does not involve the manipulation of variable or participants. More specifically, the study was completed using a descriptive correlational approach where one variable is related to the other in order to describe the nature of the relationship between the two variables. Cause and effect relationships are not an explicit component of the correlational design (Dulock, 1993).

The qualitative strand of the research project approached the Ontario Community Involvement Program from a phenomenological perspective. According to DePoy and Gitlin (2011), the purpose of research undertaken with a phenomenological approach is to report the meaning of how people experience particular phenomena through a description of the experiences as they were lived by the participants. This phase of the research project employed an emic perspective where the understanding of the phenomena was understood through the experiences described by the participants. In this qualitative phase of the study the researcher acted as a listener and reporter in order to portray the feelings of the participants (DePoy & Gitlin, 2011).

Given that the research was conducted using a mixed methods approach, the phenomenological aspect of the study was not conducted in the same manner as if it were to be the sole basis of the study. The use of qualitative methods in an accompanying nature is supported in the mixed methods research. According to Greene, Caracelli, and

Graham (1989) the mixing of methods can be done to complement the findings of each methodology in order to increase clarification and elaborate on relationships. Bryman (2006) expanded on the view of Greene et al. (1989) and suggested that mixing quantitative and qualitative can help to add contextual understanding to a relationship, and the use of qualitative methodologies can help support and enhance the findings from the use of quantitative methodologies.

In order to evaluate the relationship between forced community service, motivation, and identity development a comparison of two groups of first year university students in regards to their motivation towards their community service and their current identity status was completed. The two groups of university students differed based on the type of degree program in which they were enrolled. The first group of students was recruited from general academic programs that did not lead to a specific profession, e.g., English. This designation included all programs aside from engineering, nursing, and nutrition programs. The second group of students was recruited from those programs that were excluded in-group number one. Given the nature of the types of programs, it was assumed that those students enrolled in the nursing, engineering, and nutrition programs are likely to have made more decisions regarding their future occupations that those registered in general academic programs. Based on the proposed relationship between motivation, identity status, and occupational views, this research project was designed to investigate differences in motivation and identity development between the groups of students.

3.2 Methods

3.2.1 Study design

The mixed methods design described above was completed in two phases for each subject group. The initial quantitative phase was completed prior to the qualitative phase in both groups. Data from the general program, university student group was collected prior to the career-specific university sample. The quantitative and qualitative phases for the general program group were completed in the first semester of the 2012 academic year with the career-specific group completed in the first semester of the 2013 academic year. The groups were recruited in different years due to changes in the original study design in the summer of 2012. The study was originally designed to investigate the relationship between motivation and identity development in general university and career-specific college students. Due to issues in recruiting the college portion of the subject pool the design was altered to include students in career specific programs, instead of those in college programs. Ethical approval for this study was obtained from the Western University Non-Medical-Research Ethics Board. The ethics approval notice can be found in Appendix B.

3.2.2 Participants

In order to answer the first three research questions, two groups of university students were recruited: a group of students in general university programs and a group of students in career-specific university programs. The students were recruited from Western University; located in the city of London, Ontario. In order to be included in the study the participants must have met the following inclusion criteria:

1) Must have attended high school in Ontario

2) Must be between age of 17-19

3) Must be in first semester of first year of post-secondary education

4) Must have completed high school community service program within final two years of high school enrolment

5) Must be enrolled in nursing, engineering, or nutrition programs (for career specific group only) or must be enrolled in a general degree program, excluding engineering, nursing or nutrition programs (for the general university group).

In addition to meeting these five inclusion criteria, eligible participants must have completed a full year of high school in their final year of study and entered university the September following their graduation from high school. This meant that those students returning for a partial final year, or those who took time off between high and university were not eligible. Both of the above criteria were designed to limit the influence of outside activities on identity development and decisions regarding occupation. By requiring direct entry and a complete year of study prior to entering post-secondary education there is less opportunity to be engaged in long-term part-time or full-time employment. Additionally, limiting the time frame between completion of the program and entry into university was important in reducing the time over which a student must recall their experiences in the program.

Sample size calculations were completed using the software G*Power version 3.1. The G*Power software is available for download from the internet and allows the user to calculate needed sample sizes for research projects based on desired effect size, alpha level and desired statistical power. The software is available for download from the following URL: http://www.psycho.uni-duesseldorf.de/abteilungen/aap/gpower3/

The software allows the user to test for sample size based on the analysis they will be using. The calculation for this project was completed for an ANOVA analysis with the following values:

Effect Size: 0.25 (medium effect)

Alpha Level: 0.05

Power: 0.80

Number of Groups: 2

For the MANOVA (canonical correlation analysis) the following values were used and returned a sample size of 46:

Effect Size: 0.25 (medium effect)

Alpha Level: 0.05

Power: 0.80

Number of Groups: 2

Number of Predictors: 2 (Motivation and ID Status)

Number of Response Variables: 8

The recommendations for sample size when completing a factor analysis vary greatly. Recommendations are generally provided in one of two ways, total number of subjects, or number of subjects per item. The recommendations for total numbers of subjects that range from 100 (Gorsuch, 1983) to 1000 (Comrey & Lee, 1992), where recommended ratio of subjects per item could be as low as 5:1 (Gorsuch, 1983) to 10:1 (Cattell, 1978). Given the range in the recommendations for the absolute number of participants was quite large it was decided to use the 10:1 ratio of subject to items, meaning 160 students were required to complete the CFA. Given the highest calculated sample size necessary for the ANOVA calculations was less than the 160 required for the confirmatory factor analysis, 160 participants were planned for recruitment, with 80 in each group.

Participants were recruited through the use of mass-emails, newspaper advertisements, and poster distribution. Mass-emails were distributed through the Western University mass-email system and were targeted at students in the programs of interest, according to whether general or career-specific university students were being recruited. Posters were distributed in common areas of the university and displayed for a period of one month. The newspaper advertisement was placed in in the university's student newspaper and ran for a period of two weeks. A copy of the mass email and the newspaper article used for recruitment can be found in Appendices C and D respectively.

3.2.3 Measures

3.2.3.1 Motivation

A modified version of the Situational Motivation Scale (SIMS) (Guay, Vallerand & Blanchard, 2000) was used to determine the motivation of the students towards their forced community service. The SIMS assesses four constructs of motivation: intrinsic motivation, identified regulation, external regulation and amotivation. The four types of motivation measured by the SIMS exist on a continuum. Intrinsic motivation refers to performing an activity for itself based upon the pleasure and enjoyment one receives from the activity. Identified regulation occurs when an activity holds value to an individual but is completed as a mean to an end instead of for pleasure. External regulation refers to the completion of activities to avoid negative consequences. Identified regulation and external regulation are degrees of extrinsic motivation. Finally, amotivation refers those activities completed with no sense of purpose, and are completed due to neither internal nor external motivation (Deci and Ryan, 1985).

The SIMS can be used to measure situational motivation in both field and laboratory settings (Guay, Vallerand & Blanchard, 2000). The SIMS has a main question thread of "Why are you currently engaged in this activity?" and the respondents rate 16 items on a seven point Likert Scale with the following descriptors: 1: corresponds not all; 2: corresponds a very little; 3: corresponds a little; 4:corresponds moderately; 5: corresponds enough; 6: corresponds a lot; and 7: corresponds exactly. In regards to the SIMS, the term corresponds refers to how each of the 16 items reflects their feelings toward the particular activity being investigated. Each of the 16 items is coded into one of the four motivation constructs with four items being used to represent each construct. In order to determine the score for each construct the four representative measures are summed and averaged. The scores of each of the four constructs determine how one was motivated. The motivation construct with the highest score most aptly represents that individual's motivation towards the activity.

Internal consistency and construct validity for the SIMS were tested using a group of 195 French Canadian College Students (Guay, Vallerand & Blanchard, 2000). Cronbach alpha values were calculated as a measure of internal consistency with the values for the four motivation constructs as follows: intrinsic motivation: 0.95, identified regulation: 0.80, external regulation: 0.86 and amotivation: 0.77. These values indicated a very good level of internal consistency across the four motivation constructs. A factor analysis of the initial data collected from the SIMS showed 4 distinct factors (the four motivation constructs) with four items loading onto each factor. These factor loadings ranged from 0.54-0.91 providing evidence to support the theoretical construct in the sample as well. A confirmatory factor analysis was also conducted on a group of 907 French Canadian college students and showed factor loadings of 0.43-0.96 on the expected factors with no significant cross loadings on unexpected factors. Again showing support for the theoretical construct in a sample of college students. (Guay, Vallerand & Blanchard, 2000).

For this research project, the SIMS was modified to measure the motivation of a past activity. The main question thread was changed to "Why did you participate in community service during high school?" with the 16 measures being re-phrased to the past tense. Eight additional questions were added to the survey relating to the constructs of Introjected Regulation (questions 1-4) and Integrated Regulation (questions 4-8). The new questions were added to the end of the SIMS and were stated as follows:

1) Because I would have felt guilty if I didn't

2) Because I felt pressured to do it

3) I would have felt ashamed if I didn't

4) Because I felt obligated to do it

5) Because I had to, even though I know it was good for me.

6) Because it was good for me, and I had to do it.

7) I had to do it, even though I know I benefited from it.

8) I was required to do it, but it was for a good reason

The original SIMS, as well as the modified SIMS used in the completion of this study can be found in Appendices E and F respectively.

3.2.3.2 Identity status

Identity status for the two groups was measured using The Objective Measure of Ego Identity Status (OMEIS) (Adams, 2010). This measure consists of 24 items, with 6 relating to each of the four identity statuses proposed by Marcia (1980), Achievement, Moratorium, Diffusion, and Foreclosure. The items are also classified into occupational, religious, and political themes, with two from each theme relating to each identity status. All items are scored on a six point Likert Scale. After completing the measure each respondent is given a score on each of the four identity status sub-scales by summing the scores of their responses for the questions loading to that particular identity status. Based on their scores for each sub-scale each respondent can then be placed in an identity status using cut-off values and rules listed in the OMEIS reference manual (Adams, 2010). The cut-off scores for each of the four identity status sub-scales are as follows:

Achievement: 29

Moratorium: 22

Foreclosure: 22

Diffusion: 21

According to the OMEIS reference manual (Adams, 2010) there are three types of classification rules that are used to determine an individual's identity status. The first of these is the "Pure Identity Rule". This applies to those individuals who have a score above the cut-off on one subscale and below the cut-off scores for the remaining three scales. This individual is determined to be in the identity state of the scale on which they score above the cut-off value. The second classification rule is termed the "Low-Profile Status Rule". This rule applies to those with scores below the cut-offs on all four scales, labeled as 'low-profile moratorium status'. The final classification rule is the "Transition Status Rule". Individuals with two scores over the cut-off values are given transition statuses such as Diffusion-Moratorium. If an individual has three or more scores above the cut-off they are deemed to indiscriminate when marking items on the survey and removed from the analysis (Adams, 2010). The "Pure Identity Rule" and the "Transition Status Rule" were used for this study. Those individuals scoring above the cut-off on two scores were placed in the identity status with their highest score above the cut-off. Those in the 'low-profile moratorium' removed from the analysis, along with those scoring over the cutoff on three or more scales.

The OMEIS was first developed in 1979 (Adams, Shea, & Fitch, 1979).The original version of the OMEIS tested with a group of 70 college freshmen on three separate occasions. Cronbach Alpha values for the four identity statuses ranged from 0.69-0.73 for Diffusion, 0.81-0.86 for Foreclosure, 0.70-0.77 for Moratorium, and 0.84-0.89 for Achievement. Overall this analysis shows the OMEIS has adequate internal consistency when used in a population of college freshman (Adams, Shea & Fitch, 1979). In addition, Adams, Ryan, Hoffman, Dobson & Nielsen (1985) investigated the concurrent validity of the OMEIS through comparison to Marcia's clinical interview tool, which was designed to also place individual into specific identity statuses. Their results showed that identity status classification agreement ranged from 70%-100% between the OMEIS and Marcia's clinical interview,

The newest version of the OMEIS (Adams, 2010) contains similar items to the original version, but has been updated to accommodate changes in the use of language among adolescents. The new OMEIS items were assessed using a population of 1620 first year, Canadian, university students. The identity status model of the questionnaire was confirmed using a factor analysis, where all items had loading of 0.70 or higher on expected constructs with no cross-loadings higher than 0.22, showing relative independence among the four identity statuses. Each of the items for the four identity statuses were tested for internal consistency and all showed acceptable Cronbach alpha scores, which are: Diffusion: 0.88, Foreclosure: 0.84, Moratorium: 0.91, Achievement: 0.90. The full version of the OMEIS (Adams, 2010) used in this study can be found in Appendix G.

3.2.4 Demographic information

Simple demographic information was collected for each student. This information included gender, age, high school attended, the type of community service performed, how they located the volunteer experience (e.g. from parents, school, etc.) and when they completed their community service requirement. The researcher then classified the type of service performed in to one of two categories: social or solitary volunteer work. Social volunteer work included all activities that involve working with other people or groups. Solitary volunteer included those activities done alone. The demographic questionnaire can be found in Appendix H.

3.2.5 Protocol

Students were asked to complete the 24-item SIMS, the 24-item OMEIS, and the demographic questionnaire through the online survey provider, Survey Monkey. After the completing the survey, participants had the option to express interest in being part of the interview phase. Participants involved in the interview phase completed an individual semi-structured interview to further identify the motivations and decision-making process around community service participation. The interview guide for conducting the qualitative interviews is located in Appendix I.

3.3 Analysis

3.3.1 Demographic questionnaire

The demographic questionnaire was designed to help further describe the study population in addition to the program in which they were enrolled. The responses from the students were separated into the two study groups and the Survey Monkey online survey tool provided full responses to the various questions in chart form. The responses were analyzed to provide clarification in the type of service performed (social or solitary), when the service was performed (school year, summer months, or both), how the service opportunity was located, and the time frame in which the community involvement hours were completed.

3.3.2 Factor analysis

Two factor analyses were completed. A confirmatory factor analysis was conducted using the original 16 questions and four motivation constructs to determine whether the modified structure (i.e., change to the past tense) replicated previous factor analysis completed on this instrument. An exploratory factor analysis was completed using all 24 items to determine how the addition of two new identity constructs and eight additional questions affect the original factor structure.

A confirmatory factor analysis is appropriate to test if data fit within a hypothesized measurement model (Preedy & Watson, 2009). Additionally, confirmatory factor analysis is recommended when the measure under investigation is grounded in a current theoretical framework (Schreiber, Nora, Stage, Barlow & King, 2010). In this particular study, both of these conditions were met through the use of the SIMS, as it is a pre-existing tool that is based on Self Determination Theory.

Within a confirmatory factor analysis three variables are measured: latent, or unobserved variables, observed variables, and residual variables. Latent variables are the constructs which the measurement tools is attempting to quantify, in this case that would be the varying levels or types of motivation. The observed variables are the questions within the measure, and the resulting variance in the construct each explains. In this factor analysis, the observed measure would be the 16 questions of the SIMS. Finally, the residual variable is the amount of variance that is due to error, or is unexplained. Both the observed and residual variable serves to explain the latent variable (Schreiber et al. 2010).

According to Schreiber et al. (2010) two of the most important aspects in completing a factor analysis are the sample size, and the goodness of fit measurements. In regards to the necessary sample size, guidelines typically suggest an overall number of subjects, or a ratio of subjects to observed variables. The sample size guidelines of Gorsuch (1983) with a recommended ratio of subjects to variables of 5:1, were used to guide this analysis. The study was originally designed to use a ratio of subjects to variable of 10:1; however, due to significant difficulties in recruiting participants from the career-specific student population only 43 of the targeted 80 participants were recruited. The difficulties in recruiting necessitated using a lower ratio of subjects to variables to allow for the completion of the work in a timely manner. Based on the 143 subjects recruited and the 16 total items on the SIMS, the ratio of subjects to variables was calculated as 8.9 subjects for every variable, fulfilling the 5:1 requirement outlined by Gorsuch (1983).

The chi-square method for goodness of fit testing was used as it allowed for the description of the similarity between the observed and expected matrices, which was vital given the previous factor analysis completed by Guay, Vallerand & Blanchard, 2000 in their development of the SIMS.

Another key aspect of a confirmatory factor analysis is the outline of the construct model. For this study, a four-construct model was used, with four items expected to load onto each construct, for a total of 16 items, similar to that described in the original SIMS development by Guay, Vallerand & Blanchard (2000). The four constructs were defined as the four components of the motivation continuum; intrinsic motivation, external regulation, identified regulation, and amotivation. The 16 items consisted of the original 16 items from the SIMS converted to past tense. These items were expected to load on the four constructs as follows:

Motivation Construct	Item
Intrinsic motivation	-Because I thought that the activity was interesting -Because I thought that the activity was pleasant -Because this activity was fun -Because I felt good when doing this activity
Identified regulation	-Because I did it for my own good -Because I thought that the activity was good for me -By personal decision -Because I believed that this activity was important for me
External regulation	-Because I was supposed to do it -Because it was something that I had to do -Because I didn’t have any choice -Because I felt that I had to do it
Amotivation	- There may have been good reasons to do this activity, but personally I didn’t see any -I did this activity but I am not sure if it was worth it - I don’t know; I didn’t see what this activity brought me - I did this activity, but I am not sure it was a good thing to pursue it

Factor loadings from this analysis were compared to the original loading values from Guay, Vallerand & Blanchard, 2000 to ensure the questions still properly reflect the motivational constructs. The confirmatory factor analysis was completed using the ‘R’ statistical program and all other statistical analyses were completed using the SPSS Statistics software package.

An exploratory factor analysis was also conducted to assess the factor structure of the newly created SIMS with the four original factors along with the two added factors discussed previously. An exploratory factor analysis, while similar to a confirmatory factor analysis differs in that the factor model is not defined beforehand (Norris & Lecavalier, 2010). A principal component analysis with an oblimn rotation was performed to determine the factor structure for the past tense SIMS questionnaire with the additional eight questions added.

3.3.3 Research question # 1

In order to answer the initial research question, the scores from the SIMS for the general and career specific groups were compared. Each student who completed the survey received a score for the four motivational constructs measured by the SIMS. The mean score for each group (general and career specific) for each of the four motivational constructs was then calculated. In order to evaluate the differences between the group means a one way, between subjects ANOVA, with two levels for degree program (general and career-specific) and four levels for motivation (intrinsic motivation, identified regulation, external regulation, and amotivation) was used with the following design:

	General Program University Students	**Career Specific University Students**
Intrinsic Motivation	X_{1U}	X_{1C}
Identified Regulation	X_{2U}	X_{2C}
External Regulation	X_{3U}	X_{3C}
Amotivation	X_{4U}	X_{4C}

In this case X signifies the average score for each group in the corresponding motivation construct. A second one-way, between subjects ANOVA was completed to investigate any differences between two levels of gender (male and female) and the four levels of motivation listed above. The design was as follows:

	Male	**Female**
Intrinsic Motivation	X_{1U}	X_{1C}
Identified Regulation	X_{2U}	X_{2C}
External Regulation	X_{3U}	X_{3C}
Amotivation	X_{4U}	X_{4C}

3.3.4 Research question # 2

In order to answer research question number two, a canonical correlation analysis was performed using the average score for each of the four motivation constructs measured by the SIMS and the average numerical scores for each identity status as measured by the OMEIS. The canonical correlation was selected as the analysis method as both instruments used (SIMS and OMEIS) resulted in multiple scores for each participant, or placed the participant in one of a number of categories. According to Hair, Anderson, Tatham, and Black (1998) there are three possible objectives of a canonical correlation analysis:

1) Determine if two sets of variables are independent or related, and the magnitude of the relationship

2) Derive a set of weights for each set of variables so that linear combinations are maximally correlated

3) Explain the nature of the relationship that exists between sets of variables

Of the three objectives listed above, numbers one and three are relevant to this study as the goal is to determine the if a relationship exists between motivation toward community service and current identity status as well as the strength and direction of that relationship.

The initial step of the canonical correlation analysis is to derive the canonical functions (Hair et al. 1998). Each function consists of one independent variable and one dependent variable. For this study the motivation scores of the SIMS were determined to be the independent variable where the identity status was deemed to be the dependent variable. The maximum number of functions that can be derived is equal to the number of the smallest data set from the independent or dependent variables. In the context of this study, the smallest data set will be the identity status, which has four data points. Therefore, up to four canonical functions would result from the analysis.

Determining the canonical functions is done in a manner similar to a factor analysis, where the functions account for the amount of the relationship between the two sets of variables (Hair et al. 1998). The first function accounts for the maximum amount of the variance in the relationship, where the second function accounts for the maximum of the remaining amount if variance in the relationship, and continuing in that fashion until the maximum number of functions are derived. The amount of variance accounted for by the relationship is termed the canonical correlation and signifies the strength of the relationship between the two variables. When this canonical correlation value is squared, the canonical root is obtained. The canonical root provides a value for the amount of variance explained in one variable (ex. intrinsic motivation score) in the canonical function by the second variable (ex. achievement status score).

Interpretation of the functions follows their derivation. Hair et al. (1998) outline three potential avenues for interpretation with varying levels of acceptability. The first of those is canonical weights. In this method the researcher analyzes the magnitude of the canonical weights assigned to each of the variables. Those variables with larger weights contribute more to the overall canonical variable. Weights with positive signs show a direct relationship where those with negative signs indicate an inverse relationship. This method of interpretation is deemed to be the least acceptable of the methods, as the weights alone do not sufficiently describe the nature of the relationship between the two variables.

The second method in determining which functions to analyze involves the canonical loadings. The canonic loadings measure the liner correlation between the two variables in the canonical function. The loading reflects the amount of variance that the observed variable shares with its other variable in the canonical function. These values are interpreted in a similar fashion to factor loadings from a factor analysis (Hair et al. 1998)

The third and most acceptable method of interpreting canonical functions is the canonical cross loading method. The canonical cross loading method is an extension of the canonical loading method. Canonical cross loading involves correlating each original observed dependent variable (identity status) with its independent canonical variable (motivation) and vice versa. Cross loading values are interpreted in a similar fashion to canonical loadings but allow for a more direct measure of the relationship between the dependent and independent variable (Hair et al. 1998).

Which interpretation method to use is ultimately up to the researcher and may be limited by the computer software used in completing the analysis (Hair et al. 1998). Hair et al. (1998) recommend using the cross loading method if at all possible, and thus this method was used in the interpretation of the canonical analyses completed in this research project.

3.3.5 Research question # 3

Given the categorical nature of the variables from the OMEIS research question 3 was analyzed using a two-way chi-square test. The chi-square test compared the frequency distribution of the four identity statuses in the general and career specific university groups to the overall distribution of the entire study population. There, the chi-square test was used to determine if the two groups differ from the overall distribution as well as if they differ from each other. The two-way chi-square test was organized as follows:

	Achievement	Foreclosure	Diffusion	Moratorium
OVERALL	X_{OA}	X_{OF}	X_{OD}	X_{OM}
Career Specific	X_{CA}	X_{CF}	X_{CD}	X_{CM}
General	X_{UA}	X_{UF}	X_{UD}	X_{UM}

In this case the values of X in the overall row represent the percentage distribution in each of the four statuses for the entire study population. The values in the career specific and general rows represent the distribution for the respective groups of students. A second two-way chi-square test was conducted to investigate any differences in gender with male and female groups being compared to the overall distribution among the four statuses and was modeled as follows:

	Achievement	Foreclosure	Diffusion	Moratorium
OVERALL	X_{OA}	X_{OF}	X_{OD}	X_{OM}
Male	X_{MA}	X_{MF}	X_{MD}	X_{MM}
Female	X_{FA}	X_{FF}	X_{FD}	X_{FM}

As in the previous model, the overall category represents the percentage distribution in each of the four statuses for the entire study population where the male and female values represent the percentage distribution for those groups of students.

3.3.6 Qualitative analysis

It was proposed that ten interviews be completed, with five participants coming from each of the two population groups. The proposed interviews were to be completed in a semi-private setting at Western University to balance participant privacy with participant comfort during the interview. The interviews were digitally recorded to allow for transcription. The interviews were transcribed with the removal of potential identifiers, filler words and extended pauses.

The interview transcripts were analyzed using thematic content analysis , using the process outlined by Braun and Clarke (2006). The first step of this process was for the researcher to familiarize himself with the data, accomplished through the transcription process and repeated readings of the subsequent interview transcripts. Following this stage is the coding process, where initial codes were assigned to interesting features of the data in an effort to organize the data into groups. The third step was to search for potential themes amongst the codes. In this stage, all codes were analyzed and sorted into potential over-arching themes. The sorting into themes was followed by the fourth stage, which involved reviewing the themes. Here, the potential themes from step three were refined, and either combined with other themes or discarded. In this stage, clear distinctions between separate themes emerged (Braun & Clarke, 2006). Lastly, the themes were defined and named. A detailed analysis of each theme was written, outlining its story and its relation to the story told by the complete data set. Theme names were concise yet descriptive and provide the reader with the essence of each theme (Braun & Clarke, 2006). A single researcher completed the qualitative analysis described above. Thus to establish rigour, a thorough discussion of the analysis is provided, along with a rich description of the themes via supporting quotes from all of the interviewees.

3.4 Results

This study investigated the relationship between motivation toward forced community service participation and current identity development in first year university students. In order to accomplish this goal three specific research questions were answered. Only those students who provided complete responses to both the SIMS and the OMEIS were included in the analysis.

3.4.1 Participants and demographic information

Overall, 250 general university began completing the surveys, and the first 80 participants who fully completed both surveys were included in the analysis. Only 53 participants from career-specific programs attempted to complete the surveys. The 43 students who successfully completed both surveys were included in the analysis. Of the 80 students in the general university group, 75 disclosed gender information, where 42 of

43 participants in the career-specific group provided gender information. University program information was provided by 64 of the 80 students in the general university group and by 40 of the 43 students in the career-specific group. The average age and gender distribution of the two groups is shown in Table 1. The program distributions of the general degree and career-specific degree groups are shown in Table 2 and Table 3 respectively.

Table 1 Age and Gender Distribution of General and Career-specific groups

	General Degree	Career-specific Degree
Mean Age	18.34	18.03
Age Range	17-19	17-19
Male	13	14
Female	62	28

Table 2 Program Distributions of Students in General Degree Group

Program	Percentage (N) of Students
Health/Medical Science	29.7(19)
General Science	10.9 (7)
Arts & Humanities	12.5 (8)
Social Science	40.6 (26)
Management Studies	6.3 (4)

Table 3 Program Distributions of Students in Career-specific Degree Group

Program	Percentage (N) of Students
Engineering	55 (22)
Nursing	37.5 (15)
Food and Nutrition	7.5 (3)

Information regarding when the community involvement hours were completed was provided by 67 of the 80 students in the general university group. Of these 67 students, 31 indicated they completed their hours solely during the school year, 10 identified the summer at the time of completion, and 26 completed their hours during both the school year and summer months. In the career-specific group, 38 students provided this information, with 10 students completing their hours during the school year, 2 during the summer, and 26 during both the school year and summer months.

It was intended that the service completed by the participants would be analyzed and separated in to two categories, social and solitary service. However, the responses provided by the students indicated that individual students, across both groups, completed a wide variety of service placements often in both social and solitary work. Thus separating the service completed into the two categories was not feasible.

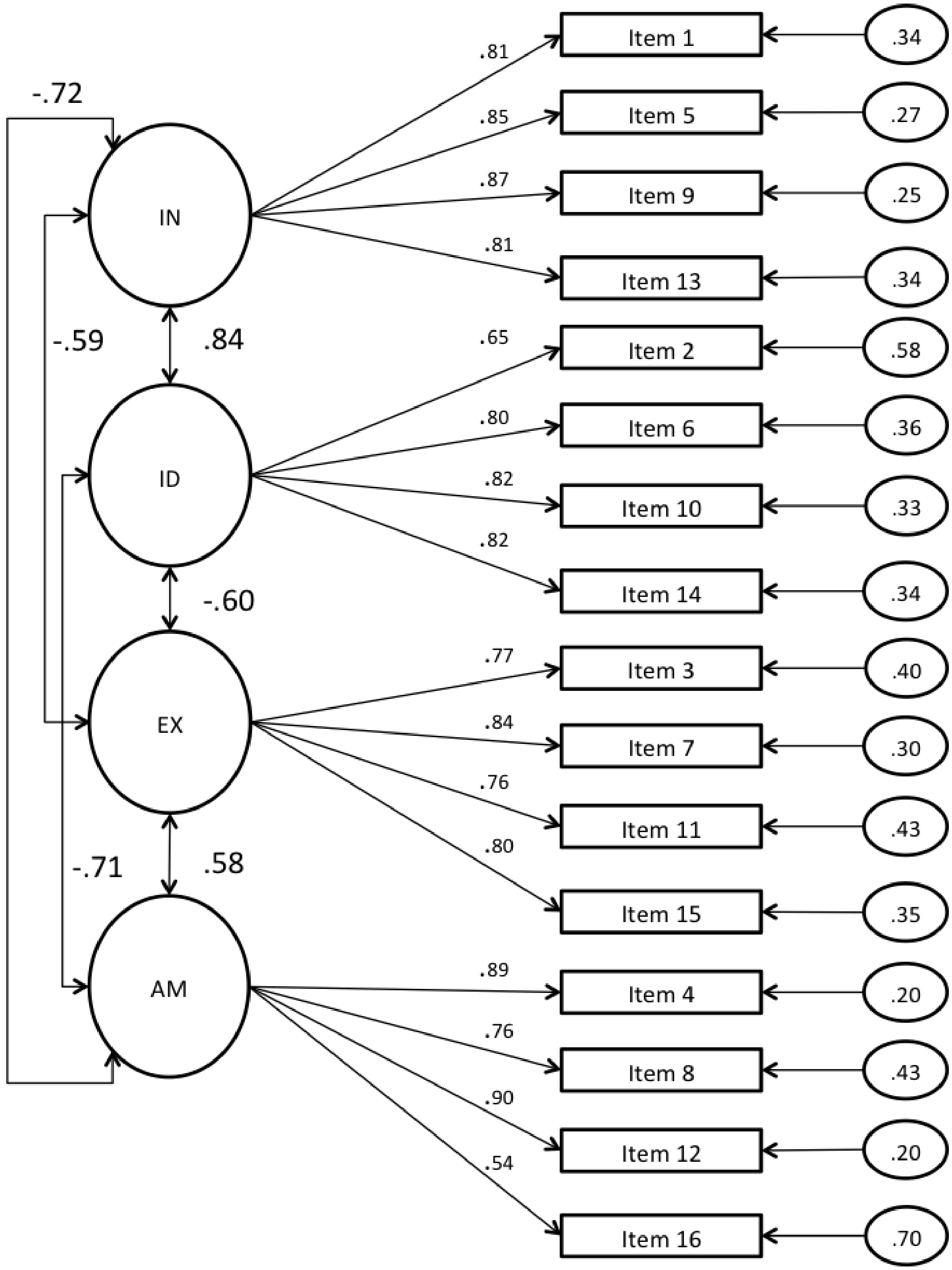
The responses in regards to how the service opportunity was found varied greatly, often with multiple responses for each student. The multiple responses are not surprising given that most students completed multiple activities. In regards to the amount of time it took the students to complete the program, again there was a wide range of responses. The time frame in which the community involvement program was completed ranged from one week, to two years, as reported by the students. While the significant variation in responses made it difficult to determine any trends regarding the type of service completed, how the service was located, and the time frame for completion, the demographic information collected does help to highlight the diversity of the sample and the community involvement program.

3.4.2 Factor analysis

The factor structure of the original four constructs of the SIMS was tested using structural equation modeling through the 'R' statistical program. The covariance matrix for the confirmatory factor analysis consisted of the responses to the original 16 items in their past tense form. The Chi-square, Tucker-Lewis NNFI, and the Bentler CFI measures of best fit were used in this analysis as they were used in the design of the original SIMS questionnaire.

The results of the factor analysis showed that the Chi-square test for goodness of fit was significant, X^2 (98 ; n=123) = 245.90 ; $p < 0.05$. However, the Tucker Lewis NNFI and Bentler CFI were below the accepted value of 0.90 (Bentler, 1993) at 0.87 and 0.89 respectively. While these figures are below the general accepted values for goodness of fit, they are similar to the values calculated by Guay, Vallerand & Blanchard, (2000) who showed an NNFI value of 0.89 and a CFI value of 0.90. Figure 2 presents the magnitudes of the factor loadings on the four identity constructs along with the error residuals.

Figure 2 Results of the Confirmatory Factor Analysis



IN: Intrinsic, ID: Identified Regulation, EX: External Regulation, AM: Amotivation

A principal component analysis factor analysis with an oblimin rotation was completed on the expanded, past tense version of the SIMS to determine the factor structure following the addition of the introjected and integrated regulation constructs. The factor analysis was set to extract six factors, which explained 75.64 percent of the variance. Complete factor loadings are shown in Table 4.

Table 4 Exploratory Factor Analysis Loadings

Items	Factors					
Intrinsic Motivation	1	2	3	4	5	6
Because I thought that the activity was interesting	0.82					
Because I thought that the activity was pleasant	0.78					
Because this activity was fun	0.84					
Because I felt good when doing this activity	0.69				0.31	
Integrated Regulation						
Because I had to, even though I know it was good for me.		0.73	0.35			
Because it was good for me, and I had to do it.		0.87				
I had to do it, even though I know I benefited from it.		0.85				
I was required to do it, but it was for a good reason		0.76				
External Motivation						
Because I was supposed to do it		0.42	0.74			
Because it was something that I had to do		0.37	0.77			
Because I didn’t have any choice			0.54	0.34		
Because I felt that I had to do it			0.69			
Amotivation						
There may have been good reasons to do this activity, but personally I didn’t see any				0.71		
I did this activity but I am not sure if it was worth it				0.78		
I don’t know; I didn’t see what this activity brought me				0.66		
I did this activity, but I am not sure it was a good thing to pursue it				0.81		
Identified Regulation						
Because I did it for my own good	0.37				0.72	
Because I thought that the activity was good for me	0.37				0.80	
By personal decision	0.56				0.47	

Because I believed that this activity was important for me	0.42				0.57	
Introjected Regulation						
Because I would have felt guilty if I didn't						0.85
Because I felt pressured to do it			0.46	0.42		0.45
I would have felt ashamed if I didn't						0.87
Because I felt obligated to do it						0.40
Eigenvalues	9.40	4.09	1.72	1.28	0.85	0.82
Explained Variance	39.16	17.03	7.19	5.32	3.54	3.41

The results of the exploratory factor analysis on the expanded survey show that the addition of the introjected and integrated motivation constructs led to some significant cross loadings across factors, and did not support a six factor structure based on the eigenvalues and amount of variance explained by the fifth and sixth factors. Due to this result, it was decided to remove the introjected and integrated items of the modified SIMS from the other analyses.

3.4.3 Research question # 1

Research question number one asked if general program university students and those students in career-specific programs differed in terms of their motivation toward the Ontario Community Involvement Program. The data were analyzed using a one way between subjects ANOVA to test the effect off degree program on the four motivation subscales from the SIMS. No significant effect for degree program was found. ANOVA results and descriptive statistics can be found in Table 5.

A second between subjects ANOVA was performed in order to test the effect of gender on the four motivation subscales. ANOVA results and descriptive statistics are shown in Table 3.2. A significant effect for gender was found on the Intrinsic ($F(1, 121) = 15.95$, $p = .01$), Identified ($F(1, 121) = 13.42$, $p = .01$) and Amotivation ($F(1, 121) = 8.36$, $p = .01$) scales. ANOVA results and descriptive statistics can be found in Table 6. The ANOVA performed to test the effect of gender only included those students who had provided gender information on the demographic questionnaire.

Table 5 Motivation Descriptive Statistics and ANVOA Results by Degree Program

Motivation Scale	Population Group	Mean Score	Standard Deviation	F-Value	P-Value
Intrinsic	General University	5.42	1.17	1.49	0.23
	Career-Specific	5.12	1.48		
Identified	General University	5.05	1.38	0.01	0.93
	Career-Specific	5.03	1.41		
External	General University	3.97	1.72	0.02	0.90
	Career-Specific	3.92	1.88		
Amotivation	General University	1.80	1.03	1.19	0.27
	Career-Specific	2.02	1.09		

Table 6 Motivation Descriptive Statistics and ANOVA Results by Gender

Motivation Scale	Gender	Mean Score	Standard Deviation	F-Value	P-Value
Intrinsic	Male	4.46	1.63	15.98	0.01
	Female	5.53	1.08		
Identified	Male	4.20	1.61	13.42	0.01
	Female	5.25	1.22		
External	Male	4.54	1.82	3.55	0.06
	Female	3.82	1.72		
Amotivation	Male	2.40	1.13	8.36	0.01
	Female	1.75	1.01		

3.4.4 Research question # 2

The second research question explored the relationship between motivation toward completing the community involvement program and current identity status. This question was answered using a canonical correlation analysis to compare the average scores for each participant on the six motivation scales from the SIMS to their scores on the four identity statuses on the OMEIS. The first step in the interpretation of the canonical correlation analysis was to determine the significance of the four canonical correlations from the canonical equations. As mentioned previously, the number of equations is limited to the lowest number of independent or dependent variables, in this case four. None of the calculated canonical correlations approached significance, thus showing that no relationship exists between an individuals score on the motivation sub-scales and identity status sub-scales. The calculated canonical correlations and significance level are shown in Table 7. Canonical weights for the correlation between motivation score and identity status score can be seen in Table 8, canonical loadings in Table 9 and canonical cross loadings in Table 10, which confirm that no significant relationship between scores on the six separate motivation sub-scales, and the four identity status sub-scales was found.

Table 7 Canonical Correlations and Significance Level

Canonical Equation	Chi-squared value	Degrees of Freedom	p-value
1	30.94	24.00	0.16
2	7.56	15.00	0.94
3	2.74	8.00	0.95
4	0.75	3.00	0.86

Table 8 Canonical Weights of Identity and Motivation Scores

	Diffusion	Foreclosure	Achievement	Moratorium
Intrinsic	0.03	0.12	0.00	0.12
Identified	0.04	0.05	-0.02	0.04
External	-0.04	-0.08	0.09	-0.07
Amotivation	0.04	0.07	0.12	0.02

Table 9 Canonical Loadings of Identity and Motivation Scores

	Diffusion	Foreclosure	Achievement	Moratorium
Intrinsic	-0.38	0.14	-0.39	0.35
Identified	-0.12	0.00	-0.24	-0.23
External	0.01	-0.23	0.85	0.14
Amotivation	-0.35	-0.41	0.49	-0.13

Table 10 Canonical Cross Loadings of Identity and Motivation Scores

	Diffusion	Foreclosure	Achievement	Moratorium
Intrinsic	-0.16	0.03	-0.05	0.03
Identified	-0.05	0.00	-0.03	-0.02
External	0.04	-0.05	0.111	0.01
Amotivation	-0.15	-0.08	0.06	-0.01

The canonical correlation analysis described above was completed using the raw scores from the SIMS and the OMEIS. Given that the purpose of the OMEIS is to place students into a particular category based on their scores on the various identity status sub-scales, and not to interpret the raw scores, a post-hoc one-way between groups ANOVA was completed to compare the average identity subscale score for each of the four motivation constructs across the four identity statuses. In order to accomplish this analysis the average score for each motivation subscale was calculated for all the individuals in each identity status. The 76 subjects who were classified into one of the four statuses were used in the analysis. The mean and standard deviation of the motivation subscale scores for each identity status are displayed in Table 11. Similar to the canonical correlation analysis, the ANOVA showed no significant effect in regards to identity status across the four motivation subscales. The ANOVA results are shown in Table 12.

Table 11 Motivation Scores Descriptive Statistics by Identity Status

Identity Status (N)	**Motivation Subscale Score**			
	Intrinsic Motivation	Identified Regulation	External Motivation	Amotivation
Diffusion (30) Mean	5.30	4.97	3.91	2.08
Diffusion SD	1.27	1.32	1.56	1.19
Foreclosure (2) Mean	5.13	5.00	5.25	1.13
Foreclosure SD	0.53	1.41	1.41	0.17
Achievement (21) Mean	5.20	4.85	4.60	2.06
Achievement SD	1.49	1.80	1.96	1.18
Moratorium (23) Mean	5.29	4.91	4.01	2.01
Moratorium SD	1.22	1.39	1.80	1.20

Table 12 ANOVA Results Comparing Motivation Scores Across Identity Status

Motivation Scale	F-value	p-value
Intrinsic	0.03	0.99
Identified	0.03	0.99
External	0.95	0.42
Amotivation	0.41	0.74

3.4.5 Research question # 3

Research question number three asked if a difference existed in the current identity between the general and career-specific sample groups. In order to answer this question participants were placed into an identity status based on their scores from the OMEIS (Adams, 2010) and the classification rules mentioned previously. Of the 123 participants, 76 were classified into an identity status. The remaining participants were removed from the analysis due to the inability to classify them into a single category based upon the classification rules described by Adams (2010). The distributions of the four identity statuses by degree program are shown in Table 13. The number of students in each identity status did not vary significantly by degree program X^2 (3, N = 76) = 3.67, p =0.30) or by gender X^2 (3, N = 76) = 5,82, p =0.12. The distribution of the four identity statuses by gender is shown in Table 14.

Table 13 Chi-squared Distribution of Identity Status between Degree Programs

Student Type		Percentage Distribution of Identity Status (N)			
		Achievement	Moratorium	Foreclosure	Diffusion
General University		28.6 (14)	34.7 (17)	4.1 (2)	32.7 (16)
Career-Specific		25.9 (7)	22.2 (6)	0.0 (0)	51.9 (14)
Total		27.6 (21)	30.3 (23)	2.6 (2)	39.5 (30)
Chi-square	3.67**				
	**P=0.30				

Table 14 Chi-squared Distribution of Identity Status between Degree Programs

Gender		Percentage Distribution of Identity Status (N)			
		Achievement	Moratorium	Foreclosure	Diffusion
Male		50.0 (7)	7.1 (1)	7.1 (1)	35.7 (5)
Female		24.1 (13)	35.2 (19)	3.7 (2)	37.0 (20)
Total		29.4 (20)	29.4 (20)	4.4 (3)	36.8 (25)
Chi-square	5.82**				
	**P=0.12				

3.4.6 Qualitative results

The qualitative component of this study consisted of four semi-structured, open-ended interviews with four students from the general university program sample. The study was designed to include participants from both participant groups to provide a clearer picture of how students view the community service program. However, no participants from the career-specific group came forward for an interview and thus the results serve to describe the program from the perspective of the general program university students only. All four interviews were conducted in single, individual sessions with the four participants. The interviews were conducted at Western University in a semi-private room connected to a joint graduate student office space. The interviews ranged in time from just over 15 minutes for the shortest to just over 30 minutes for the longest interview.

The four students are described below, with names changed to protect the participants:

<u>John:</u> 19-year old male enrolled in general Social Sciences with an interest in Psychology

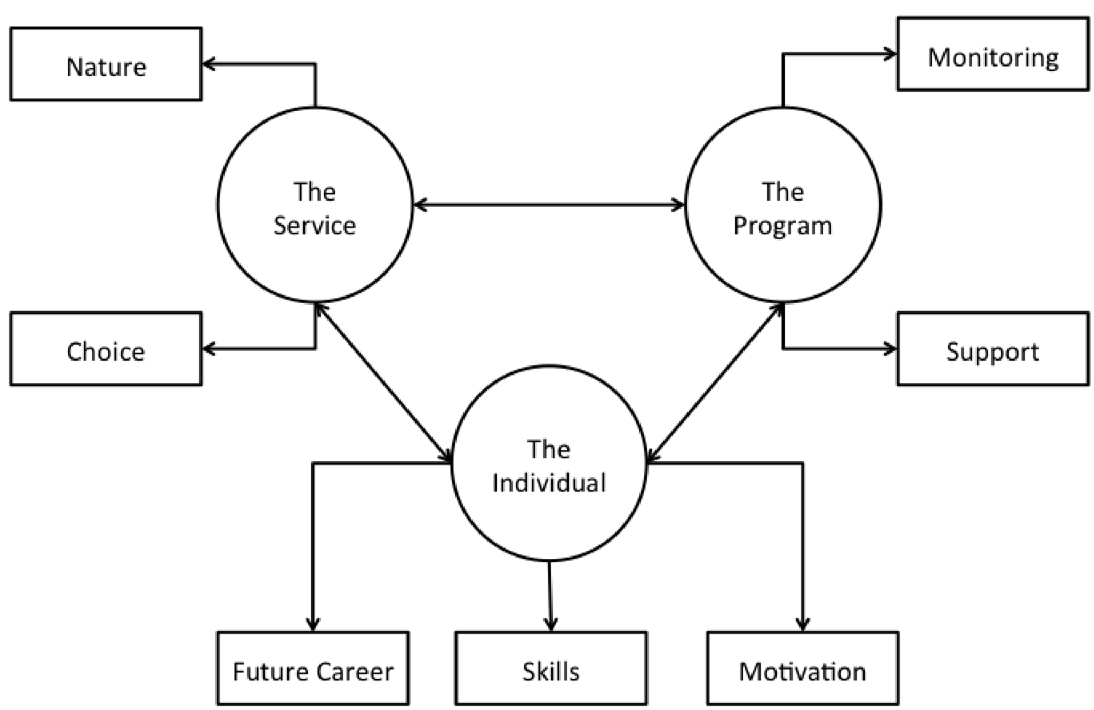
<u>Ryan:</u> 18-year old male enrolled in general Social Sciences with a pre-business Designation

<u>Jane:</u> 18-year old female, enrolled in Arts and Humanities and planning a major in English with a minor in creative writing

Sarah: 18-year old female enrolled in Arts and Humanities with an interest in law and business

From the four interviews, three main themes emerged: 'The Service', 'The Program', and 'The Individual'. 'The Service' encompassed any ideas relating to the service performed in the completion of the required forty hours of community service. 'The Program' captured the participant's feelings on the program itself and its implementation. The final theme 'The Individual' covered any influence the program and service had on the individual and their views on their future. From these three main themes, seven sub-themes emerged, two each relating to 'The Service' and "The Program' and three relating to 'The Individual'. The relationship between the three main themes is shown in 3.

Figure 3 Relationships among Themes and Sub-themes



3.4.6.1 The service

From the four interviews conducted it became evident that the service performed as part of the community involvement program was similar in nature and was chosen in similar ways across the four participants. The sub-them 'Choice' highlights how the participants went about selecting their service experiences, where the theme 'Nature' highlights the type and focus of the service.

3.4.6.1.1 Choice

In regards to choice, the students interviewed seemed to have two major methods in selecting a potential service experience: enjoyment and ease of access. Below is a quote from Sarah when asked why she chose a particular service experience:

> I liked it, which was the biggest reason. It wasn't like I had to go find hours, people would come up to me and say I've got some hours do you want to help and I enjoyed doing that kind of thing.
>
> -Sarah

A second quote from Sarah continues to highlight how important the enjoyment of the activity was to her. In this scenario she highlights that while she would attend an activity if it appealed to her, she found she got more enjoyment from the experience if her friends attended with her:

> Well if they couldn't go sometimes I still went. It wasn't like a debate where if they couldn't go, I wouldn't go. It was just sort of like a bonus if they could go.
>
> -Sarah

In addition to enjoyment, John placed a high value on how the activity would look to future employers and the ease of access and ability for the activity to account for a high volume of hours:

> I looked for volunteer experiences that I could put on my resume, but also to find something that I would enjoy and that I could do with my friends. I coach with two of my other friends during the summer. I chose soccer coaching because I knew I could get all of my hours through it, that's why I got into it
>
> -John

Ryan echoed John's ideas on the importance of access and volume of hours in choosing and activity, although he did not relate his activities to future career development:

> I think a lot of it is just the easier stuff, you think of the things that can get you a lot of hours with little work.
>
> -Ryan

When Jane was asked how she chose her program she did not focus on ease of access or the volume of hours available and instead focus on her fit in the environment:

> Well I chose the library because I felt it was a nice environment for me. I've always liked to go to the library and there were nice people there so I thought it would be a good place to earn my volunteer hours
>
> -Jane

Similar to Sarah, Jane also highlights the importance of enjoyment hen she states that "I've always like the library" which was fundamental in her deeming the library a 'good' place to complete her community service requirement.

3.4.6.1.2 Nature

In regards to the nature of the service performed by the participants, the responses during the interviews showed they completed variety of different activities. Sarah and John chose to complete their 40-hour requirement through activities involving interaction with others. Below Sarah describes her experience working at a day camp for young children and John highlights the numerous interactive activities he completed:

> Well it was a day camp for kids in grades 4-8 and every day we went somewhere, like a trip. So we would go to Canada's Wonderland or something. It was kind of like a bible camp so in the morning we would do bible verses for an hour and for the rest of the day we would go to a water park or something.
>
> -Sarah

> I volunteered at the food bank with my hockey team and did some canvasing for the heart and stroke. That was just a couple hours here and there. I got most of them during the summer by coaching soccer

-John

In contrast to Sarah and John, Ryan chose to complete his requirement through activities more focused on physical labour. As described by Ryan below, nearly all of his hours were completed via tasks that seemed to be more independent in nature:

> I don't know if really counted, but one of my neighbours was older so I would do lawn care and when it snowed I would do all her yard work. I also helped out at our Roman Catholic church a couple times, just like setting up for events and stuff like that.

-Ryan

From the quotes above, there seems to be a stark difference in the nature of the activities completes by John and Sarah, and those done by Ryan. The differing types of service completed by the participants helps highlight the vast choice and availability of activities available to those completing the community involvement program.

3.4.6.2 The program

In regards to the program itself, again two sub-themes emerged from the four interviews. The first was the idea of 'Monitoring'. This sub-theme involved the student's perception of how the program was monitored during completion. The second sub-theme captured the students feelings regarding the support received from their school in completing the requirement, and thus was named 'Support'.

3.4.6.2.1 Monitoring

The monitoring of the program was brought up by three of the four interviewees, with two highlighting potential areas of concern surrounding the verification of completed service hours. Sarah and Ryan both described similar procedures for how the schools record completed hours:

> So you get a sheet of paper to record your hours on. There is a spot for the activity and the number of hours and someone has to sign off on it saying you did the hours, and the amount of hours. There was a spot for contact information and that type of thing. I'm not sure if they actually check it though.

-Sarah

> All you have to do is get a signature and give a phone number. I don't know if they follow up by calling but I know that's how they check I guess. That's all you need. Apparently your dad could just say you completed the 40 hours and sign it.

-Ryan

In these quotes Ryan and Sarah also question whether the school follow-up organizations to verify completed hours, which was a view not shared by John:

> I think the [city] school board does a pretty good job of screening out the ones that do with family work, like helping your grandma or your uncle.

-John

As we can see John actually harbours a completely different opinion, and feels that his particular school board is effective at monitoring and screen out inappropriate service hours. The difference in opinions regarding monitoring held by Sarah and Ryan, and that of John brings forward two separate, but interesting possibilities. The first is that the students may not be fully aware of the monitoring processes completed by their particular school board. The use of terms such as: ‘I guess’, ‘I’m not sure’, and ‘I think’ help to highlight the uncertainty regarding the monitoring strategies. The second idea relates to a possible difference in vigilance regarding monitoring between different schools. The policy is policed at a school level and thus it is possible that different schools could be more aggressive in following up regarding completed service hours.

3.4.6.2.2 Support

In regard to support for the students in completing the program, all four interviewees discussed availability of an avenue for assistance in locating potential service placements. Sarah and Ryan both highlighted the guidance counselor at their respective school. In addition, Sarah also highlighted the possibility of community resources as well:

> Yea, you could go to the guidance counselor. I don’t know what it is called but in town they have this person that you can contact, like a head of organizations that organizes volunteer work.

-Sarah

> …the guidance department should have a database of volunteer places they can work at. When I was in there they had a large binder of places you could work at if you couldn't find a place to complete your volunteer hours.

-Ryan

The avenues for assistance discussed above by Ryan and Sarah involve the student seeking out help. John, on the other hand, describes a source of assistance that is more passive in nature, but seemingly effective in reaching every student:

> The school had a list on the back of the volunteer hours sheet of approved placements, and soccer coaching was one of them

-John

When Jane was asked if the school provided any resources for potential service opportunities she brought forward an additional avenue, a website:

> They do, but there is also a website that shows position that are available.

-Jane

While the avenue for support may have differed between interviewees and school environments, all four participants seemed to be aware of potential sources for assistance in locating opportunities for community involvement.

3.4.6.3 The individual

The final theme that came forward from the interviews related to the individual and how the community service requirement influenced their perception of self and future goals. The 'Skills" sub-theme relates to any skills or benefits the participants felt they gained from participation in the program. "Motivation' highlights how the students felt about the program before, and during the completion of the 40 hour requirement and finally, the 'Career' sub-theme highlights how the students viewed the service in relation to their chosen post-secondary program or future career goals.

3.4.6.3.1 Skills

When asked what they learned from their community service experience most of the interviewees referenced tangible skills. As described by Sarah, the most significant thing she took away from her 40-hour requirement was the development of time management skills and work ethic skills:

> Well definitely time management skills are one. Being able to volunteer and do other things at the same time. In a day you only have so many hours to do things so to be able to volunteer and do other things. Again, good work ethic skills. You don't always get the job you want, or you get sent here and have to do it anyway.
>
> -Sarah

John, similar to Sarah, also highlighted the development of tangible skills, such as an increased ability to organize activities:

> I learned pretty quickly that I need to be more organized, for things like emailing the parents, and keeping stuff on schedule, so I learned that skill pretty quickly.
>
> -John

Jane was the lone interviewee to discuss non-tangible skills in addition to abilities like organization or time management:

> Yea, just some of the social experiences, people skills, not that I was lacking in that but it certainly helped me in that area. I guess some organization skills as well.
>
> -Jane

The above passage from Jane shows that while she may have already possessed or been aware of her personal skills, the community service helped fortify her capabilities in that area. Jane was also the lone interviewee who chose to highlight that the community involvement enlightened her to aspects of her personality that she may not have been aware of previously:

> Well first of all, I learned that I am pretty enthusiastic, and I have good spirit, and that I can do something, and I won't give up or anything like that.
>
> -Jane

While three of the four interviewees found some positive influence from the program Ryan felt that he did not acquire any particular skills or insight into himself from his community service work:

> I'm not really sure, because the stuff I did was kind of menial. I learned I don't like stacking chairs and stuff. I don't think I learned anything about myself or people or anything like that.
>
> -Ryan

Through this quote Ryan does provide interesting insight that the menial nature of his community service experience may have limited what he was able to take away from the program.

3.4.6.3.2 Motivation

In terms of motivation toward the community involvement program there was a stark contrast in how the program was viewed among the four interviewees. Sarah and John both had no problem with the forced nature and found that it had little to no effect on how they felt about taking part in the program. When asked if the mandatory nature of the program was a problem, Sarah responded:

> It wasn't, I don't know how to say it, but it wasn't big deal really. I was happy to do it.
>
> -Sarah

In the quote above from Sarah it seems like she never questioned the mandatory nature of the program and simply enjoyed her community service experience. John echoed Sarah's feelings:

> It was enjoyable for me the whole way through; it never really became a problem for me.
>
> -John

Ryan and Jane had very different views toward the community involvement program than those held by John and Sarah. Ryan had the strongest views regarding the mandatory nature of the program:

> Most people thought it was the stupidest thing. I didn't, its not like I hated it or found it stupid, but I didn't really see the point in doing it and I thought it was a little bit of a waste of time. Not like angry, but just didn't see the point.
>
> -Jane

> I still kind of felt it was a waste of time. I know that I wouldn't have done it if I didn't have too. Yea, I probably wouldn't have done most of the stuff if I didn't have too.
>
> -Ryan

The terms 'stupid' and 'waste of time' appear repeatedly throughout Ryan's discussion on how he felt about the program, and he free admits that he would not have completed any community service if not for the program. Jane espoused similar, albeit gentler views regarding the mandatory nature of the program:

> I guess bummed out would be the right word. I was just sort of like, why do I have to do this, or why should I do this.
>
> -Jane

One key feature of Jane and Ryan's responses is the lack of understanding of how the program is important to them, or that they did not know the intended purpose of the program. In Ryan's quote he states he 'didn't see the point' and Jane questions 'why should I do this'. These responses may point to a lack of communication or clarity regarding the purpose of the program, which in turn may influence one's motivation to perform their service hours.

3.4.6.3.3 Career

When looking at the relationship between community service participation and future career choice, it was quite clear from all of the participants that their experience in the community involvement program had no influence on the choices they made regarding post secondary education. The four quotes below quickly highlight the views of the students regarding the non-relationship between service and career path, when they were asked if their service participation had any influence on what they decided to pursue in university:

> Not on my schooling, but maybe on what type of person I am.
>
> -Sarah

> Probably not, with the coaching being my main source of hours.
>
> -John

> No, but I don’t think the volunteer work pointed me towards business school.
>
> -Ryan

> Not necessarily, I think it just, in terms of my future ideas of career it didn't really shape it that much. It just sort of gave me some experience.
>
> -Jane

As the above quotes show, the students answered a resounding ‘no’ when asked if their service influenced their decision on which program to enroll in following high school.

In summary, the results of this study show that there was no significant difference between the two groups of university students in regards to their motivation toward the community involvement program completed during high school. Differences in the student’s motivation toward the program did exist when comparing genders. Females were more likely to be motivated through intrinsic motivation and identified regulation than their male counterparts, where as the male participants we more likely to be amotivated than the female participants. In terms of the relationship between the student’s motivation and current level of identity development, no relationship was found between any of the motivation constructs and the four identity statuses. Additionally, there was no difference in the percentage distribution across the four identity statuses when comparing the two university groups, or when comparing genders. The qualitative component of the study served to provide context to the quantitative results. From the interviews conducted three main themes emerged, with seven total sub-themes. The three main themes related to the individual, the service completed, and to the program and its implementation.

3.5 Discussion

This study was designed to answer the following three research questions:

1) Is there a difference between how university students in general degree programs and career-specific programs were motivated to complete their community service requirement? Is there a difference between genders?

2) Is there a relationship between the motivation of the student and their current Identity Status?

3) Is there a difference between the current Identity Statues of university students in general degree programs and career specific programs? Is there a difference between genders?

For the first research question, it was hypothesized prior to the study that there would be no difference between the two groups of students due to the fact that when the participants completed the program they were all high school students who may or may not have made any decisions regarding their future career. This hypothesis was supported as no significant difference was found between the career specific group and the general university group across the four identity constructs measured by the SIMS.

Aside from the fact that all of the participants were high school students at the time of the community service completion, the lack of difference between the two groups could also be explained by the apparent lack of connection between the community involvement program and the student's decision regarding university program enrolment. From the qualitative component of this study, it became quite clear that for four subjects interviewed, the community service had little to no influence on their chosen program.

While the opinion of four students cannot be generalized to other students, it does serve to highlight a potential disconnect between how the students view the purpose of the program and its purpose as outlined by the ministry of education. It is important to note that the purpose of the community involvement program is not to help students develop any career oriented goals. However, from the participant interviews, the range of skills learned from the program also varied greatly between individuals. These skills and traits did not directly relate to the main purpose of the program, the development of civic responsibility, again highlighting a potential disconnect between the programs as perceived by students and the ultimate goal as outlined in the curriculum.

One possible way to increase the connection between the program and the desired results would be to add a reflection component to the community involvement program. As discussed at the outset of this paper, the community involvement program does not include any form of reflection nor is it connected to any particular class work. Shifting the nature of the community involvement from a general program to a service-learning model may have a positive effect on what students take away from the program. The literature base regarding the positive benefits of service learning is vast and highlights benefits similar to those of traditional volunteer work or community service mentioned previously (Weiter, Haddock, Zimmerman, Krafchick, Henry & Rudisill, 2013, Bringle & Steinberg, 2010, Stukas, Clary & Snyder, 1999).

The literature comparing service learning to community service or traditional volunteer work is much more limited and is not conclusive as to whether service learning provides increased benefits when compared to traditional community service. According to Furco and Billig (2001) students who completed service learning, with a reflective component, or community service, with no reflective aspect, showed increased academic performance, ethical reasoning, and social skills when compared to those who did not perform any service. However, the difference between the service learning group and the community service group in these areas was not significant.

In contrast, a longitudinal study completed by Vogelgesang and Astin (2000) showed that service learning participants showed significantly greater changes in regards to academic performance, cognitive skill development, development of personal values, and likelihood of future service participation when compared to those who participated in traditional community service programs. Vogelgesang and Astin (2000) argue that the opportunity to process the service experience in relation to academic work through reflection is important to see these increased benefits from service learning. While service learning is a promising avenue to help increase the connection between student and program, ultimately more research is required in this area to determine if these results are sustained across different participant groups and service programs.

While no difference regarding motivation toward the community involvement program was found between the two groups of university students, differences were found when comparing gender. The results indicated that female students were more likely to be intrinsically motivated than male students, while male students were more likely to be amotivated that female students. These results are consistent with other research investigating gender difference in motivation. Cremedes, Flournoy and Gomez (2012) found that female college athletes showed higher levels of intrinsic motivation and lower levels of extrinsic motivation than their male in regards to participation in their respective sports. Fortier, Vallerand, Briere, Provencher (1995) and Chantal, Guay, Dobreva-Martinova and Vallerand (1996) also showed similar results with females exhibiting higher levels of intrinsic motivation toward sport participation. As suggested by Cremedes et al. (2012) it is possible that these findings indicate that female students show greater levels of self-motivation, however, further research is needed in this area.

In answering research question number two, no significant relationship was found between a student's score on the motivation subscales and the identity subscales. Given that the raw scores of the OMEIS are intended to place students into an identity status and not to be interpreted in their own right a post hoc ANVOA was also completed comparing the mean identity scores across the four identity statuses. Again, no significant relationship was found, which did not support the hypothesis.

As outlined above, the relationship between motivation and identity development was assessed through one's motivation to complete the mandatory 40-hour community involvement program. The non-significant relationship between motivation to complete community service and identity development may be explained by the perceived lack of connection between the community service program and future career choice. As discussed previously, the qualitative component of the study revealed that the four students completed a wide range of service and none of the four students perceived a link between their completed service and their choice of post secondary education. If the students themselves are not relating the program to career choice, which in the terms of this study is operationalized by identity development, then it is unlikely that the community involvement program will have any direct bearing on the student's identity development.

The lack of connection between the community involvement program and future career choice is another area where the concepts of service learning would be beneficial in helping the student to frame their experience and relate the work to some type of development, or decision regarding their future career. As discussed previously, tying the experience together with some sort of reflection or feedback may help the students to understand what they did or did not find enjoyable about their particular activities. Furthermore, the program and its outcomes do no necessarily have to help students to decide on a career to benefit identity development. If the students are able to better consolidate their experiences in the program, it may show them things they don't enjoy as much as show them things they would like to do in the future. This information is valuable in its own right as it may help students decide which career is not for them, which may be equally beneficial given the opportunities that are available at the post secondary level.

In addition, the lack of relationship between the motivation toward the community involvement program and identity development could be explained by a potential disconnect between the student, the community involvement program, and career choice. From the qualitative component of the study, three of the four student interviewed identified some skill development from the community involvement program. However, with the way the program is administered and the lack of reflection or follow up, there is no guidance for these students to relate these new found skills to how they would assist them in their future careers.

Additionally, as highlighted by Jane and Ryan, it is possible that students do not fully understand the scope and purpose of the community involvement program. If the students do not understand the purpose of the program, their lack of understanding, coupled with the absence of follow-up to consolidate their experience, may make it difficult for students to connect their experience to their career choice. Thus limiting any influence their motivation would have on their identity development.

Looking at the number of students in each identity status can help provide context to the lack of relationship between motivation and identity development. As we can see from the results of the Chi-square analysis, nearly half of the students surveyed were found to be in the diffusion identity status. The diffusion identity status contains those individuals who are not currently investigating any options regarding the various aspects of identity development. In this case, that could refer to career choice. If the participants surveyed were not actively attempting to reconcile decisions regarding career choice, then how they came to make these decisions (i.e. intrinsically or extrinsically) would likely not have a bearing on their current identity development.

The lack of exploration in regards to future career choice could be related to the concept of emerging adulthood (Arnett, 2000, 2007). Those individuals in emerging adulthood have left behind the dependency of childhood and adolescence, but have not yet entered the truly independent nature of adulthood (Arnett, 2000). The entry into adult roles is postponed due to increased explorations of various roles and careers. Emerging adulthood is a time where many different possibilities remain for the individual, with very little of their future having been decided (Arnett, 2000). Arnett (2007) argues that cultural, economic, and workforce changes have increased the need for further education. This need for increased education has in turn shifted the time of career choice from late teens, to mid twenties (Arnett, 2007). By shifting the need for a career decision to the mid-twenties, instead of the early teens, it allows students entering university to delay decision making in this regard, helping to explain why students in their first year of study may not be actively searching out future careers at this time.

The third and final research question investigated as part of this study was focused on determining the difference in identity development between those students in general university programs and those students enrolled in career-specific degrees. At the outset of the study it was hypothesized that there will be a higher percentage of students enrolled in career oriented programs showing identity achievement and foreclosure, where those in general programs would be more likely to be in identity diffusion and moratorium statuses. The results from the OMEIS showed that no difference existed between the two groups of students in regards to their current identity status.

The hypothesis stated above was founded in the definitions of the four identity statuses in regards to decision making regarding future career goals. The lack of difference between the two groups can be explained by the fact that the selection of degree program does not ensure one has chosen a specific career. On the surface, the general program students from arts and science degrees seem less likely to lead to a specific career than nursing, engineering or nutrition degrees.

However, looking deeper into the career-specific degrees there are still many potential career decisions to be reconciled. The career oriented subject group consisted of students from nursing, engineering and nutrition programs. In all three of these degree programs the choice isn’t as simple as choosing to be an engineer, a nurse or a dietician. In engineering for example, a student must pick which type of engineer they wish to be in the future. This profession alone presents numerous choices: civil, mechanical, chemical or even software engineering. Similar decisions in nursing and nutrition are required for a student to have truly made a career decision. The student must decide if they want to work in a hospital or community setting, along with their practice area within those settings.

While the aforementioned decisions are not the only addition career choices one must make, they serve to highlight that the choice of program does not in fact guarantee a choice of career, or at least a choice that is specific enough to matter in terms of identity development. Given the high percentage of students in the diffusion identity status and based on the myriad of options for specialization available within the career specific degrees, it is possible that students, especially in their first year of study, may still be reconciling decisions in regard to the specialization of their future career, and thus have not fully decided on a future career path.

The result suggesting that 52 percent of the students in the career-specific group were classified into the diffusion category suggests that while they may have made a general decision regarding their future, they have not fully explored potential options, and are not currently exploring those options. It is important to note that the students recruited for this study were in their first semester of their first year of university.

As first year university students, many of the participants are experiencing other changes in their lives that could shift their focus away from career decision-making. Entering university brings with it many challenges and can differ greatly from high school (Parker, Summerfeldt, Hogan & Majeski, 2004). In most cases, first year students must form new social relationships, modify existing relationships with family and friends, manage a new educational environment, and learn to function as an independent adult (Parker et al. 2004). All of the changes mentioned above can be significantly different from high school where there is more support available through friends and family members. Given that the students were surveyed shortly after entering their first year of university education, it is possible that they are still learning to manage these new expectations and not focusing on the future career decisions that are not immediately relevant during their first semester.

The reasoning behind attending university varies greatly according to the literature. Phinney, Dennis and Osorio (2006) surveyed 713 students from various ethnic backgrounds and found that students attended university to help one's family, improve self-worth, and as simply the next step after high school. Similarly, Cote and Levine (1997) found that the choice to attend university could be broken to down to four possible categories: career, personal, humanitarian expectation, and default. Of particular interest here are the options 'next step after high school' and 'default'. It is possible that if students are indeed attending university because it's the 'next step' they have simply made the decision to attend university, without fully considering their future career and will decide as their university career progresses. A possible explanation for students choosing to attend university by default could be related to rising expectations of employers that new employees have some form of post-secondary education for jobs that previously only required a high school diploma (Carnevale, Smith & Strohl, 2010).

Over the past 30 years, the view regarding the importance of post-secondary education has shifted (Carnevale, Smith & Strohl, 2010). According to a review conducted by Carnevale, Smith and Strohl (2010), occupations are now requiring higher levels of education and post secondary education is now seen as protection against job loss during a recession. The same review found that in 1973 only 16 percent of the workforce had secured a bachelor's degree or higher, while in 2007 that percentage has double to 32 percent of the workforce (Carnevale, Smith & Strohl 2010). The rise in the percentage of workers with a bachelor's degree, or better, likely shows that a post-secondary education is needed simply to remain competitive, regardless of the area of work.

As suggested by the review conducted by the Carnevale, Smith and Strohl (2010) more people are entering the work force with bachelor's degrees than ever before. This situation could be explained by the changing demands of employers in regards to education requirements. In a review of workforce trends completed by Carnevale and Rose (n.d.) as part of the Georgetown University Centre on Education and the Workforce, the authors found that nearly one in three people with a bachelor's degree were employed in fields that did not traditionally require this level of education. One example provided by the authors is the position of insurance agent. According to Carnevale and Rose (n.d.) 80 percent of current insurance agents in the United States have attended some college, with over 50 percent having a four-year degree. In comparison, in 1959 half of those individuals working as insurance agents had a high school diploma.

The authors also highlight how employers are now using education credentials as a screening method for potential employees. Employers often view a post secondary education as evidence of increased analytical thinking skills. Thus, by using post-secondary education as a screening tool, employers can help to minimize job search costs by focusing on those candidates with some sort of college or university degree (Carnavale & Rose, n.d.).

While the scope of this study did not include a focus on why the students selected their particular program, it is interesting that such a high percentage of university students are not actively searching for answers in regards to their future career. The shift in the need for a university education to enter the workforce may be pushing students to attend university simply because they feel they must, prior to having ample opportunity to make any decisions regarding their future career, resulting in the high level of students in the diffusion identity status. Future research investigating why students have selected a particular program and their thought process regarding their future career may help to explain the high number of students who are not actively searching for futures careers.

3.6 Limitations

One potential limitation of this study was that the data collection was completed over the course of two years, with the general group being collected in the fall term of 2011, and the career specific group in the fall terms of 2012 and 2013. This means that the two groups consisted of three different cohorts of first year students, and thus introduces another difference between the two groups other than the type of program in which the students are enrolled. While it is possible the time of data collection influenced the results of the study, it is unlikely given that the community involvement program was unchanged between the two cohorts. Thus every student in the study completed the community involvement program under the same parameters, which should mitigate any difference in motivation toward community service as a result of the time lapse between data collection.

A second limitation of the study is that it includes an all university student population. As discussed above, while the two sets of programs are different in some way, they are similar in that they all university level programs that still require students to make additional decisions for their future career path. The original study design did not include the career specific group of students, and instead was designed to include a group of community college students in direct career training. While this design would have provided a greater distinction in regards to the difference in career selection, it was abandoned due to poor subject recruitment results. Multiple participant recruitment methods were used at a college in London, Ontario with no response from students. Multiple posters, and newspaper ads were distributed across the college campus with no success. The largest impediment to the success of the original design was the college's policy restricting the use of recruitment emails, which were the most successful recruitment method for the completed study.

A potential limitation also exists in regard the comparison of the OMEIS to motivation toward community service is that the OMEIS only provides information pertaining to general identity status development. The instrument does not allow for the user to differentiate between the three key areas of career choice, ideology, and politics that are measured through the OMEIS. The inability to investigate individual components is a concern when attempting to investigate a single component of identity development, such as future career direction. Based on the scoring of the OMEIS, the instrument does not provide any insight into the decisions an individual has made into the three areas separately, but only on the person's overall identity status. Thus, it is possible that an individual could have made a decision regarding their future career, ideology, or political views, but be determined to be in diffusion based upon their responses to the remaining questions. The inability to differentiate development in the three areas could help to account for the lack of relationship between motivation and identity development, as motivation toward one specific activity was compared to overall identity development. Comparing motivation to one activity to a related, individual component of identity development may highlight more significant relationships. Similarly, comparing a measure of global measurement to overall identity development may be more appropriate given the limitations in the identity status model and the OMEIS.

The final limitation of the study has to do with the reflective nature of the study, the participants were asked to assess their motivation towards an experience that could have occurred months prior. The inclusion criteria that required the student to have completed the 40 hours in the last two years of high school was meant to limit the need for long-term self-reflection, while allowing for a sufficient recruitment population. However, even with this limit regarding the time of completion it is possible that the time lapse between the completion of the program and the data collection that students may have influenced their ability to recall their exact feelings at the time of their community service participation.

3.7 Conclusion

The purpose of this research study was to investigate the relationship between the student's motivation toward forced community service participation and identity development. The results of the study indicated that no significant relationship was found between a student's motivation toward the community involvement program, and their current level of identity development. However, a difference was found in the motivation toward the program when comparing male and female students. Additionally, from the study it was found that a large percentage of the students surveyed were found to be in the diffusion stage of identity development, indicating that a large portion of first year university students are not actively pursuing decision regarding their future career path. The fact that these students are not actively searching for future career paths is concerning given the pressure on post-secondary institutions to prepare students for the workforce.

The qualitative component of the study highlighted a potential disconnect between the student and the program. Currently, it seems that students are not connecting the community involvement to their choice in post secondary education. Currently there is no follow-up aspect to the community involvement program. The lack of follow-up at the high school level regarding the program and the student's experiences may be limiting the benefits that students can take away from their experience in serving their community, and thus their development. Having a follow-up or reflective component may help frame the student's experience and in turn provide a greater understanding of how their participation influenced their understanding of self.

Future directions for research in the area of motivation toward forced community service participation should focus on investigating the motivation of students while they are in high school to eliminate the need for self-reflection on an experience that may have been completed over a long period of time. In regards to studying identity development difference between career oriented programs and general degrees, it may be beneficial to investigate groups nearing the end of their university education when more specific career decisions have likely been made, or to study university students in contrast to those in community college or trade based programs. Finally, when attempting to determine the relationship between identity development and motivation, it may be advantageous to study motivation from a broad perspective as opposed to motivation toward a specific activity due to the multitude of potential activities that can influence identity development.

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3.10 Appendices

Appendix B Western University Non-Medical Research Ethics Board Approval

Research Western

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Jan Polgar
Review Number: 18187S
Review Level: Full Board
Approved Local Adult Participants: 0
Approved Local Minor Participants: 160
Protocol Title: Comparing Motivation Toward Forced Community Service Programs and Identity Status Between College and University Students
Department & Institution: Faculty of Health Sciences,University of Western Ontario
Sponsor:
Ethics Approval Date: September 22, 2011 **Expiry Date:** September 30, 2012

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
UWO Protocol		
Letter of Information	Survey	
Advertisement	UWO Poster	
Letter of Information	Interview	
Advertisement	Fanshawe Poster	
Advertisement	Newspaper Ad Fanshawe	
Advertisement	Newspaper Ad UWO	
Other	Email Fanshawe	
Other	Email UWO	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above named research study on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information. If you require an updated approval notice prior to that time you must request it using the UWO Updated Approval Request Form.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The UWO NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Signature

Ethics Officer to Contact for Further Information

✓ Grace Kelly (grace.kelly@uwo.ca)	___ Janice Sutherland (jsutherl@uwo.ca)

This is an official document. Please retain the original in your files.

The **University** *of* **Western Ontario**
Office of Research Ethics
Support Services Building Room 5150 • London, Ontario • CANADA - N6G 1G9
PH: 519-661-3036 • F: 519-850-2466 • ethics@uwo.ca • www.uwo.ca/research/ethics

Research Western

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Jan Polgar
Review Number: 18187S
Review Level: Delegated
Approved Local Adult Participants: 0
Approved Local Minor Participants: 160
Protocol Title: Comparing Motivation Toward Forced Community Service Programs and Identity Status Between College and University Students
Department & Institution: Faculty of Health Sciences, University of Western Ontario
Sponsor:
Ethics Approval Date: November 21, 2011 **Expiry Date:** September 30, 2012

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Other	Eight additional questions have been added to the Situational Motivation Scale.	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above referenced revision(s) or amendment(s) on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

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Grace

Signature

Ethics Officer to Contact for Further Information

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Research
Western

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Jan Polgar
Review Number: 18187S
Review Level: Delegated
Approved Local Adult Participants: 0
Approved Local Minor Participants: 160
Protocol Title: Comparing Motivation Toward Forced Community Service Programs and Identity Status Between College and University Students
Department & Institution: Health Sciences\Faculty of Health Sciences, University of Western Ontario
Sponsor:
Ethics Approval Date: March 15, 2012 **Expiry Date:** September 30, 2012

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Revised Western University Protocol	The study population has been revised and the research question revised. The new group of students will be recruited through a mass email to publically available email addresses.	
Advertisement	Email Recruitment Script	
Letter of Information	Revised	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above referenced revision(s) or amendment(s) on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The UWO NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Grace

Signature

Ethics Officer to Contact for Further Information

✓ Grace Kelly (grace.kelly@uwo.ca)	___ Janice Sutherland (jsutherl@uwo.ca)

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Support Services Building Room 5150 • London, Ontario • CANADA - N6G 1G9
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Western Research

Research Ethics

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Jan Polgar
File Number: 100706
Review Level: Delegated
Approved Local Adult Participants: 0
Approved Local Minor Participants: 160
Protocol Title: Comparing Motivation Toward Forced Community Service Programs and Identity Status Between College and University Students - 18187S
Department & Institution: Health Sciences\Faculty of Health Sciences,Western University
Sponsor:
Ethics Approval Date: July 17, 2013 **Expiry Date:** April 30, 2014

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Revised Study End Date	The study end date has been extended to April 30, 2014 to allow for continuation of the study.	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above referenced revision(s) or amendment(s) on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Signature

Ethics Officer to Contact for Further Information

✓ Grace Kelly (grace.kelly@uwo.ca)	___ Vikki Tran (vikki.tran@uwo.ca)	___ Shantel Walcott (swalcot@uwo.ca)

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Western University, Research, Support Services Bldg., Ste. 5150
London, ON, Canada N6A 3K7 t. 519.661.3036 f. 519.850.2466 www.uwo.ca/research/services/ethics

Western Research

Research Ethics

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Jan Polgar
File Number: 100706
Review Level: Delegated
Approved Local Adult Participants: 0
Approved Local Minor Participants: 160
Protocol Title: Comparing Motivation Toward Forced Community Service Programs and Identity Status Between College and University Students - 18187S
Department & Institution: Health Sciences\Faculty of Health Sciences,Western University
Sponsor:
Ethics Approval Date: August 14, 2013 **Expiry Date:** April 30, 2014

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Revised Western University Protocol		
Advertisement	Recruitment speech	
Revised Letter of Information & Consent	Received July 22, 2013, addition of nutrition program	
Advertisement	Recruitment Email	
Advertisement	Presentation Slide	

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above referenced revision(s) or amendment(s) on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Signature

Ethics Officer to Contact for Further Information

___ Grace Kelly (grace.kelly@uwo.ca)	✓ Vikki Tran (vikki.tran@uwo.ca)	___ Shantel Walcott (swalcot@uwo.ca)

This is an official document. Please retain the original in your files.

Western University, Research, Support Services Bldg., Rm. 5150
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Appendix C UWO Recruitment Email

Subject Line:

Did you complete the 40-Hour volunteer program during High School?
Email Body:

Did you complete the 40 required hours of community service as part of the Community Involvement Program during your final two years of high school?

If so, you may be eligible to participate in a research study being conducted by Dr. Jan Polgar and Michael McDonald of the Health and Rehabilitation Sciences Graduate Program. This survey study is designed to assess the influence of your community service participation on your identity development.

U.W.O. students who are between the ages of 17 and 19, and meet the following criteria are eligible to participate in the study.

<u>UWO Eligibility Requirements</u>

1) Must have completed 40 hour volunteer requirement in final two years of high school
2) Must be enrolled in a program **other** than nursing or engineering
3) Must be in first semester of first year of university
4) Must have entered university directly after completing high school
5) Must have attended high school in Ontario

Participation in the study will involve the completion of two short surveys through email correspondence. The two surveys will take approximately one hour to complete.

If you are interested in joining or if you have any questions, please contact Michael McDonald at 519-661-2111 ext. 88970 or mmcdon56@uwo.ca

Appendix D UWO Newspaper Advertisement

Did you complete the 40 required hours of community service as part of the Community Involvement Program during your final two years of high school?

If so, you may be eligible to participate in a research study being conducted by Dr. Jan Polgar and Michael McDonald of the Health and Rehabilitation Sciences Graduate Program.

U.W.O. students who are between the ages of 17 and 19, and meet the following criteria are eligible to participate in the study.

UWO Eligibility Requirements
1) Must have completed 40 hour volunteer requirement in final two years of high school
2) Must be enrolled in a program other than nursing or engineering
3) Must be in first semester of first year of university
4) Must have entered university directly after completing high school
5) Must have attended high school in Ontario

Participation in the study will involve the completion of two short surveys through email correspondence. The two surveys will take approximately one hour to complete.

If you are interested in taking part, or if you have any questions, please contact Michael McDonald at 519-661-2111 ext. 88970 or mmcdon56@uwo.ca

Appendix E The Situational Motivation Scale (SIMS) (Guay, Vallerand & Blanchard, 2000)

The Situational Motivation Scale (SIMS) Directions: Read each item carefully. Using the scale below, please circle the number that best describes the reason why you are currently engaged in this activity. Answer each item according to the following scale: 1: corresponds not all; 2: corresponds a very little; 3: corresponds a little; 4:corresponds moderately; 5: corresponds enough; 6: corresponds a lot; 7: corresponds exactly.

Why are you currently engaged in this activity?

1. Because I think that this activity is interesting	1 2 3 4 5 6 7
2. Because I am doing it for my own good	1 2 3 4 5 6 7
3. Because I am supposed to do it	1 2 3 4 5 6 7
4. There may be good reasons to do this activity, but personally I don't see any	1 2 3 4 5 6 7
5. Because I think that this activity is pleasant	1 2 3 4 5 6 7
6. Because I think that this activity is good for me	1 2 3 4 5 6 7
7. Because it is something that I have to do	1 2 3 4 5 6 7
8. I do this activity but I am not sure if it is worth it	1 2 3 4 5 6 7
9. Because this activity is fun	1 2 3 4 5 6 7
10. By personal decision	1 2 3 4 5 6 7
11. Because I don't have any choice	1 2 3 4 5 6 7
12. I don't know; I don't see what this activity brings me	1 2 3 4 5 6 7
13. Because I feel good when doing this activity	1 2 3 4 5 6 7
14. Because I believe that this activity is important for me	1 2 3 4 5 6 7
15. Because I feel that I have to do it	1 2 3 4 5 6 7
16. I do this activity, but I am not sure it is a good thing to pursue it	1 2 3 4 5 6 7

Appendix F The Situational Motivation Scale-Modified from (Guay, Vallerand & Blanchard, 2000)

Directions: Read each item carefully. Using the scale below, please highlight the number that best describes the reason why took part in community service during high school.

Answer each item according to the following scale: 1: *corresponds not at all*; 2: *corresponds a very little*; 3: *corresponds a little*; 4:*corresponds moderately*; 5: *corresponds enough*; 6: *corresponds a lot*; 7: *corresponds exactly*.

Why did you participate in community service during high school?

1. Because I thought that the activity was interesting	1 2 3 4 5 6 7
2. Because I did it for my own good	1 2 3 4 5 6 7
3. Because I was supposed to do it	1 2 3 4 5 6 7
4. There may have been good reasons to do this activity, but personally I didn’t see any	1 2 3 4 5 6 7
5. Because I thought that the activity was pleasant	1 2 3 4 5 6 7
6. Because I thought that the activity was good for me	1 2 3 4 5 6 7
7. Because it was something that I had to do	1 2 3 4 5 6 7
8. I did this activity but I am not sure if it was worth it	1 2 3 4 5 6 7
9. Because this activity was fun	1 2 3 4 5 6 7
10. By personal decision	1 2 3 4 5 6 7
11. Because I didn’t have any choice	1 2 3 4 5 6 7
12. I don’t know; I didn’t see what this activity brought me	1 2 3 4 5 6 7
13. Because I felt good when doing this activity	1 2 3 4 5 6 7
14. Because I believed that this activity was important for me	1 2 3 4 5 6 7
15. Because I felt that I had to do it	1 2 3 4 5 6 7
16. I did this activity, but I am not sure it was a good thing to pursue it	1 2 3 4 5 6 7

Appendix G Objective Measure of Ego Identity Status (Adams, 2010)

Please rate the following statements using the scale below. Insert your response in bold red, or highlighted text at the end of each phrase.

Response Scale:
1 = strongly agree
2 = moderately agree
3 = agree
4 = disagree
5 = moderately disagree
6 = strongly disagree.

1. I haven't thought about politics and they aren't important to me.

2. I have thought a little about what a job means to me but I mostly follow what my parents believe or think.

3. When it comes to religion I haven't really looked for any belief or faith I want to follow.

4. My parents decided what occupation I should have and I am following their plans for me.

5. There are so many different political parties and opinions. I can't decide which to follow until I figure it all out.

6. I don't give religion much thought and it doesn't bother me.

7. I'm pretty much like my parent(s) when it comes to politics. I vote like they do.

8. I haven't chosen the occupation I really want to get into and I'm just getting along the best I can

9. I've considered and reconsidered my faith and I know what I now believe.

10. It took me time to decide but now I know the career to pursue

11. I don't have a stand one way or the other on politics.

12. I haven't made up my mind about religion because I'm not done exploring options

13. I've thought my political beliefs through and know what I believe in now.

14. It took me awhile to figure it out, but now I know what I want for a career.

15. Religion is confusing to me right now and I keep searching for views on what is right

and wrong for me.

16. I’m sure it will be pretty easy for me to change my occupational goals when something better comes along.

17. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I’ve always gone along accepting what they believe.

18. I’ve gone through a period of serious questioning about faith and can now say I understand what I believe in as an individual.

19. I’m not sure about my political beliefs, but I’m trying to figure out what I can truly believe in.

20. I just can’t decide how capable I am as a person and what job will be right for me.

21. I attend the same church as my family has always attended and I’ve never questioned why

22. I just can’t decide what to do for an occupation; there are so many possibilities.

23. I’ve never really questioned my religious belief, my parents know what is right for me.

24. I have thought about political issues and I have found my own viewpoints.

Appendix H Demographic Questionnaire

Gender:

Age:

High School Attended:

Post-secondary Program:

Please provide a brief (3-4 sentences) description of the community service you performed in order to complete your 40 hour requirement. Please include where you completed your community service.

Did you complete your community service during the school year or during the summer?

Did you complete your 40 hours all at once or over a longer period of time? Please provide a rough estimate of how long it took you to complete your 40 hours.

How did you find out about the community service placement(s) you were involved in? Please list all that apply.

Appendix I Interview Introduction and Questions

Hello and welcome to your interview. I would like to thank you for coming to talk about your experiences in the Ontario high school community service program. My name is Mike, and I am a student at the University of Western Ontario. I will be asking you some questions so you can help me understand how you viewed your community service and what type of things you learned from completing the 40-hour community service program.

1) Please tell me a little bit about yourself and your interests. Things like, your age, where you go to school, what program you are currently enrolled in and some things you like to do outside of school.
2) Tell me about the volunteer experiences you were a part of during high school?
    a. Were these only to complete your 40-hour requirement?
    b. How long were you at each one? (if more than one)
    c. How did you go about choosing these volunteer placements?
3) When did you complete your 40- hour requirement?
4) Explain to me how you felt during high school when you were required to take part in community service work
5) How did you feel about the 40-hour requirement while you were completing it?
6) Explain to me how you view you volunteer participation now. Are these feelings different than before?
7) Did you have any idea what you wanted to do or where you wanted to go to school before you took part in the 40-hour program?
    a. What about after?
8) What type of things did you learn while completing you 40-hour community service requirement?
9) Do you feel the experience of completing 40-hours of community service helped you make any decisions regarding your future?
10) If you could change anything about the Ontario High school community service program, what would it be?

Appendix J My Personal Statement

My experience as a graduate student was far from traditional. In 2008, I began my graduate career as a Master's of Science student in Health and Rehabilitation Sciences with a focus on Child and Youth Health. As I entered my Master's degree I had an interest in investigating why children participated in physical activity programs. I partnered with a local YMCA to investigate one of their video-game based physical activity programs. As part of this project I spent some time observing and interviewing the program leaders, who happened to be adolescent volunteers. In talking with the volunteers, they shared some opinions on the 40-hour community involvement requirement and highlighted concerns around the mandatory nature of the program and its usefulness in their high school education. These discussions and the feelings shared by the program volunteers spawned the idea for the project compiled as part of my Doctorate degree.

In 2009, I made the decision to forgo completing my research Master's degree and fast-tracked into a Ph.D. program where I shifted my research focus away from physical activity participation to the community involvement program and designed the projected outlined in this document. In 2011, I again switched programs into a combined Master's of Science in Occupational Therapy and Ph.D. program. Through my involvement in the clinical and class work involved in the occupational therapy degree the notion of choice in occupational engagement became increasingly apparent to me. I developed a new understanding of the importance of choice in regards to how one can view an activity and the likelihood of continuing said activity. While the concept of occupational choice did not frame the original development of the project, it did change how I viewed the results of the final product.

In addition to broadening my views on choice, my switching of programs signifies my changing thought process in regards to my future career choice. When I first entered graduate school I did not have a firm answer in regard to my future career. As I progressed through my degrees and became exposed to more opportunities and information, an idea of my future career began to take shape. Between my new understanding and views regarding choice, and my reflection on my future career my path graduate school has afforded me a form of insider insight into the difficulties a first year university student can face in deciding on a career path.

Chapter 4

4 The Public Discourse of the Community Involvement Program

The 40-hour community involvement requirement for the Ontario secondary school diploma was first published in the 1999 version of Ontario Secondary Schools Grades 9 - 12: Program and Diploma Requirements (Ministry of Education, 1999). At the time of the program's inception, only students entering grade 9 in 1999 in English-language schools were required to complete the 40 hours of community involvement activities. The requirement became mandatory for all following entrance classes in order to graduate. In 2011, the Ontario Schools Kindergarten to Grade I2: Policy and Program Requirements document was published and superseded the1999 version of the Ontario Secondary Schools Grades9 -12: Program and Diploma Requirements (Ontario Ministry of Education, 2011). The community involvement program remained as a graduation requirement with minimal changes in description, which will be discussed further below.

As part of the implementation of the community involvement requirement Policy/Program Memorandum No.124a (PPM I24a) (Ontario Ministry of Education, 2013) was released by the Ministry of Education, which outlined the guidelines for community involvement activities. PPM 124a outlines the role of the school board and principal in administering the program, and the student in completing the required involvement hours. Individual school boards are responsible for the implementation of the program in their region. Implementation of the program includes: developing a list of appropriate activities, developing forms for planned and completed activities, and developing a document that outlines the program and identifies the roles and responsibilities of all parties. Additionally, each individual school principal is responsible for: outlining the program in the academic calendar, providing students, parents, and organizations with the forms mentioned above, approving any activities not on the board list of appropriate activities, and verifying the completion of the student's community involvement hours. Finally, the student is responsible for: providing their parents/guardians with the school board documents, completing the 40 hours anytime during the 4-year period, completing the ‘planned activities’ form, and filling out the ‘completion of activities’ form once the hours have been performed (Ontario Ministry of Education, 2011).

When the community involvement requirement was first introduced into the curriculum in 1999 it presented a significant change. The implementation of this program added mandatory graduation components that were to be completed outside of traditional school times. In justifying this new requirement the policy documents originally stated that the program is “designed to develop awareness and understanding of civic responsibilities and the role they can play in supporting and strengthening communities”. The primary goal of the program is to “contribute to the student’s development” (Ontario Ministry of Education, 1999).

In the most recent release of the Ontario secondary school curriculum, the description of the program remains largely unchanged, except the phrase pertaining to the students’ development has been removed. Neither of the curriculum documents released since the inception of the community involvement requirement detail how exactly community involvement relates to civic responsibility or what civic responsibility entails. By failing to define civic responsibility, and the relationship between community service and the development of civic responsibility, the Ministry of Education leaves the interpretation of this aspect of the policy open to those in the general public.

Given the lack of clarity provided in the curriculum documents, the goal of this paper was to analyze the public discourse surrounding the community involvement requirement. More specifically, the review attempted to answer the following two questions:

1) Is the community involvement program viewed positively or negatively in the public discourse?
2) Whose voices are being represented in the public discourse surrounding the community involvement program?

For the purpose of this paper, the discourse analysis was limited to those articles and documents readily available to the general public, and those written by or for the general population who will be influenced by the community involvement program.

4.1 Methods

4.1.1 Document collection

As mentioned previously, the documents examined in this review were those directly related to the policy, its development, as well as those relating to the public discourse on the policy and its implementation. The collection of resources pertaining to the community involvement program was completed in two phases, the collection of policy specific documents, and the collection of public discourse, or non-policy documents.

4.1.1.1 Policy documents

Policy documents were obtained through the Ontario Ministry of Education website (http://www.edu.gov.on.ca/eng/). A general search of the website was conducted using the phrases: "Community involvement program", "Community involvement requirement" and "Secondary school curriculum". In addition to the searches, an email was sent to the Ministry of Education through the "Contact Us" sub-page. The email explained the purpose of the dissertation and requested any additional documents relating to the development and the implementation of the community involvement requirement.

4.1.1.2 Non-policy documents

In order to collect documents addressing the public discourse on the community involvement program two primary methods were used: general Internet searches using the Google search engine, and searches using the Western University Library database. After initial searches were completed it was decided to eliminate the general Internet searches due to the vast variety and amount of results. Based on the high volume of results returned using the Google search engine, it was difficult to easily and accurately identify articles relating specifically to the Ontario community involvement program. Searches on the Western University Library database were limited to results consisting of full text newspaper or magazine articles, reports, and other online publications. The limitation on the type of document was done in order to ensure that the articles reviewed were readily available to the public. The Western University library database searches were completed using the list of search phrases below:

- 40 hour community involvement program in Ontario high schools
- 40 hour community service requirement in Ontario high schools
- 40 hour community service program in Ontario high schools

Additionally, in order for documents to be included in the review, they must have met the following inclusions criteria:

- Published in the seven-year time frame between 1997 and 2004.
- Must have referenced the program, its purpose, or volunteer work within its title.

This date range was chosen as it allowed for the inclusion of resources prior to the policy's implementation and extended through to the graduation of the first class required to complete the community involvement requirement. The purpose of including resources published prior to the program's implementation, was to help capture the public opinion on the perceived benefits and drawbacks of the program prior to its implementation. Similarly, setting the end date of 2004 enabled inclusion of resources discussing the actual implementation of the program and its outcomes in the first graduating class to complete the requirement. Any articles fulfilling these criteria were read in their entirety to ensure they focused solely on the program. At this time any articles not relating to the community involvement program were eliminated. For this review, an article simply informing the public on the development of the program was not included, as these articles do not add to the public discourse on the community involvement program. Overall, six policy documents and twenty-four newspaper articles were reviewed.

4.1.2 Policy and discourse analysis

In order to analyze the community involvement requirement policy, Carol Bacchi's "What is the problem represented to be?" (WPR) methodology was adopted (Bacchi, 2009). Bacchi's WPR methodology is a tool designed to investigate the underlying assumptions embedded within government policies and on how problems are represented in the policy under question. Fundamental to the WPR methodology is the premise that government policies are designed to change or influence something, which the government defines as a problem, also defined in the WPR methodology as the problematisation. Bacchi (2009) highlights two separate goals of her WPR methodology: 1) to investigate the problematisations of selected government policies and 2) to challenge the problem representations present in the government policies.

In addition to the two goals outlined above, the WPR methodology also makes certain assumptions regarding the analysis of government policy: 1) some representations of problems will benefit certain groups at the expense of others; 2) government policy sides with those groups who have been ‘harmed’ by the policy and 3) the WPR rejects the notion that all we know of exploitation and oppression can be explained through patriarchy or capitalism (Bacchi, 2009).

In looking at the policy regarding the community involvement program assumption number one described above is the most relevant. Assumptions two and three are not overly relevant to this work given the limited scope of the community involvement policy. Finally, Bacchi’s (2009) WPR methods is based upon three propositions related to analyzing policy: 1) citizens are governed by problematisations; 2) these problematisations need to be studied through their problem representations as opposed to problems and solutions and 3) we must examine the premises and effects of the problem representations contained in the policy in question.

Based on the goals, assumptions and propositions described above, Bacchi (2009) developed a six-question model for policy analysis, which are shown in Table 15 below.

Table 15 Bacchi’s Model for Policy Analysis (Bacchi, 2009)

Question	Description
1	“What is the ‘problem’ represented to be in the specific policy? See what the policy proposes and ‘read off’ the implied ‘problem’ from the specific policy proposal (Bacchi, 2009 p.4).
2	What presuppositions or assumptions underlie this representation of the ‘problem’? This question involves a form of Focauldian archaeology, identifying underlying meanings and political rationalities that underpin specific problem representations (p. 7). Identify key concepts, binaries, and categories (p.8).
3	How has this representation of the problem come about? This question

	involves a form of Focauldian genealogy, which serve to highlight the conditions that allow a particular problem representation to take shape and assume dominance (p.11)
4	What is left unproblematic in this problem representation? Where are the silences? Can the problem be thought about differently? The purpose of these questions is to promote reflection on issues that are silenced in the current representation of the problem. The discourse analysis conducted in question 2 is helpful in answering this question (p.13).
5	What effects are produced by this representation of the ‘problem’? Consider three kinds of effects: discursive effects, subjectification effects, and lived effects. Include effects due to dividing practices. The following sub-questions will assist here: What is likely to change with this representation of the ‘problem’? What is likely to stay the same? Who is likely to benefit for this representation of the problem? Who is likely to be harmed? How does the attribution of responsibility for the ‘problem’ affect those so targeted and the perceptions of the rest of the community about who is to blame? (pg. 18)
6	How/where has this representation of the ‘problem’ been discussed? Consider who is able to access and participate in the discussion. Consider past and current challenges to this representation of the ‘problem’ and consider how challenges to the current discourse may lead to re-problematization (p.19)

As shown in the questions above, Bacchi’s WPR methodology is influenced by the work of philosopher Michel Foucault. More specifically, the WPR methodology is related to the Foucault’s work relating to power, knowledge and value-laden discourses (Bacchi, 2009). Question two of the WPR framework is based upon Foucault’s ideas of archaeology where one analyzes a particular topic by investigating the underlying historical assumptions that have led to the current framing of the particular issues, or in this case, policy (Gutting, 2013). Similarly, question three of the WPR approach is based upon another aspect of Foucault’s work, genealogy. While Foucault’s genealogy is related to his archaeological approach it differs in that it incorporates the idea of power imbalances in how the problem representation has come to be defined (O’Farrell, 2007).

Given that the purpose of this review was not solely to analyze the policy regarding community involvement, all six of the questions outlined the WPR methodology were not explicitly used. Questions one and two were specifically used in the analysis of all documents directly relating to the community involvement requirement and its implementation in order to provide a framework and understanding for the analysis of the public discourse surrounding the policy. The remaining questions were not directly used to analyze the remaining documents. Instead, questions three through six outlined above served to provide a critical lens through which to analyze the non-policy documents in relation to the policy in question.

4.1.3 Document analysis

In order to examine trends in the discourse surrounding the community development project, the thirty selected articles were summarized in chart form with a particular focus on the following features: Source, Perspective, Position, and Terminology. The 'source' feature refers to where the document or reference to the community involvement program was published. This category included the newspaper or magazine, as well as policy documents such as the secondary school curriculum. The 'perspective' refers to whose voices and ideas are being expressed though the article. This feature would include the journalist/author, the students, the ministry, or the community and was included to determine who is leading the discussion surrounding the community involvement program. 'Position' refers to how the program is being viewed by the author and was selected to help highlight the public opinion on the community involvement program and to determine if the opinion differed between different groups. Finally, 'terminology' refers to the language used by the author in reference to the community involvement program. The language used to describe the program was analyzed in conjunction with the 'position' of the author in order to further identify how the general population views the program. The thirty reviewed articles were summarized and organized into a chart according to the aforementioned factors to allow for easy recognition of patterns and trends in the discourse surrounding the community involvement program.

4.2 Results

From the investigation of the Ministry of Education website and through the email request, six documents were obtained relating to the community involvement requirement. These documents ranged from descriptions of the requirement, to instructions for school boards and principals, to tools for students to track their completed hours. The general internet searches and searches of the Western University Library database returned a total of twenty-three documents relating to the community involvement requirement that were published between 1997 and 2003. Nearly all were found in local Ontario newspapers, with four of the twenty-three being found in national news publications. The articles included those defending or attacking the program, as well as articles describing the program and its implementation.

From the review of the public literature on the community involvement program three main themes emerged: The use of language, the audience, and the voices heard. These three themes as well as the application of the WPR methodology (Bacchi, 2009) are described below. A complete summary of the reviewed documents can be found in Appendix K.

4.2.1 Application of WPR methodology

The first stage of the analysis was to apply the first two questions of the WPR methodology to the policy documents found on the ministry website. Looking at question number one, and the outline of the program in the curriculum documents there are two significant 'problems' the policy attempts to address. As mentioned previously, in the first curriculum document pertaining to the community involvement requirement, the goal of the program is "to develop awareness and understanding of civic responsibilities and the role they can play in supporting and strengthening communities" (Ministry of Education, 1999). In 2011 the description was re-worded. However, the content remained largely unchanged. The 2011 Ontario Secondary School Curriculum outlines the program using the following phrase, "the policy proposes 40 hours of community involvement in order to help students develop civic responsibility and develop understanding of how they can make contributions to support and strengthen communities" (Ministry of Education, 2011). Looking at the commonalities among the program descriptions in the two documents the emphasis on developing civic responsibility and its importance in strengthening communities is readily apparent.

According to Bacchi's (2009) WPR framework, every policy is representative of a 'problem' that the government or policy is attempting to rectify. In looking at the descriptions of the community involvement requirement in the two curriculum documents it is easy to see the heavy emphasis placed on the development of civic responsibility. Civic responsibility is a term that carries with it numerous possible meanings. It has been defined in its simplest terms as public service (Riley & Beal, 2010), or preparing people to be citizens (Bok, 2001). Moore (2004) provides a broader, yet more descriptive definition of civic responsibility, which includes; voting, volunteering to meet a community need, and participating in one's community through a leadership role.

Based on the descriptions of the program, the notion of 'community involvement' is how a student can develop the ideals of civic responsibility. Community involvement is an equally broad term, and is not defined in the programs mandate. However, given the nature of the program, and the approved activities, the most applicable definition of civic responsibility in regards to the community involvement program is that of Moore (2004), with a focus on activities completed in the community to meet an identified need.

The final component of the programs description that has a bearing on the 'problem' is the idea of understanding and strengthening communities. Again, this is an idea that is not defined by the ministry in their program description. Based on the implied relationship between civic responsibility and strong communities, it can be gathered from the program description that a strong community is one in which the citizens are invested in bettering the community through participation, and if youth are engaged in community service, they or the act of service will help to strengthen communities.

Based on the descriptions of the program, if we follow question one of Bacchi's (2009) WPR methodology, the implied problem addressed by this policy is the lack of opportunities for engagement in activities that build civic responsibility in youth. A secondary, but related problem the policy addresses is the lack of initiative on the part of students to seek out these opportunities independently. Additionally, the later portions of the program descriptions in each document indicate that students need to develop an 'understanding' of community responsibility, which can be interpreted as the 'problem' according to the policy developers. A problem that engaging in community involvement would help to solve.

Additionally, and perhaps more indirectly, the policy itself can be interpreted to suggest that students are unable to develop this needed level of civic responsibility and understanding of community on their own. This problematisation is not derived from the textual descriptions of the program, but instead from the over-arching premise of the community involvement requirement. Given that the government is requiring community involvement from all publicly funded secondary school students in order to graduate it can be reasonably assumed that the government feels a graduation requirement relating to service participation is necessary to get students involved at the community level in order to develop this understanding of civic responsibility. If the government felt that students were able to develop their own sense civic responsibility and community, then mandating some type of involvement would not be necessary.

While question one of the WPR methodology has helped define the 'problem' associated with the community involvement requirement for graduation, the underlying assumptions that represent the problem are just as important to understanding the purpose of the policy and its discussion in the public realm. Answering question two of the WPR methodology (Bacchi, 2009) and determining the underlying assumptions regarding the community involvement program was quite problematic given the relative lack of description and justification of the program in the policy documents found for this review. When looking at the program descriptions listed above there is no basis or rationale provided for the program. Other memorandums provided by the ministry, as well as implementation instructions for school boards also contained a similar lack of reasoning for the program.

Some documents contain passing remarks to the rationale for developing the program. A revision memorandum released to the school boards and available on the ministry of education website contained the statement: "research shows early involvement in community service builds civic responsibility" (Ontario Ministry of Education, 2013) This reference highlights that the government indeed has some sort of backing for the program's development. However, there is no further information available on this 'research' and how one might obtain more information on the subject. This lack of transparency regarding the theoretical basis of the program leaves the general population unable to determine for themselves whether the premise behind the program is sound, and if the program will result in clear benefits to those completing the program.

Through examining the policy documents and the description of the community involvement requirement numerous assumptions can be made regarding the program if it is to reach its goals of helping student to "develop civic responsibility and develop understanding of how they can make contributions to support and strengthen communities" (Ontario Ministry of Education, 2011). The primary assumption here is that participation in community service will lead to the development of civic responsibility. Due to the absence of evidence to support this assumption, we identified other assumptions that are foundational to the community involvement program. Perhaps the most straightforward assumptions being that 40 hours of involvement is sufficient to develop the needed level of civic responsibility and understanding of the importance of community involvement and that all students have 40 hours of time available outside of school hours to complete this service.

There are some over-arching assumptions regarding community involvement program that are more problematic. In creating the community involvement program, the government has made assumptions about the nature of the problem, how to change the problem, and the value students and families place on the problem. When looking at the nature of the problem itself, the notion of mandating community involvement to improve civic responsibility implies that the government has decided that students in today's society need to develop civic responsibility. Through implementing this policy, the government is also assuming that it is within their mandate to identify and enforce a solution to the aforementioned problem of poor civic responsibility in today's youth. Finally, by employing the policy through the school system, and including it as a requirement for graduation, the government is assuming that students and parents are unable, or unwilling to pursue these developmental activities on their own. These three assumptions are not explicitly stated in the program, but can be gathered from the programs description and implementation.

In addition to the assumptions regarding the 'problem', the government is also assuming that using community involvement as the medium is the most appropriate way to promote this change in development. A related assumption is that a time commitment of 40-hours is sufficient to promote the development of civic responsibility in high school students.

The troublesome aspect of this assumption lies in the lack of transparency the government provides in their rationale for the program. As discussed previously, very few of the policy documents discuss the research that backs the development and implementation of the program, leaving the general public to trust that the government's assumption regarding the utility of community involvement in developing civic responsibility is correct.

Finally, in implementing the community involvement program the government makes an assumption relating to the value students and families should place on community involvement and civic responsibility development. Since all students will be required to complete the program outside of school hours, and all families must monitor the completion of the 40 hours, the program assumes that they should also value the need to develop civic responsibility and community involvement tendencies for the future. This is assumption is problematic in that the community involvement program expects students and families to integrate the required 40 hours of service along with associated travel and organizational time into their daily lives regardless of family structure, time constraints, or cultural values. Thus, those families that have extenuating circumstances, or differing beliefs in regards to the importance of civic responsibility may be unfairly affected by the implementation of the community involvement program.

The analysis of the policy documents using the first two questions of the WPR outline helps to frame the issues and assumptions regarding the community involvement requirement. However, these issues and assumptions may not reflect the public discourse on the topic. In order to asses the current public opinion regarding the community involvement program the remaining four questions from the WPR method were used to guide the analysis of the 23 newspaper articles collected, along with the measurement documents obtained from the ministry's website. The four questions were not directly answered but instead provided a starting point for investigating common themes among the collected resources. As mentioned previously the application of the four remaining questions lead to the emergence of three themes: the use of language, the audience, and the voices heard.

4.2.2 Use of language

In reading through the collected newspaper articles it becomes abundantly clear that there are supporters and detractors of the community involvement program. This is not surprising given that in society there will always be those who support the government and their endeavours and those that do not. However, when separating the articles into detractors and supporters a clear difference emerged in the language used by the authors. Those in support of the program were much more likely to use terms quoted in the policy documents, where as those against the policy took to using terms and phrases not used in the description of the program. The most overt example of the use of language came forward in those articles that were arguing against the program. In most of these articles the authors tended to describe the community involvement program in terms of volunteer work. They would then in turn use phrases such as ‘forced’, ‘mandatory’, or ‘compulsory’ to describe the volunteer work. These terms are found throughout the articles and in the titles as well. Examples are littered through the collected articles, including, but not limited to: “Ontario can’t regulate volunteering” (Sudbury Star, 2003), “Compulsory volunteering” (Windsor Star, 1998), “Forced volunteerism is not morality” (Martinovich, 1999), and “It’s a form of conscription” (Prichett, 1999). As we can see from the above statements, the major premise of the argument for those against the service lies in the incongruence between volunteer work and mandatory service.

In contrast, those articles in support of the program generally avoid the contradicting terms or phrases related to mandatory volunteer work. Instead they use the terms outlined in the policy documents such as community service, or community involvement. Examples include: “40 community service hours are mandated” (Danese, 2002) and “Community placement program” (Carmichael, 2001). The term “volunteer” and its derivatives are still evident in the supporting articles, however; terms focusing on the compulsory aspect of the program are absent. The best example of comes from an article published in the Ottawa Citizen in 2002. The article is titled, “Volunteering is Vital for our Economy” and was written by E.J. Stead. Stead (2002) not only used the term volunteering in the title of his article but also consistently referred to volunteering being character building and a positive learning experience (Stead, 2002). The important aspect of Stead's (2002) article in its use of the term "volunteering" is that he avoids any mention of the compulsory aspect of the program. Avoiding the mandatory aspect allows him to support his argument, as 'volunteering' promotes a more positive image than that of community service.

4.2.3 The audience

The final two themes that emerged from the non-policy documents were closely related. The second theme that came through during the analysis related to where the documents were published. As can be seen from the results of the Internet and database searches, about half of the non-policy documents were found in Ontario newspapers distributed at a local level.

Looking at the content among the national publications compared to the local publications, there are some similarities and differences. The use of language remained similar in the national and provincial publications compared to those at the local level. Those articles arguing against the community involvement program used phrases such as, "obliged to volunteer for 40 hours in exchange for the right earn a diploma" (Westheimer, 1999). In this passage, again we can see the use of the word 'obliged' which runs counter to the traditional sense of volunteer work. The use of the phrase 'for the right' seems to imply that all students should be able to receive or earn a diploma without having to be subjected to some form of community service. Similarly, an article published in the National Post entitled, "Volunteer Ethic can't be Forced" (Owens, 2004) contradicts the fundamental tenant of volunteer work by using the word 'forced' in conjunction with the word 'volunteer'.

The major area where these national and provincial level articles differ from the local realm is in the critical lens they take to the program and its rationale. The national articles opposing the program are more in-depth in their defiance of the program. The local articles typically relied on the use of language mentioned above, where those at the national level used language, as well as research to support their arguments. An example of the use research is evident in the article written by Anne Marie Owens (2004). In her article she cites research studies relating to community service, work ethics, and social responsibility, which found no increase in work ethic or social responsibility following service participation. Additionally, she refers to articles that found attitudinal differences in social responsibility in those who completed service on their own, and that this success was more likely to be noticed in programs with stricter supervision.

4.2.4 The voices heard

The third and final theme is closely related the second theme regarding the levels at which the documents are published. In reviewing the articles collected, it becomes quite clear that the voices expressed in many of the articles were those of the journalist, and the journalist alone. Of the 23 articles collected only a single one was written directly by an Ontario high school student. This publication was in the form of a 'letter to the editor' in her local newspaper. In this article the student highlight her concerns and those of her fellow students regarding the program. The primary concern noted is that 40 hours of time is a significant commitment when accounting for all other aspects of high school life including homework, jobs, and social engagements (Wood, 2003).

While students were not specifically credited as authors on any of the other resources, a few did contain brief quotes, or anecdotes from students, parents, and community agencies. An article written by Jennifer Pritchett in 1999, provided viewpoints for a volunteer organization in the Ottawa area that was excited about the prospect of the program as it would allow for a greater pool of potential volunteers. Additionally, her article sought out the opinions of students in the area, who had good and bad things to say regarding the community involvement requirement. Students echoed similar concerns regarding homework, but also felt that community involvement could lead to job skills (Pritchett, 1999).

An article written by Mullington (1999) also provided a voice to those outside the journalism community. His article entitled "Parents, Teachers Concerned About Compulsory Service" provides a summary of concerns from parents and teachers regarding the rationale and implementation of the program. Teacher's concerns centered on the rationale, such as how many of the students see it as volunteerism or "just putting in time". Parental concerns included aspects related to safety and available opportunities in rural or remote areas (Mullington, 1999). The three articles mentioned here are the best examples of articles that include the viewpoints of those directly influenced by the program. For the most part, the voices of students, parents, and community organizations remain absent from the public discussion with only assumptions made about how these groups feel about the policy.

4.3 Discussion

When looking at the first questions in Bacchi's (2009) approach to policy analysis, the community involvement requirement for high school graduation in Ontario implies two main issues with today's high school student: 1) that the student is currently lacking in community involvement and understandings of civic responsibility and 2) that students and families are unable to develop this understanding without mandated community involvement through the school system. Looking at these two problematisations, it is easy to see that they both relate to the student, and the parent or family. Given that the student and family are placed at the forefront of the problematisation of the policy, it makes the themes uncovered in this review even more concerning. All three of the themes can, in some way or another, limit the ability of the student and family to participate in the public discourse surrounding the program.

The first theme, which emerged from the review of the non-policy documents, related to the language used by the authors in their descriptions of the community involvement program. When looking at how the language used can influence meaning Garcia, Garas, and Schweitzer (2012) found that the use of positive and negative language influenced the interpretation of language. Garcia et al. (2012) report that the use of positive language is more adept at forming emotional connections, and facilitating knowledge transfer. In contrast, negative expressions actually convey more information, especially about dangerous or negative events (Garcia et al. 2012). As mentioned above, most of the articles condemning the program used somewhat sensationalized and arguably negative words in their program descriptions. Contradictory terms such as 'forced', 'obligated', and 'mandatory' were used in conjunction with 'volunteer' to depict the negative aspects of the program, mainly the forced nature. An example of using the term volunteering in a positive way is exhibited in the Stead (2002) article where only the term 'volunteer work' is used. Without the use of additional negative phrasing, the emphasis is placed on the largely positive nature of volunteer work and serve to paint a positive picture in the mid of the reader.

Regardless of the type of language used, positive or negative, the ultimate issue with the language used in the framing of the program is that it may mislead the reader into the purpose and scope of the program. It is important to realize that while the program may, in actuality, be a type of 'forced volunteer work'; the government policy does not define the program in such a manner. One could argue that this is a form of misdirection by the government. However, the process and mandatory nature of the program are clearly illustrated in the programs description. Using terms outside of those used in the policy itself, be they positive of negative, injects some personal bias in to the article. This bias and use of inaccurate phrasing may ultimately mislead the reader about the government's position on the work that is required to complete the requirement. While misleading the public regarding the nature of the policy should not be the primary goal of the author, the use of different terms throughout the public discourse may highlight alternative opinions for the reader and allow them to come to their own conclusions regarding their views on the community involvement program.

Looking closer at the second theme relating to the source of the documents, the relationship between content and number of publications at the local and national or provincial level is problematic. As found in this review, the most well reasoned, and critical takes on the program are found in newspapers published at the national or provincial level. Reasons for this difference could include differences in resources such as time, and access to political figures, which may vary between those journalists at local papers compared to those at national publications. Additionally, the stance of the publisher may determine which articles are written and those that are not.

Regardless of the reasoning for the difference between the two levels, the relationship is problematic for two reasons. The first being that just over half of the articles are published at a local level, which limits their range of potential readers and thus limits the amount of people who could be influenced or informed through the article. Secondly, if the discourse is occurring at a local level the scope of the discourse, and its subsequent influence may be limited. Promoting increased discussion on a national or provincial level is needed in order to move the current discourse regarding the community involvement program forward.

Finally, the third theme that emerges from the document review highlighted that the public discourse has limited input from the students and families. This trend is arguably the most concerning. The policy directly affects the lives of the students and families in ways it won't for school officials and teachers. The program will actually influence how they spend their time away from school.

Additionally, the program is designed to help the students develop civic responsibility, thus it can be implied, that through the eyes of the ministry the program serves to benefit the students. Given that the program is designed to benefit students, the students should be given the opportunity to provide input on the need for, structure, and outcomes of the program. By not incorporating the views of those directly involved in the program, and requiring the hours outside of class time, it could be argued that the Ministry of Education is assuming that civic responsibility is important to most students and families, and thus they should make it a priority to complete the requirement in their own time. Without hearing more from those directly involved in the program, we are unable to understand the influence of the program at a familial or student level, and if students do or do not benefit from the program as intended.

The suggestion that the students voice is limited is not the only concern. From the articles reviewed, journalists who are not current high school students wrote all but one. Thus, these articles lack the insider perspective of the program that only a current student can provide. This disconnect is perfectly displayed in the contrast between the article authored by a student, and numerous articles defending the program. The article written by Wood (2003) highlights many concerns of current students, including heavy time demands for other school or life related activities. However, the student's opinion contrasts sharply with numerous articles written in support of the program that makes light of the 40-hour time requirement. MacDonald (2002) describes the time commitment as “a mere 40 hours”. Similar feelings were shared by, Stead (2002) who said the 40 hours were “less time than maybe spent in front of a television”. Lastly, Brown (2002) quotes a ministry official who said it “boggles their mind” that students can’t complete 40 hours of community service.

None of these articles in support of the program acknowledge the viewpoint of today’s student. Even if they did incorporate quotes or views from students, we are still seeing the authors interpretation of the student’ views in the larger context of their article. The disassociation between the views of the student and those of the journalists highlights the importance of the lived experience. The lived experience is a concept in phenomenological analysis where the person who has experienced a certain phenomenon is the ‘expert’ in that particular area and those who have not lived the particular experience can learn from the ‘experts’ (Reid, Flowers & Larkin, 2005). Looking at the examples described above, Wood (2003) would be deemed the ‘expert’ as she has lived the life of a high school student and has the best understanding of the time demands required of her. Therefore, if the public discourse is to include the views of those who have lived the experience, journalism needs to include the perspective of those who are completing, or have completed the community involvement program.

The lack of input from the students in the public discourse is also problematic because it does not show how the students value community service, or if it is important to their daily lives. If we again look the phrase use by Stead (2002) comparing the service requirement to time spent in front of a TV, we can clearly see how Stead (2002) feels that community involvement is more important than watching TV. Stead’s (2002) words in this case reflect his bias that watching television is how high school students spend there time. His viewpoint reinforces a negative image of high school students in the public discourse that cannot be countered due to the lack of input from high school students.

If we look to the occupational therapy literature, occupations are defined as: everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life (World Federation of Occupational Therapists, 2011). In this case, community service could be seen as an occupation for high school students. The meaning placed on certain activities will differ among individuals. Thus, what is important to Stead (2002) is not likely going to carry the same importance with a current high school student and may not be a priority activity for them.

Also from the occupational therapy literature is the concept of occupational balance. Wilcock (2006) defines occupational balance as: "A balance of engagement in occupation that leads to well-being. For example, the balance may be among physical, mental and social occupations; between chosen and obligatory occupations; between strenuous and restful occupations, or between doing and being" (p. 346). In other words, occupations in a certain category should not be performed to an extent that it excludes others. In regards to the statement made by Stead, (2002), even though television may not be as important or valuable as community service by no means should other activities be excluded in an effort to make time for community service participation. A common thread between these two concepts is the importance of the individual, which again, make the voice of the student arguably the most important and one that should be present in the public conversation.

4.4 Limitations

One of the main limitations in the completion of this review was the time frame applied for document publication. Doing so, limited the scope of the review, but allowed for the inclusion of the articles most pertinent to the development and initial implementation for the policy. Similarly, limiting the results to those that were available to the general public likely limited the opinions that were expressed.

4.5 Conclusion

On the surface, the community involvement requirement for high school graduation in Ontario seems to be a beneficial program for the students and the community. While it was not the intended goal of this review to critique the program, Bacchi's method of policy analysis helped to highlight the implied meaning of the policy and some of the underlying assumptions. The community involvement program implies that there is currently a lack of opportunities for engagement in activities that promote civic responsibility, and that students lack the initiative to pursue these activities on their own. These implications should be addressed in the continuing discussion of the community involvement program and its implementation.

Through an analysis of the public discourse regarding the community involvement requirement a few themes became apparent. In the articles reviewed the program was both applauded and attacked by various authors. How a particular author viewed the program had a significant influence on the language used in there arguments for or against the program.

The current dialogue relating the involvement program is also limited in terms of the media used and the voices expressed through those mediums. From the documents collected for this review about half were collected from local Ontario newspapers, and half from national or provincial level publications. Regardless of where the article was published, staff journalists wrote nearly all of the articles. With staff journalists contributing the largest voice to the discussion, we are deprived from the voices of the students and parents whom this program influences on daily basis.

As with any provincial policy there will be supporters and detractors. Understanding the language, media, and voices that contribute to the wider discussion on the topic allows one to see where gaps exist in the current public opinion. Identifying these gaps is the first step in potentially improving existing policy. This review provides initial insight into the discussion surrounding the community involvement program. Additionally, it identifies areas where the discourse is lacking, most notably the limited voices of the students, which could be addressed to help inform the development of the community involvement requirement aspect of the Ontario school curriculum.

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4.8 Appendices

Appendix K Summary Chart of Reviewed Documents

Author	Date	Source	Perspective	Position/Document	Terminology
Ministry of Education	2011(b)	Ministry	Ministry	Policy amendment memorandum	Community involvement program
Ministry of Education	1999a()	Ministry	Ministry	1999 secondary school curriculum	Community involvement program
Ministry of Education	2013(b)	Ministry	Ministry	Graduation requirement checklist	Community involvement program
Ministry of Education	2013(c)	Ministry	Ministry	Ontario Skills Passport	Community involvement program
Ministry of Education	1999(b)	Ministry	Ministry	Annual Education Plan	Community involvement program
Ministry of Education	2011(a)	Ministry	Ministry	2011 secondary school curriculum	Community involvement program
Ministry of Education	2013(a)	Ministry	Ministry	Policy Memorandum	Community involvement program
Zimmer, Christine	2000	Guelph Mercury	Journalist	Positive-describes program as a ‘good start’	Volunteer work
Bercuson, Richard	2004	Ottawa Citizen	Journalist	Positive-program provides benefits regardless of potential downside	Volunteer experience
Hornsey, Chris	2002	Windsor Star	Journalist/School Board	Informative article-highlights school boards concerns regarding late participation	Unpaid volunteer work
Ford, Fred	2001	Ottawa Citizen	Journalist	Negative- admonishes public for not fighting program	Compulsory community service Forced volunteerism
Weaver, Liz	1998	The	Journalist	Highlights positive and	Community service

		Hamilton Spectator		negative potential of the program	
Granholm, Jennifer	2003	Windsor Star	Journalist	Positive-suggests 40 hours is a minimal burden on students	Volunteer work Community service work
Seymour, Anne	2002	Windsor Star	Journalist	Informative-no particular stance. Highlights concerns and benefits	Civic responsibility
Stead, E.J	2002	Ottawa Citizen	Journalist	Positive-describes the program as hardly a burden, only 10 hours per year	Volunteering/Volunteer work
Brown, Louise	2002	Toronto Star	Journalist	Informative-Highlights issues regarding responsibility. i.e. Whose responsibility is it to ensure participation	Volunteer work
Martinovich, Steven	1999	Ottawa Citizen	Journalist	Negative-terms the program 'onerous requirement'. Likens program to forced labour programs in Cuba and China	Forced volunteerism
Editor	2003	Sudbury Star	Journalist	Negative-Implies it is unfair to withhold graduation for something students may not value	Volunteer service 'Something for the community'
Carmichael, Harold	2001	Sudbury Star	Journalist & Students	Positive-shares student views of those who were opposed and now support the program	Community placement program Community responsibility
Danese, Roseann	2003	Windsor Star	Students & Principals	Informative-provides quotes from students regarding their participation, and thoughts	Community service hours

				from school officials regarding concerns about participation	
Editor	1998	Windsor Star	Author	Negative-while the author agrees with the reasoning behind the program, they disagree with the mandatory nature or the program	Compulsory volunteerism
Mullington, Dave	1999	Ottawa Citizen	Journalist	Informative-questions motivation of students, and highlights concerns about service opportunities in rural and northern areas	Community service requirement
Wood, Dayna	2003	Windsor Star	Student	Negative-written by current high school student. Highlights concerns around time requirement and increased stress	Community involvement
Pritchett, Jennifer	1999	Ottawa Citizen	Journalist & Students	Negative-argues with rising volunteer rates that forced service is no longer necessary. Students express concerns regarding mandatory nature of program	Community service
Westheimer, Joel	1999	The Globe and Mail	Journalist	Negative-Community service programs don't teach the skills necessary to spur change in communities	'obliged to volunteer'
Owens, Anne Marie	2004	The National Post	Journalist	Negative-argues program is to unstructured and poor administered/supervised	Community service

Monsebraaten, Laurie	2004	Toronto Star	Journalist & Educators	Negative-program is unfair to those in limited income situations and reinforces division of class due to limited access and opportunity for those with lower income	Mandatory volunteering Mandated community service
Honey, Kim	2002	The Globe and Mail	Journalist & Ministry	Informative-Hope to clarify the program by speaking with ministry officials. Raises concerns around what does and does not constitute appropriate service	Community service Civic responsibility
Lopez-Pacheco, Alexandra	2003	National Post	Journalist	Positive-accepts premise for the program and argues the program is for civic responsibility development, not for gaining work experience	Civic responsibility Community service
Pritchett, Jennifer	1999	Ottawa Citizen	Journalist & Ministry	Negative-calls the program a form of conscription. Highlights difference between public and private requirements	Mandatory community service
MacDonald, Heather	2002	Kingston Whig Standard	Journalist & Community organizations	Positive-calls the program a 'mere 40 hours'. Describes the problems organizations have recruiting volunteers	Volunteer work

Chapter 5

5 Discussion, Implications, and Final Thoughts

This thesis document is comprised of three separate, but related studies investigating identity development, community service participation, and motivation in adolescents. The studies included a scoping review, a mixed-methods research study, and a document review, all of which investigated different components of the relationship between the three variables. The initial study completed was a scoping review to help determine existing trends in the identity development literature, and gaps for potential areas of study. Thirty total studies published after 1995 were reviewed. From the thirty studies it became clear that there is a vast number of factors relating to identity development currently being investigated in the literature.

When looking at the results of the scoping review, two important themes come forward relating to the current research base in adolescent identity development research. The first of these issues was the relative lack of research in the area of vocational or career concerns and their influence on identity development. The models of Erikson (1963, 1968) and Marcia (1966, 1980) both place a high priority on the reconciliation of a future career path when developing one's adult identity during adolescence, with it being possibly the most important aspect in identity development (Erikson, 1963). With the high importance these two popular models place on career related commitment, it is concerning that the current identity development research base lacks investigation in this area.

The second theme from the scoping review relates to the type of research methods used, in that the research base is dominated by quantitative, cross sectional research. However, the newest literature reviewed, showed an increasing number of longitudinal, qualitative, and mixed method studies. The trend toward longitudinal and mixed-methods research has the potential to change the nature of the knowledge base in regards to adolescent identity development. More specifically, longitudinal methods will provide additional insight into the process of identity development, and how these changes occur over time, as opposed to the static picture of identity development provided by cross-sectional research. One the other hand, mixed-methods research, with its qualitative components will allow for the inclusion of the individuals perspective on the particular factor being investigated and its influence on their current identity (Vishnevsky & Beanlands, 2004).

The second study completed as part of this document was a mixed-methods research study investigating the relationship between a student's motivation toward the Ontario community involvement program, and their current state of identity development. Secondary purposes of the project included the comparison of motivation toward the community involvement program between university students in career-specific and general degree programs, along with a comparison of current identity development between these two groups of students. The study was designed and completed to address the gap in the research base relating to career-oriented decision-making and identity development that was identified in chapter two. The results of the project show three conclusions that are particularly relevant to the relationship between identity development and the community involvement program. The first being the lack of connection between the program and choice regarding university, the second being the lack of relationship between motivation and identity development, and the third being the high percentage of students in the Identity Diffusion status.

When looking at qualitative results of the study, it becomes quite clear that the students interviewed found no connection between the community involvement program and their chosen path in university. All four of the students interviewed in the qualitative component of the study expressed that their community service participation had no direct influence on their chosen degree program. Similarly, the students suggested that the main factor in the choice of service completed was ease of access, or enjoyment, and not impact on future schooling or career choice.

In regards to the relationship between motivation and identity development, which was assessed through participation in the community involvements program, no significant relationship was found relating motivation and the student's current state of identity development. The lack of relationship between motivation, which was measured through the student's participation in the community involvement program, is best explained by the lack of connection between the community involvement program and choice of degree. The participant interviews highlighted a range of skills that the students learned from the community involvement program, however, these outcomes did not relate to degree choice. Additionally, the current program design does not incorporate any feedback to frame the student's experiences into the larger context of student development. The combination of these two factors likely limits the influence of one's motivation toward the community involvement program on identity development.

Finally, the results of the study showed a significant percentage of the students currently resided in the Identity Diffusion status. This phenomenon was similar across both groups of students regardless of their chosen program. Over 52 percent of the study population was found to be in a state of identity diffusion, and therefore not actively exploring possibilities for a future career. This phenomenon can be partially explained by the student's current place in their university program, the need for increased education, and the concept of emerging adulthood. In addition to the high percentage of students in the diffusion status, and equally large percentage of the students could not be classified into a particular identity status, based on the OMEIS. Only 76 of the 143 total participants recruited for the study could be sorted into one of the four identity statuses, which lends additional support the idea that the first year university students are having difficulties reconciling their identity.

The final component of the thesis was a document review completed to further investigate how the community involvement requirement policy is being discussed at an institutional and public level. Chapter four focused on the review of policy documents and grey literature pertaining to the implementation of the community involvement program and the public response. From the review of the collected documents two concerning trends emerged, one relating to the audience of the documents, and the second concerning the voices expressed through the collected documents.

In regards to the audience, just over half of the articles reviewed were published at a local level. While it is beneficial to have discussion surrounding the program at the local and provincial level, the difference in the content and scope of the articles at the local and provincial level may prove problematic in addressing concerns around the policy. As based upon the review in chapter four, the local articles lacked the critical nature and backing of research that the national and provincial articles provided. If the issue is not receiving critical discussion at the local level, it is less likely to grab the attention of the general public in these areas, which may limit any additional discussion regarding the program. Increasing the critical analysis of the program at the local level may serve to increase awareness to the benefits and drawbacks of program to the general population in these local areas and in turn promote increased discussion around policy change at the local level, in addition to the discussion occurring at the provincial level.

The limited voices expressed throughout the grey literature may also limit the ability to address concerns around the program. The opinions expressed in the literature were mainly those of journalists, with minimal input from the students and families directly involved in completing the program. The people directly involved with the program will likely have the most insight into how the program does, or does not fit into their daily lives. This information could be valuable in determining current limitations and issues surrounding the program. If these voices are not being heard, there is unlikely to be any change in regards to the design of the program. Providing students and families with an avenue to express their thoughts, good and bad, on the program will provide the best opportunity to design a program that encourages engagement from all parties, students, families, communities, and the education system.

In addition to the separate conclusions from the three studies, the completed works also highlight areas of interest when looked at as a whole. Overall, three common threads can be found between the three studies, the applicability of Marcia's Identity Statuses model, the missing opportunity with the community involvement program, and finally, issues related to career development. The first interesting conclusion that emerged from the three studies is the utility of Marcia's Identity Statuses model in measuring identity development in today's adolescents.

While Marcia's Identity Statuses Model (Marcia, 1966) is widely used in the literature relating to identity development, it is not with out criticism. Three criticisms of Marcia's (1966) model are particular relevant based on the results of this research. First is the criticism that comes from Blasi and Goldis (1995) who argued that the identity statuses did not acknowledge the subject and contextual nature of identity development. The changing landscape of the workforce and need for increased education highlighted by Carnevale, Smith and Strohl (2010), and Arnett (2007) has changed the time frame within which adolescents must make their career decision, compared to the initial development of the Identity Statuses Model. Given the extended period of emerging adulthood in which most adolescents live, the importance of selecting a career at a young age may no longer be feasible in today's society. The high percentage of students from this study who are currently in the diffusion status and the idea of emerging adulthood lend credence to the idea that the identity status may not fully capture the contextual effect on identity development.

The high percentage in the Identity Diffusion status and the high percentage of students that could not be classified into a status relate to two additional critiques of the Identity Statuses model. Van Hoof (1999) argued that the identity statuses were not sensitive enough to actually measure the identity formation process, as most people remain relatively stable in terms of their development, while Cote and Levine (1988) questioned the independent nature of the four status and argued for a more transitional approach to identity development. In completing this study, only 76 of the 143 participants were actually allocated to one of the four identity statues, supports both of these critiques. In most cases the students in this study who were not classified into a status either had cut-off scores above or below the threshold for three or more of the identity statuses. This trend supports both of these criticisms. If the students were below the cut-off scores on all of the scales it is possible that they are transitioning between stages and not exhibiting characteristics of any statues. Similarly, if the students are scoring over the values on multiple scales, then the differentiation between the statues may not be sufficient to identify minute difference between individuals.

The results of this study also highlight some potential limitations in relating motivation to identity development as defined by the identity statuses model, and in particular comparing motivation to the results of the OMEIS. The most problematic issue in regards to comparing motivation to identity status is that the OMEIS only provides a snapshot view of an individual's identity development. Related to this issue is that the OMEIS is based on a theory where identity status, and thus identity development is a distinct, categorical construct. As discussed above, the results of this study support the critique of Cote and Levine (1988) in that identity development may in actual fact be more transitional in nature. At the time of study design the OMEIS was deemed the most appropriate measure based on its acceptable measurement properties and given its use in the wider research base relating to adolescent identity development. However, as the results of this study, and the most recent trends in adolescent identity development models indicate, it is possible that the OMEIS no longer clearly represents the current theoretical understandings of identity development.

The fact that the OMEIS is designed to assign individuals into discreet categories also proved challenging when comparing the results of the questionnaire to motivation when motivation, as measured by the SIMS is not a categorical variable (Guay, Vallerand & Blanchard, 2000). Comparing categorical and non-categorical variables is more complicated from a statistical standpoint. If both variables were categorical in nature, one could use a Chi-squared analysis to investigate difference in the number of participants in each category. Similarly, if both variables were non-categorical one could simply compare the means of two groups to determine if any significant difference exists. The fact that the two variables used in this study differed in term of their nature necessitated the use of statistical methods that compared composites of the variables and not the individual variables themselves, along with post hoc analysis that provided only partial insight to the relationship between motivation and identity status.

Given that motivation is not a categorical variable, it is possible that a student would show aspects of multiple types of motivation (intrinsic, identified regulation, external regulation, and amotivation) toward their community service participation, and not be solely motivated by one type of motivation. Additionally, it is also possible that given the large number of placements and various forms of activities completed by the participants their motivation could have shifted from one service experience to another. The retrospective nature of the study is of importance in this regard as well. The time between the completion of the service experience and the study's completion could have provided the opportunity for students to re-consider their service experiences, potentially influencing their ability to accurately distinguish how they were motivated at the time of completion. The possibility for an individual to display multiple types of motivation makes it increasingly difficult to relate motivation to the very distinct and categorical decision-making process described in the identity statuses model.

When looking closer at the community involvement program, the program it self seems to have potential for positive influence on student development by providing students the opportunity to explore different situations and experiences. However, the result of the work in this document shows that the program, in its current design, is missing out on this opportunity. The qualitative results of this study provide evidence of a lack of connection between the program and career choice, but the program also seems to be missing the mark with its intended goal of developing civic responsibility. When the students were asked what type of things they took away from the program, none mentioned idea relating to increased knowledge of their community and how they can fit into it in the future.

The lack of student voice in the shaping and current discussion of the program that was found in the document review does not paint a promising picture in improving the program to meet the student's needs. If the students are not able to express their views in an arena that will lead to changes in the program structure or implementation then increasing student engagement in the program is going to be a difficult task. Without increased engagement from the student body the program will likely continue having minimal influence on the students in both the intended areas of development, and any secondary aspects of development such as identity.

In regards to career development, this work serves to highlight how the decision to chose a career, and the importance it holds for adolescents may be shifting. As discussed by

Cote and Levine (1997), students in today's society are possibly attending university as default option, due to the demand in the workforce for post-secondary education. The results from chapter three indicated that there was no difference in terms of motivation toward community service participation between those students in career-specific and general university programs. This result combined with the high percentage of students in the diffusion status in both types of programs indicates that there is little difference between the two groups in terms of moving toward a future career, and that regardless of program, at the outset of their university career the students my be attending university as a default option

5.1 Implications

Overall, based on the results of the three studies, there are potential implications at both the high school and university level. When looking at the possible implications at a high school level, the results highlight potential issues with the current community involvement program; specifically, the students are currently misunderstanding, or not connecting, with the program in its current form. The idea of a potential disconnect between student and program is important regardless if you are discussing the influence on future career choice, or if you are looking at the stated goal of the program, developing civic responsibility. If the students aren't connecting with the program at personal level, they are unlikely to receive any significant benefit from the program (Wilcock, 1998).

As discussed in chapter three, the current program design does not require the student to explicitly discuss, or reflect on their community involvement experience and what they have or have not taken away from their 40 hours of community service. Implementing some sort of feedback option for the students, be it an assignment, or a meeting with a teacher or counselor to consolidate the experience of the community involvement program may be beneficial in closing the gap between student and program. An alternative to an assignment or reflection is to integrate the 40 hours of community involvement in to a particular class. Integrating the program into the daily curriculum would hopefully allow the students more access to teachers and counselors to discuss the program and its impact, as well as ease the burden on the teachers or administrators who would be responsible for evaluating any assignment or reflection. Ultimately, how the program is changed to increase the connection with the student body is not important. However, if the goal is to have the program remain effective, investigating possible avenues to increase student engagement should be a top priority for the current government.

At the university level the potential implications revolve less around a specific program, and serve more to inform administrators of where the current cohort of students stand in regards to career choice, and feelings on university education. When looking at the results of chapter 3, the high number of students in Identity Diffusion, or who are unclassified in terms of an identity status provides valuable information for university administrators. At this point in their academic career, it seems that most students are undecided on a career, and not actively attempting to determine one at this time, regardless of their degree program.

For university administrators and professors this piece of information provides valuable insight into how university degree and individual courses should be mapped out. Given that most students seem to be forgoing career decision early on in their university career, it might be best to focus on general skills early in the degree process and save career specific courses for the latter years. Focusing on over-arching skills such as critical thinking, communication, time-management, and analytical skills early in the degree process will allow the students to develop necessary skills for success in the later stages of their degree, without pressuring them to decide on a career when they aren’t ready. Perhaps more important is raising students’ awareness to the development of these skills and how they can apply across different situations in their future.

5.2 Future Research

The results of these three studies also highlight numerous different possibilities for future research in regards to identity development in adolescents and the transition to university, or post secondary education. Based on the critiques of the Identity Statuses model discussed above, it is recommended that future research into adolescent development be undertaken with a more longitudinal perspective. Using a longitudinal approach will allow for further study into the transitions present identity development, as opposed to static measurement of an individuals current level of development. In addition to a longitudinal approach, increasing the emphasis on qualitative methodologies, either alone, or as part of mixed methods research would be of benefit to understanding the transition to university. Attempting to investigate identity development from a transitional, longitudinal, and qualitative perspective may also help to highlight how the phenomenon of emerging adulthood is influencing the decision-making process of adolescents and influencing the current understanding of identity development.

In addition to adopting a longitudinal perspective in future identity development research, addressing the transition from high school to post-secondary education from an occupational transition perspective may be informative. In regards to this research perspective, the term ‘occupation’ does not simply refer to one’s career, but to all of the activities in which and individual finds meanings and engages in on a regular basis. As mentioned previously, the transition from high school to university brings with it many challenges, along with the need to address one’s future career. Exploring how this transition influences an adolescent’s occupational functioning and engagement in all areas, not just those related to career choice, would serve to provide a more complete picture of how an individual’s view of self changes when moving from high school to post-secondary education.

The results of these studies provide complementary views on the issues of identity development in adolescence. While no relationship was found between motivation, the community involvement program, and identity development the results of the three studies highlight potential areas for future research in these areas, as well as implications for the current education landscape. Continuing to adopt mixed-methods and longitudinal research methods will hopefully increase the focus on transitions and their role in identity development, increasing the focus on how an adolescent develops an identity as opposed to determining a static identity status.

In regards to future implication of this work, the studies accentuate concerns with the implementation of the community involvement program at the high school level. The lack of follow-up and integration of the program into the daily school environment, seem to limit the ability of the students to relate the experience to their future. Providing a more structured experience within the program should help the students in regards to relating any skills learned from the program to their future plans, be it university degree or otherwise.

Finally, this document provides some valuable insight into the mind frame of the current first year university student that could be of use to university administrators. The shifting education demands of the workforce, and extended period of adolescence are possible explanations for the number of students who are currently forgoing their exploration and decision regarding a future career. For university administrators this information could be used to frame degree progression, or individual course design in order to increase the students' awareness to the development of critical thinking and analysis skills, and how these skills can be applied across different career opportunities. Alternatively, focusing on the acquisition of core skills such as critical thinking and communication will not only set up the students for success in the later stages of their degree, but hopefully enable the students to successfully transition to, or decide on a future career.

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