2004

Interpersonal activities and interests as predictors of Girl Scout involvement

Sandra S. Williams
San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/etd_theses

Recommended Citation

Williams, Sandra S., "Interpersonal activities and interests as predictors of Girl Scout involvement" (2004).
Master's Theses. 2646.

DOI: <https://doi.org/10.31979/etd.7uap-ddjk>
https://scholarworks.sjsu.edu/etd_theses/2646

This Thesis is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Theses by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

INTERPERSONAL ACTIVITIES AND INTERESTS AS PREDICTORS OF
GIRL SCOUT INVOLVEMENT

A Thesis Presented to
the Faculty of the Department of Psychology
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Science

by
Sandra S. Williams

August 2004

UMI Number: 1424517

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI Microform 1424517

Copyright 2005 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

© 2004

Sandra S. Williams

ALL RIGHTS RESERVED

APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY

Dr. Howard Tokunaga

Dr. Arlene Asuncion

Ms. Michelle Deneau, Wells Fargo Corporation

APPROVED FOR THE UNIVERSITY

ABSTRACT

INTERPERSONAL ACTIVITIES AND INTERESTS AS PREDICTORS OF GIRL SCOUT INVOLVEMENT

by Sandra S. Williams

This study evaluated relationships between predictor variables (friendship, sports, fine arts, and individual growth activities) and criterion variables (behavioral and affective/cognitive Girl Scout involvement) via Pearson's r to Fisher's Z transformations and then by standard multiple regression correlations. Contrary to that hypothesized, individual growth activities were more influential and predictive than friendship, sports, and fine arts of both attitudinal/cognitive and behavioral involvement. Friendship activities were strongly influential and predictive but not to the extent of individual growth activities. Team sports were more predictive of behavioral involvement while individual sports were more predictive of affective/cognitive involvement. The implications of these findings are discussed.

ACKNOWLEDGEMENTS

I would like to thank the members of my Thesis Committee: Dr. Howard Tokunaga for his instruction, guidance and support, and Dr. Arlene Asuncion for kindly reviewing this paper. I would also like to express my deepest gratitude to Ms. Michelle Deneau for her continued encouragement and support without which completion of this project would not be possible. Lastly, I would like to express my heartfelt gratitude to my family for their steadfast love and support. It is my hope this project will make them proud.

TABLE OF CONTENTS

SECTION	PAGE
Introduction	1
Benefits of Adolescent Friendships	1
Basis of Friendships	2
Gender Differences in Adolescent Friendships	3
Friendship Experiences in Extracurricular Activities	6
Predicting Participation in Youth Organizations	7
Summary of Research	9
Methods	12
Data Source	12
Participants	12
Instrument	13
Predictor Variables	13
Criterion Variables	16
Procedure	17
Results	17
Descriptive Statistics	17
Pearson Correlations	18
Friendship and Sports Activities and Interests	20
Friendship and Fine Arts Activities and Interests	23
Team Sports and Individual Sports Activities and Interests	25

TABLE OF CONTENTS (CONTINUED)

SECTION	PAGE
Individual Growth and Friendship Activities and Interests	28
Individual Growth and Sports Activities and Interests	30
Individual Growth and Fine Arts Activities and Interests	32
Discussion	34
Findings of the Study	35
Implications of the Study	41
Strengths and Limitations	43
Future Research	44
References	45
Appendices	
Appendix A: Friendship Items	56
Appendix B: Sports, Individual Sports, and Team Sports Items	57
Appendix C: Fine Arts Items	58
Appendix D: Individual Growth Items	59
Appendix E: Criterion Items	60

LIST OF TABLES

TABLE	PAGE
1. Descriptive Statistics for Predictor and Criterion Variables	56
2. Pearson Correlation Matrix of Predictor and Criterion Variables	57
3. Standard Multiple Regression Analysis of Friendship and Sports Variables for Hypothesis 1a	58
4. Standard Multiple Regression Analysis of Friendship and Fine Arts Variables for Hypothesis 1b	59
5. Standard Multiple Regression Analysis of Individual and Team Sports Variables for Hypothesis	60
6. Standard Multiple Regression Analysis of Individual Growth and Friendship Variables, Hypothesis 3a	61
7. Standard Multiple Regression Analysis of Individual Growth and Sports Variables, Hypothesis 3b	62
8. Standard Multiple Regression Analysis of Individual Growth and Fine Arts Variables, Hypothesis 3c	63

Introduction

Youth organizations can have an important influence on adolescents' lives, providing them with both structured and unstructured activities aimed at enhancing personal growth and development. Structured activities may include sports or academic tutoring while unstructured activities may include more leisurely pursuits such as socializing with friends. In addition to enhancing overall personal development (Kahne, Nagaoka, Brown, O'Brien, Quinn & Thiede, 2001), many studies have shown that participation in these activities also stimulates self-expression and creativity (Hirsch, Roffman, Deutsch, Flynn, Loder & Pagano, 2000), and reduces delinquent behavior (Eccles & Barber, 1999). This research, however, has primarily focused on preadolescent involvement in youth organizations with very little attention devoted to older adolescent involvement. Consequently, very little is known about the factors that may influence and increase involvement in youth organizations, specifically among older adolescent females. The purpose of this study is to determine which activities have the greatest predictive ability regarding involvement in Girl Scouts among older adolescent females.

Benefits of Adolescent Friendships

Because friendship has been shown to be an important factor in participation in youth organizations (Anderson-Butcher, Newsome & Ferrari, 2003), it is important to first understand the benefits of adolescent friendships and how these friendships influence adolescent behaviors. As individuals develop from childhood to adolescence, the importance of friendship dramatically increases. Adolescents begin spending more time interacting with their peers and less time with their families in order to gain

autonomy and independence (Richards & Larson, 1989). Although parental role modeling is of large importance in early childhood, adolescents begin looking to their peer groups instead for gathering information about the world and establishing a sense of identity outside their families. Adolescents also begin relying on each other for validation and clarification of feelings and ideas (Youniss & Haynie, 1992). In addition to opportunities for companionship with those their own age, these friendships are beneficial in that adolescents receive time and assistance, encouragement, and feedback from their friends (Youniss & Haynie, 1992). Friendships also serve as vehicles for social comparison in that they enable adolescents to compare various aspects of their own development, such as behaviors, achievements, attitudes, beliefs, and personal appearance to that of their peers (Santrock, 2001).

Basis for Friendships

Friendships may be based on similarities in shared goals or values such as academic achievement or religious ideology; however, adolescents often choose their friends based on similarity in shared common interests and activities (Werner & Parmelee, 1979). Research has shown that similarity lies most prominently in participation of these shared common activities, which is the strongest attribute among adolescent friendships (Werner & Parmelee, 1979). When studying similarity among best friends, Tolson and Urberg (1993) found that attitudes and values were not strong predictors of adolescent friendships. Rather, adolescents were significantly similar to their friends in activities such as smoking, misconduct, and peer involvement. In addition, eleventh grade friends were more similar than eighth grade friends in these

behaviors suggesting that, as adolescents age, similarity in behaviors among friends increases.

It has been argued that values and attitudes are less likely to attract adolescents into forming friendships because of the time needed in learning another's value system. A person's behaviors, as observed in activities, may be more salient to the adolescent observer. Later, as time progresses, adolescents may ascertain another's views, beliefs, and attitudes in greater detail. By measuring friendship similarities among values and activities over time, Urberg, Degirmencioglu and Tolson (1998) were able to determine if indeed adolescent friends first bonded over similar activities and later weeded out those friends of dissimilar values and attitudes. Their longitudinal study assessed values as well as three categories of activities: social activities such as "hanging out" with friends, adult organized activities such as going to a church youth group, and sports activities. Pearson correlations among the variables revealed that similarity among friendships was weakest among variables measuring values. This suggests that shared common values are of minor importance in adolescent friendships. However, among both new friends and stable friends, activities had a much stronger relationship suggesting that friends are more likely to be similar with regards to shared activities than values despite the length of friendship.

Gender Differences in Adolescent Friendships

The previous section discussed the basis of friendships among adolescents; however, research also indicates that friendships might differ as a function of gender. From early childhood, friendships among females are distinctly different from males in

that females have a greater need for intimacy (Berndt, 1982). Females often base their friendship selection on activities and interests that foster intimacy and the building of relationships (such as talking and self-disclosure), whereas males prefer more time spent alone or in activities such as sports, which give them a sense of mastery and accomplishment (Berndt, 1982). Research comparing older to younger girls (Larson & Richards, 1991) revealed that older girls reported feeling increasingly more devoted to their friends as they advanced in age. There was also a steep decline in time spent with family for girls between the fifth and ninth grades with more time spent with friends; the amount of time spent with friends increased by 13.5% compared to time with friends in younger grades. Although time alone increased for both boys and girls, older boys reported spending less time with their families, and more time alone or with one person of the opposite sex indicating a greater need for independence. Older girls spent their time with friends through activities such as shopping and talking often on the telephone (Larson & Richards, 1991).

Females are more likely to have a greater number of friends and maintain these friendships over time. In a longitudinal study, Ennett and Baumann (1996) investigated stability and variability of high-school friendship networks over one year. By mapping and measuring social networks, researchers found that adolescent females were more likely to be in cliques than males, and that more males tended to be isolates, not belonging to a particular circle of friends. Girls also formed dyads or groups and maintained more intimate relationships over time, whereas boys spent more time alone or joined large groups allowing them opportunities for independence and accomplishment.

This finding suggests that females have a greater need for social significance and intimate friendships than males. This in part may be due to socialization. Males may be taught from an early age to be accomplishment oriented while females may be taught to establish their identity around their interpersonal relationships (Berndt, 1982).

Gender differences also exist in the need for affiliation. In a study by Wong and Csikszentmihalyi (1991), gender differences in the relationship between motivation toward affiliation, quality of experience, and activities chosen were measured in 170 high school participants. The study focused on expressed wishes and thoughts toward affiliation as well as actual participation in activities, choice of companions and the feelings experienced in different situations. Affiliation was defined in both affective and behavioral terms as a tendency to enjoy being with friends and people in general, accepting people readily, making efforts to win friendships and maintaining associations with others (cited in Jackson, 1984). Participants were asked to wear beepers and respond to a set of structured questions at given times throughout the day and evening in order to capture behaviors, attitudes, thoughts, and experiences in natural settings, e.g., at school, out with friends, and at home.

The findings revealed that female students reported approximately twice as many interpersonal thoughts concerning friends and social interactions than did males. In addition, gender also predicted the amount of time spent alone or with friends. Female students spent more time with friends and less time alone than male students. This suggests that males have a lesser need for affiliation than females and are less likely to have interpersonal thoughts and concerns regarding friendships. Males are also less

likely to engage in behaviors towards participating and maintaining friendships than females.

Friendship Experiences in Extracurricular Activities

Because schools are focused on academic needs and often do not allow abundant free time, adolescents may pursue extracurricular activities beyond the classroom to further meet their developmental and social needs. Although the school environment is where adolescents spend most of their time together, its structured setting impedes adolescents from forming and maintaining friendships (Kahne, Nagaoka, Brown, O'Brien, Quinn & Thiede, 2001). Because high schools offer limited opportunities for interaction, namely at lunch breaks, students may look for social opportunities after school by participating in extracurricular activities.

In order to gain a better understanding of growth experiences in extracurricular activities, Hansen, Larson, and Dworkin (2003) conducted focus groups of adolescents ranging in age from 14-18 years. Participants were asked their age, gender, and activities in which they participated. Of these activities, they were asked to choose one in particular they enjoyed and were also asked to describe the types of growth experiences encountered with this particular activity. They were also asked to describe the types of growth experiences encountered in other youth activities as well. The focus groups revealed that 83% were involved in a club or organization outside of school, 72% were involved in sports and 60% in performing arts. The most consistent theme for growth involved experiencing new peer relationships and a deeper understanding of peers. Adolescents expressed that youth activities provided them with possibilities to interact

with peers outside their existing networks during school hours. Some reported experiencing an increased empathy and understanding of these new peers. Several participants described a deeper loyalty and intimacy with peers in their chosen activity.

Predicting Participation in Youth Organizations

As schools may not meet students' developmental needs, adolescents may opt instead to join youth organizations to compensate for these unmet needs. Because of this, it is important to understand the motivators of involvement in youth organizations.

Research has shown that girls, as early as age 10, in an inner city Boys and Girls Club of America, expressed their desire to interact more (Loder & Hirsh, 2003). When girls were interviewed, they expressed that the club setting afforded them the opportunity to be freely expressive with their friends. The girls reported feeling restricted in their interactions in the school setting and oftentimes were scolded or punished by their teachers for talking in the classroom. The youth club provided the girls a safe environment to interact without reprimand. The girls also reported that interaction with their peers was a critical motivator in their attendance of the youth club.

Research by Anderson-Butcher, Newsome and Ferrari (2003) further explored underlying motivators of attendance in the Boys and Girls Clubs of America. Researchers investigated both reasons for attendance and activities most likely to predict attendance. Through a multiple regression correlation, two significant variables emerged as the primary reasons for attendance. Pressure from parents to participate in the club activity yielded a significant beta coefficient of 0.25, $p < .001$, secondary to the presence of friends at the club yielding a significant beta coefficient of 0.19, $p < .05$. This

indicates that with increased pressure from parents to participate and increased presence of friends at the club, club attendance also increased. Researchers also wanted to know which activities best predicted attendance. It was found that less structured activities of playing games in the game room had the greatest predictive ability in attendance with a significant beta coefficient of 0.32, $p < .001$ and sports and recreation with a significant beta coefficient of 0.21, $p < .05$. Structured activities such as life skill/prevention and educational tutoring programs did not yield significant findings. Adolescents clearly favored less structured activities giving them more time to interact with their friends. This is consistent with the findings from The Search Institute (cited in Santrock, 2001), which examined participation in youth programs in the Minneapolis area. Adolescents expressed interest in informal unstructured activities that fostered peer relations, such as “hanging out,” and being able to spontaneously choose activities in which to participate. In addition, researchers found that, despite an abundance of youth programs in the area, middle-school adolescents were not participating in these programs out of lack of interest in the activities offered.

A study by Huebner and Mancini (2003) investigated the use of out-of-school time among adolescents in both structured extracurricular activities and nonschool club activities. Forty-eight percent of the respondents indicated that they participated in extracurricular activities at least once a week; however, only 11%, indicated they participated in nonschool club activities at least once a week. When measuring the importance of friend endorsement in all structured activities, 59% of participants responded this was “somewhat” to “very important” to them. A stepwise regression was

then performed to explore predictors of out-of-school time use in both extracurricular activities and nonschool club activities. Participation in extracurricular activities accounted for 23% of the variance in out-of-school time use. The variables with the greatest predictive ability in this relationship were parental and friend endorsement of activity participation and ethnicity. This indicated that with increased parental and friend endorsement of the extracurricular activity, participation in the activity also increased. Likewise, ethnicity was also a predictor of activity participation in that African-American students were more likely to participate than students belonging to other ethnic groups. Regarding time spent in nonschool clubs, participation in these clubs accounted for 7.4% of the variance in out-of-school time use. The variable with the greatest predictive ability in this relationship was greater feelings of peer pressure. Peer pressure was believed to compare somewhat to friend endorsement of the activity in that it provided adolescents with feedback from peers. Interestingly, feeling pressure from peers and wanting to be accepted by them encouraged participation in nonschool clubs but was not an important predictor in time spent in extracurricular activities.

Summary of Research

As previous research has shown, the importance of friendship dramatically increases as individuals develop into adolescents. They begin spending more time interacting with their peers and less time with their families in order to gain autonomy and independence. Adolescents are more likely to select their friends based on similarities in shared common interests and activities such as sports or simply “hanging

out” rather than on shared goals such as academic achievement or shared values such as religious ideology (Werner and Parmelee, 1979).

Adolescent friendships differ, however, as a function of gender. From early childhood, females have a greater need for intimacy than males and often base their friendship selection on activities and interests that foster intimacy and the building of relationships, such as talking and self-disclosure (Berndt, 1982). Males, however, prefer more time spent alone or in activities such as sports, which give them a sense of mastery and accomplishment (Berndt, 1982). Gender differences also exist in the need for affiliation. Adolescent females have a greater need for affiliation than males and demonstrate more interpersonal thoughts concerning friends and social interactions. They also spend more time with friends and less time alone than males (Wong & Csikszentmihalyi, 1991). Males, on the other hand, have a lesser need for affiliation than females and are less likely to have interpersonal thoughts and concerns regarding friendships. They are also less likely to engage in behaviors towards participating and maintaining friendships than females.

To further meet their social needs, adolescents may pursue extracurricular activities as schools often do not allow enough free-time for interaction beyond academic duties. Students may also opt to join youth organizations to meet their developmental needs; therefore it is important to understand what motivates adolescent involvement.

Research on youth organizations has primarily focused on preadolescents with very little attention devoted to older adolescents. Consequently, very little is known about what motivates adolescent involvement in youth organizations, particularly of older

adolescent females. Because previous research has emphasized the importance of interpersonal relationships for adolescent girls, it is believed that activities and interests that foster social interaction could be more predictive of involvement in a youth organization than activities requiring little social interaction. The purpose of this study is to determine which activities have the greatest predictive ability regarding involvement in the Girl Scouts, a population youth organization, among older adolescent females. In this study, three hypotheses will be investigated:

Hypothesis 1a: Activities and interests that promote and foster friendships (making new friends, going to the movies, dealing with conflict, and communication) will have greater predictive ability of Girl Scout involvement than sports activities and interests.

Hypothesis 1b: Activities and interests that promote and foster friendships will have greater predictive ability of Girl Scout involvement than fine arts activities and interests.

Hypothesis 2: Because of its social nature, team sports (softball, basketball, soccer, volleyball, etc.) will be more predictive of Girl Scout involvement than individual sports (skiing, tennis, golf, etc.).

Hypothesis 3a: Activities that promote individual growth, and involve little social interaction (building and fixing things, car repair, home improvement, using computers, health issues, etc.) will be less likely to predict Girl Scout involvement than friendship activities and interests.

Hypothesis 3b: Activities that promote individual growth, and involve little social interaction, will be less likely to predict Girl Scout involvement than sports activities and interests.

Hypothesis 3c: Activities that promote individual growth, and involve little social interaction, will be less likely to predict Girl Scout involvement than fine arts activities and interests.

Methods

Data Source

The pool of participants for this study was obtained from previously collected and archived data. This data was previously collected and archived by Dr. Howard Tokunaga and student researchers enrolled in the Master's of Science Industrial/Organizational Psychology program at San Jose State University. Data was stored in a protected location by Dr. Tokunaga and is used by permission of the Girl Scouts of Santa Clara County.

Participants

Participants were 259 girls currently involved in Cadette- or Senior-level Girl Scouts with 61% in the seventh and eighth grades and 29% in the ninth through twelfth grades. The majority of participants (59%) reported themselves as White (Caucasian), followed by 16% Other, 10% Latino/Hispanic, and 9% Asian/Pacific Islander. Regarding language spoken in the home, 88.3% spoke English, followed by 5.1% Spanish, 4.3% Other, and 1.2% Vietnamese. Seventy-nine percent met in troop meetings on average of once a week to once every two weeks.

Instrument

A random stratified approach to sampling was employed. The Cadette and Senior Girl Scouts survey was constructed in collaboration with Michelle McCormick, Dr. Howard Tokunaga and graduate-level researchers by evaluation of existing Girl Scout surveys, council staff discussions, as well as evaluation of previous academic and professional research. A paper and pencil survey was designed to measure both frequency and agreement on the nature of involvement and satisfaction with Girl Scouts. Multiple items measured attitudes toward troop leaders, troop meetings and activities, frequency of participation, desired activities and topics for future learning as well as demographic data.

Predictor Variables

This study addresses four predictive measures: (1) Activities and interests promoting and fostering friendship, (2) individual and team sports activities, (3) fine arts activities, and (4) activities promoting individual growth. Items were constructed to evaluate participant attitudes toward Girl Scout-related activities, satisfaction of the opportunities within Girl Scouts, desire for activities and topics for future involvement, and frequency of participation in Girl Scout activities. All measures employed a 5-point Likert-type scale. Items assessing the level of interest in participating in an activity or learning about a given topic were designed on a scale of 1 = Not At All Interested, 2 = Slightly Interested, 3 = Somewhat Interested, 4 = Very Interested, and 5 = Extremely Interested. Items, such as “Camping and Hiking,” asked respondents to indicate the extent of enjoyment with past participation in this and other Girl Scouts activities. These

items were recoded for compatibility of measure with other items in the survey so that 1 = Never Did It, 2 = Not At All, 3 = Slightly, 4 = Somewhat, 5 = A Lot. The item “Building Friendships” asked respondents to indicate their level of satisfaction in their Girl Scout experiences toward building friendships with 1 = Not At All Satisfied, 2 = Slightly Satisfied, 3 = Somewhat Satisfied, 4 = Very Satisfied, 5 = Extremely Satisfied.

Activities and Interests that Promote and Foster Friendships (8 items). These items assessed interpersonal activities and experiences such as doing things with friends, building friendships, camping and outdoor activities, going on field trips, and learning about personal relationships and social skills. A Cronbach alpha of 0.68 was calculated for this scale. Although lower than the preferred value of 0.70 as stated by Nunnally (1978), a Cronbach of 0.68 is felt to be of sufficient internal reliability for this study due to the paucity of items making up this construct. Mean scores of friendship-related items were then calculated, and one composite variable was created to measure this construct.

Activities and Interests Involving Both Individual and Team Sports (6 items). These items assessed the interest and enjoyment of sports experiences such as water activities, exercise, games, individual sports, and team sports. A Cronbach alpha of 0.72 was calculated for this scale indicating good internal reliability according to Nunnally (1978). Mean scores of sports-related items were then calculated, and one composite variable was created to measure this construct.

Individual Sports Activities and Interests (3 items). These items assessed the interest and enjoyment of individual sports experiences such as water activities (swimming, canoeing, surfing), golf, and exercise. A Cronbach alpha of 0.57 was

calculated for this scale. Due to the paucity of items making up this construct, a Cronbach of 0.57 is felt to be of sufficient internal reliability for this study. Mean scores of individual sports-related items were then calculated, and one composite variable was created to measure this construct.

Team Sports Activities and Interests (3 items). These items assessed the interest and enjoyment of team sports experiences such as softball, basketball, and games. A Cronbach alpha of 0.57 was calculated for this scale. Although lower than the preferred value of 0.70 as stated by Nunnally (1978), a Cronbach of 0.57 is felt to be of sufficient internal reliability for this study due to the paucity of items making up this construct. Mean scores of team sports-related items were then calculated, and one composite variable was created to measure this construct.

Fine Arts Activities and Interests (5 items). These items assessed the level of interest, enjoyment, and desire for future participation in performing arts, music, art, and crafts and hobbies. A Cronbach alpha of 0.69 was calculated for this scale. Due to the paucity of items making up this construct, a Cronbach of 0.69 is felt to be of sufficient internal reliability for this study. Mean scores of fine arts-related items were then calculated, and one composite variable was created to measure this construct.

Activities and Interests Involving Individual Growth (9 items). These items assessed the interest in learning and enjoyment of various activities involving individual growth with little social interaction. These items consisted of building and fixing things, animals and pets, science and technology, help with school, learning about computers, help with money, and money earning. A Cronbach alpha of 0.74 was calculated for this

scale indicating good internal reliability as stated by Nunnally (1978). Mean scores of the individual growth items were then calculated, and one composite variable was created to measure this construct.

Criterion Variables

Behavioral Involvement in Girl Scouts (6 items). These items asked participants to rate the frequency of their involvement in Girl Scouts activities. A 5-point Likert-type scale was used with 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very Often. These items measured Girl Scout involvement by asking how often girls attended troop meetings, used their Girl Scout handbooks, Interests Projects books, and Girl Scout Promise and Law in day-to-day life, participated in service projects in their community, and visited Girl Scout websites. These items were designed to measure the extent of Girl Scout involvement through application of Girl Scout principles at and beyond troop meetings to every day life. A Cronbach alpha of 0.68 was calculated for this behavioral scale. Although slightly lower than the preferred value of 0.70 as stated by Nunnally (1978), a Cronbach of 0.68 is felt to be of sufficient internal reliability for this study. Mean responses for each item were then calculated, and one composite variable was created to measure the behavioral dependent variable.

Affective/Cognitive Involvement in Girl Scouts (3 items). These items asked participants to indicate the extent of their agreement to statements such as “I’m excited about moving up to the next level of Girl Scouts,” “I know a lot about the next level of Girl Scouts,” and “All in all, I enjoy being in the Girl Scouts.” A Cronbach alpha of 0.67 was calculated for this affective/cognitive scale. Although slightly lower than the

preferred value of 0.70 as stated by Nunnally (1978), a Cronbach of 0.67 is felt to be of sufficient internal reliability for this study. Mean scores of these items were then calculated, and one composite variable was created to measure the affective/cognitive dependent variable.

Procedure

Data for this study was collected from 259 girls living in Santa Clara County. The county was divided into several geographical units, and the number of troops and groups in each unit was determined. This number was then used as the basis for the stratified sampling method employed for participant selection, thus ensuring a large and representative sample. Surveys were given to troop leaders, administered at troop meetings, and completed by the current Girl Scout members. Participants were ensured that their responses would be treated with confidentiality. Two participants were dropped from the sample due to excessive missing data points.

Results

Descriptive Statistics

Table 1 presents descriptive statistics of the predictor variables (activities and interests) and the criterion variables (behaviors and attitudes of involvement in Girl Scouts). In terms of the predictor variables, participants reported the most positive ratings for friendship activities and interests, with slightly lower, but still positive, ratings for activities and interests in fine arts and sports. Although still positive, participants had the lowest scores for individual growth activities and interests involving little social interaction. When the sports activities predictor variable was divided into two separate

variables of individual sports and team sports, individual sports activities and interests yielded the second highest mean among the variables, just under friendship activities and interests. With regards to the criterion variables, participants scored highest with affective/cognitive involvement in Girl Scouts indicating a moderate level of agreement with regards to their knowledge of the next level of Girl Scouts as well as their enjoyment and excitement about their participation. Regarding behavioral involvement, participant scores were lower than affective/cognitive involvement. Participants indicated that they “rarely” to “sometimes” participated in activities regarding troop meetings and use of Girl Scout materials such as the Promise and Law books. These results indicate that participants in this study held generally positive views toward the activities and interests offered, particularly those involving friendship, and were more involved with Girl Scouts affectively and cognitively than through behavioral participation.

Pearson Correlations

Table 2 presents a Pearson correlation coefficient matrix of Girl Scout predictor variables (activities and interests) and criterion variables (behavioral and affective/cognitive involvement). All predictor variables correlated positively and significantly with both affective/cognitive and behavioral criterion variables with the exception of the individual sports predictor, which was not significantly related to behavioral involvement. The affective/cognitive criterion variable yielded stronger positive correlations with the predictor variables than did the correlations between the behavioral criterion and predictor variables. This indicates that participants related all activities and interests (friendship, sports, fine arts, and individual growth) more highly

with affective/cognitive involvement than with behavioral involvement. Among the predictor and criterion variables, the highest significant positive correlation was between individual growth and affective/cognitive involvement ($r = .37, p < .01$). This indicates that the more participants expressed interest in activities involving individual growth and little social interaction, the more likely they were to have greater understanding of the next level of Girl Scouts as well as greater experiences of excitement and joy in Girl Scouts. When comparing the predictor variables with behavioral criterion variable, likewise, the highest significant positive correlation was with the individual growth variable ($r = .21, p < .01$). This indicates that the more participants expressed interest in activities involving individual growth and little social interaction, the more likely they were to attend troop meetings and read and apply the various Girl Scout literatures.

The second highest significant positive correlation among the criterion variables was between friendship activities and interests and affective/cognitive involvement ($r = .31, p < .01$). This indicates that the more participants expressed interest and satisfaction in activities and interests fostering friendships, the more likely they were to have greater understanding of the next level of Girl Scouts as well as greater experiences of excitement and joy in Girl Scouts. When comparing the predictor variables with the behavioral criterion variable, likewise, the second highest significant positive correlation was with the friendship variable ($r = .20, p < .01$). This indicates that the more participants expressed satisfaction and interest in activities fostering friendships, the more likely they were to attend troop meetings and read and apply the various Girl Scout literatures.

Sports and fine arts also significantly and positively correlated with both criterion variables but more strongly with the affective/cognitive variable (see Table 2). This indicates that the more participants expressed interest and satisfaction in activities of sports and fine arts, the more likely they were to have greater understanding of the next level of Girl Scouts as well as greater experiences of excitement and joy in Girl Scouts. To a lesser magnitude than the affective/cognitive criterion, there were significant and positive correlations with both predictor variables of sports and fine arts with the behavioral criterion. This indicates that the more participants expressed satisfaction and interest in activities of sports and fine arts, the more likely they were to attend troop meetings and read and apply the various Girl Scout literatures.

Friendship and Sports Activities and Interests

Hypothesis 1a predicted that activities and interests that promote and foster friendships (making new friends, going to the movies, dealing with conflict, and communication) would have greater predictive ability of behavioral and affective/cognitive involvement in Girl Scouts than sports activities and interests. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and friendship activities ($r = .20, p < .01$) and behavioral criterion and sports activities ($r = .15, p < .05$) was tested for significance. These Pearson correlational values were first transformed to Fisher's Z values to standardize the correlations for comparison. A manual calculation was then performed to determine whether the difference between the two correlational Z values was significant. The final z score yielded a nonsignificant value of 0.56. For a z score to be considered statistically significant with a 0.05

probability, it must yield a value of 1.96 or higher. Thus, because the difference between the two correlations was minimal and nonsignificant, it can be concluded that friendship activities and interests were not more predictive of Girl Scout behavioral involvement than sports activities and interests.

The difference in Pearson correlations between the affective/cognitive criterion and friendship activities ($r = .31, p < .01$) and the affective/cognitive criterion and sports activities ($r = .23, p < .01$) was next tested and found to be nonsignificant ($z = .97$). Thus, it can be concluded that friendship activities and interests were not more predictive of Girl Scout affective/cognitive involvement than sports activities and interests.

Standard Multiple Regression Correlation Analyses. A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of friendship and sports activities and interests in their relationship with the behavioral criterion. The results of this analysis revealed a significant overall relationship with both friendship and sports activities accounting for 20% of the variance in behavioral Girl Scout involvement [$R = .20, R^2 = .04, R^2 \text{ Adjusted} = .03, F(2, 248) = 5.29, p < .01$]. However, when examining the friendship and sports predictors for their unique contribution in the relationship, only friendship had a significant beta weight ($\beta = .17, p < .05$). The sports predictor variable was not a significant contributor in Girl Scout behavioral involvement. These results indicate that friendship activities were more influential in the relationship than sports activities and were the best predictor of behavioral Girl Scout involvement. Although the previous z score transformational analysis revealed the difference between correlations to be nonsignificant, the standard

multiple regression correlation revealed that friendship activities and interests had the greatest importance in the overall relationship with behavioral Girl Scout involvement than sports activities and interests. Therefore, Hypothesis 1a was supported for behavioral involvement.

A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of the predictor variables of friendship and sports in their relationship with the affective/cognitive criterion variable. The results of this analysis showed a significant overall relationship with both friendship and sports activities accounting for 32% of the variance in affective/cognitive Girl Scout involvement [$R = .32$, $R^2 = .11$, $R^2_{\text{Adjusted}} = .10$, $F(2, 248) = 14.58$, $p < .001$]. However, when examining the friendship and sports predictors for their unique contribution in the relationship, only friendship had a significant beta weight ($\beta = .26$, $p < .001$). The sports predictor variable was not a significant contributor in Girl Scout affective/cognitive involvement. These results indicate that friendship activities were more influential in the relationship than sports activities and were the best predictor of affective/cognitive Girl Scout involvement. Although the previous z score transformational analysis revealed the difference between correlations to be nonsignificant, the standard multiple regression correlation revealed that friendship activities and interests had the greatest importance in the overall relationship with affective/cognitive Girl Scout involvement than sports activities and interests. Therefore, Hypothesis 1a was supported for affective/cognitive involvement.

Thus, it can be concluded that, although the difference between Pearson correlations was not significant, the multiple regression correlations revealed the friendship activities variable to be the most influential contributor over sport activities in both behavioral and affective/cognitive Girl Scout involvement. These results reveal that friendship activities and interests were best able to predict affective/cognitive Girl Scout involvement and to a lesser extent behavioral Girl Scout involvement. Therefore, Hypothesis 1a was supported.

Friendship and Fine Arts Activities and Interests

Hypothesis 1b predicted that activities and interests that promote and foster friendships would have greater predictive ability of Girl Scout involvement than fine arts activities and interests. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and friendship activities ($r = .20$, $p < .01$) and behavioral criterion and fine arts activities ($r = .15$, $p < .05$) was tested and found to be nonsignificant ($z = .58$). Thus, it can be concluded that friendship activities and interests were not more predictive of Girl Scout behavioral involvement than fine arts activities and interests.

The difference in Pearson correlations between the affective/cognitive criterion and friendship activities ($r = .31$, $p < .01$) and the affective/cognitive criterion and fine arts activities ($r = .20$, $p < .01$) was next tested and found to be nonsignificant ($z = 1.32$). Thus, it can be concluded that friendship activities and interests were not more predictive of Girl Scout affective/cognitive involvement than fine arts activities and interests.

Standard Multiple Regression Correlation Analyses. To evaluate the unique contribution of friendship and fine arts activities and interests in their relationship with the behavioral criterion, a standard multiple regression correlation analysis was next performed. The overall relationship was significant with both friendship and fine arts activities accounting for 22% of the variance in behavioral Girl Scout involvement [$R = .22$, $R^2 = .05$, $R^2_{\text{Adjusted}} = .04$, $F(2, 251) = 6.07$, $p < .01$]. However, when examining the friendship and fine arts predictors for their unique contribution in the relationship, the fine arts predictor variable was not a significant contributor in Girl Scout behavioral involvement. Only the friendship activities variable had a significant beta weight ($\beta = .17$, $p < .01$). These results indicate that friendship activities were more influential in the relationship than fine art activities and were the best predictors of behavioral Girl Scout involvement. Although the previous z score transformational analysis revealed the difference between correlations to be nonsignificant, the standard multiple regression correlation revealed that friendship activities and interests had a greater importance in the overall relationship than fine arts activities and interests of behavioral Girl Scout involvement. Therefore, Hypothesis 1b was supported for behavioral involvement.

To evaluate the unique contribution of the predictor variables of friendship and fine arts in their relationship with the affective/cognitive criterion variable, a standard multiple regression correlation analysis was next performed. The results of this analysis showed a significant overall relationship with both friendship and fine arts activities accounting for 33% of the variance in affective/cognitive Girl Scout involvement [$R = .33$, $R^2 = .11$, $R^2_{\text{Adjusted}} = .10$, $F(2, 251) = 15.43$, $p < .001$]. However, when examining

the friendship and fine arts predictors for their unique contribution in the relationship, only friendship had a significant beta weight ($\beta = .27, p < .001$). The fine arts predictor variable was not a significant contributor in Girl Scout affective/cognitive involvement. These results indicate that friendship activities were the best predictors and were more influential in the overall relationship than fine arts activities of affective/cognitive Girl Scout involvement. Therefore, Hypothesis 1b was supported for affective/cognitive involvement.

Thus, it can be concluded that, although the difference between Pearson correlations was not significant, the multiple regression correlations revealed the friendship activities variable to be the most influential contributor over fine arts activities in both behavioral and affective/cognitive Girl Scout involvement. These results reveal that friendship activities and interests were best able to predict affective/cognitive Girl Scout involvement and, to a lesser extent, behavioral Girl Scout involvement than fine arts activities and interests. Therefore, Hypothesis 1b was supported.

Team Sports and Individual Sports Activities and Interests

Hypothesis 2 predicted that team sports would be more predictive of Girl Scout involvement than individual sports. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and team sports activities ($r = .16, p < .05$) and behavioral criterion and individual sports activities ($r = .10, p = \text{n.s.}$) was tested and found nonsignificant ($z = .69$). Thus, it can be concluded that team sports activities and interests were not more predictive of Girl Scout behavioral involvement than individual sports activities and interests.

The difference in Pearson correlations between the affective/cognitive criterion and team sports activities ($r = .19, p < .01$) and the affective/cognitive criterion and individual sports activities ($r = .23, p < .01$) was next tested and found to be nonsignificant ($z = .47$). Thus, it can be concluded that team sports activities and interests were not more predictive of Girl Scout affective/cognitive involvement than individual sports activities and interests.

Standard Multiple Regression Correlation Analyses. A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of team sports and individual sports activities and interests in their relationship with the behavioral criterion. The results of this analysis showed a significant overall relationship with both team sports and individual sports activities accounting for 16% of the variance in behavioral Girl Scout involvement [$R = .16, R^2 = .02, R^2_{\text{Adjusted}} = .02, F(2, 251) = 3.12, p < .05$]. However, when examining the unique contribution of team sports and individual sports in the relationship, only team sports had a significant beta weight ($\beta = .15, p < .05$). The individual sports predictor variable was not a significant contributor in Girl Scout behavioral involvement. These results indicate that team sports activities were more influential in the relationship than individual sports activities and were the best predictor of behavioral Girl Scout involvement. Thus, Hypothesis 2 was supported for behavioral Girl Scout involvement.

A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of the predictor variables of team sports and individual sports in their relationship with the affective/cognitive criterion variable. The results of

this analysis showed a significant overall relationship with both team sports and individual sports activities accounting for 24% of the variance in affective/cognitive Girl Scout involvement [$R = .24$, $R^2 = .06$, $R^2_{\text{Adjusted}} = .05$, $F(2, 251) = 7.49$, $p < .001$]. However, when examining the team sports and individual sports predictors for their unique contribution in the relationship, only individual sports had a significant beta weight ($\beta = .18$, $p < .05$). The team sports predictor variable was not a significant contributor in Girl Scout affective/cognitive involvement. These results indicate that, unlike the relationship with the behavioral criterion, individual sports activities were more influential in the relationship than team sports activities and were the best predictor of affective/cognitive Girl Scout involvement. Thus, Hypothesis 2 was not supported for affective/cognitive Girl Scout involvement.

Thus, it can be concluded that, although the difference between Pearson correlations was not significant, the multiple regression correlations revealed that the team sports activities variable was the best predictor and the most influential contributor over individual sports activities in behavioral Girl Scout involvement. However, the individual sports activities variable proved to be the best predictor and most influential contributor over team sports activities in the affective/cognitive relationship. Likewise, individual sports activities yielded a higher beta weight in the affective/cognitive involvement relationship ($\beta = .18$, $p < .05$) than team sports activities ($\beta = .15$, $p < .05$) in the behavioral involvement relationship. Hypothesis 2 was partially supported in that the team sports predictor was more influential of behavioral involvement than the individual sports predictor. However, Hypothesis 2 was not supported for affective/cognitive Girl

Scout involvement, as individual sports was a more influential predictor than team sports. Therefore, Hypothesis 2 was supported but only for behavioral Girl Scout involvement.

Individual Growth and Friendship Activities and Interests

Hypothesis 3a predicted that individual growth activities and interests, those involving little social interaction, would be less predictive of Girl Scout involvement than friendship activities and interests. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and individual growth activities ($r = .21$, $p < .01$) and behavioral criterion and friendship activities ($r = .20$, $p < .01$) was tested and found to be nonsignificant ($z = .12$). Thus, neither the individual growth predictor nor the friendship predictor was better able to predict Girl Scout behavioral involvement.

The difference in Pearson correlations between the affective/cognitive criterion and individual growth ($r = .37$, $p < .01$) and the affective/cognitive criterion and friendship activities ($r = .31$, $p < .01$) was next tested and found to be nonsignificant ($z = .76$). Thus, neither the individual growth predictor nor the friendship predictor was better able to predict Girl Scout affective/cognitive involvement.

Standard Multiple Regression Correlation Analyses. A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and friendship activities and interests in their relationship with the behavioral criterion. The results of this analysis showed a significant overall relationship with both individual growth and friendship activities accounting for 23% of the variance in behavioral Girl Scout involvement [$R = .23$, $R^2 = .05$, $R^2_{\text{Adjusted}} = .05$, $F(2, 250) = 7.13$, $p < .01$]. However, when examining the individual growth and friendship

predictors for their unique contribution in the relationship, only individual growth had a significant beta weight ($\beta = .17, p < .05$). The friendship predictor variable was not a significant contributor in Girl Scout behavioral involvement. These results indicate that individual growth activities were more influential in the relationship than friendship activities and were the best predictor of behavioral Girl Scout involvement.

A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and friendship activities and interests in their relationship with the affective/cognitive criterion variable. The results of this analysis showed a significant overall relationship with both individual growth and friendship activities accounting for 40% of the variance in affective/cognitive Girl Scout involvement [$R = .40, R^2 = .16, R^2_{\text{Adjusted}} = .15, F(2, 250) = 23.29, p < .001$]. Individual growth activities and interests had the greatest contribution to the relationship ($\beta = .29, p < .001$). Friendship also significantly contributed to the relationship but to a lesser extent than individual growth activities as determined by its beta weight ($\beta = .16, p < .05$).

Thus, it can be concluded that Hypothesis 3a was not supported for behavioral or affective/cognitive Girl Scout involvement in that the difference between Pearson correlations was not significant, indicating that neither the individual growth predictor nor the friendship predictor was better able to predict behavioral or affective/cognitive Girl Scout involvement. Likewise, the multiple regression correlation revealed that the individual growth variable was the best predictor and the most influential contributor over friendship activities for behavioral involvement, which is contradictory to that stated

in Hypothesis 3a. The multiple regression correlation analysis for affective/cognitive involvement revealed that, although both individual growth and friendship predictors were significant, individual growth had the highest beta weight and was therefore the best predictor of affective/cognitive involvement. Hence, Hypothesis 3a was not supported for affective/cognitive Girl Scout involvement. Contrary to that hypothesized, it appears that individual growth activities and interests were more likely to predict both behavioral and affective/cognitive Girl Scout involvement than friendship activities and interests.

Individual Growth and Sports Activities and Interests

Hypothesis 3b stated that individual growth activities and interests, those involving little social interaction, would be less likely to predict Girl Scout involvement than sports activities and interests. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and individual growth activities ($r = .21$, $p < .01$) and behavioral criterion and sports activities ($r = .14$, $p < .05$) was tested and found to be nonsignificant ($z = .81$). Thus, neither the individual growth predictor nor the sports predictor was better able to predict Girl Scout behavioral involvement.

The difference in Pearson correlations between the affective/cognitive criterion and individual growth ($r = .37$, $p < .01$) and the affective/cognitive criterion and sports activities ($r = .23$, $p < .01$) was next tested and found to be nonsignificant ($z = 1.86$). Thus, because the difference between the two correlations tested nonsignificant, neither the individual growth predictor nor the sports predictor was better able to predict Girl Scout affective/cognitive involvement.

Standard Multiple Regression Correlation Analyses. A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and sports activities and interests in their relationship with the behavioral criterion. The results of this analysis showed a significant overall relationship with both individual growth and sports activities accounting for 22% of the variance in behavioral Girl Scout involvement [$R = .22$, $R^2 = .05$, $R^2_{\text{Adjusted}} = .04$, $F(2, 250) = 6.43$, $p < .01$]. However, when examining the individual growth and sports predictors for their unique contribution in the relationship, only individual growth had a significant beta weight ($\beta = .19$, $p < .01$). The sports predictor variable was not a significant contributor in Girl Scout behavioral involvement. These results indicate that individual growth activities were more influential in the overall relationship than sports activities and were the best predictors of behavioral Girl Scout involvement.

A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and sports activities and interests in their relationship with the affective/cognitive criterion variable. The results of this analysis showed a significant overall relationship with both individual growth and sports activities accounting for 38% of the variance in affective/cognitive Girl Scout involvement [$R = .38$, $R^2 = .14$, $R^2_{\text{Adjusted}} = .13$, $F(2, 250) = 20.44$, $p < .001$]. Individual growth activities and interests had the greatest contribution to the relationship ($\beta = .34$, $p < .001$). The sports predictor variable was not a significant contributor in Girl Scout affective/cognitive involvement. These results indicate that individual growth

activities were more influential in the overall relationship than sports activities and were the best predictors of affective/cognitive Girl Scout involvement.

Thus, it can be concluded that Hypothesis 3b was not supported for behavioral or affective/cognitive Girl Scout involvement in that the difference between Pearson correlations was not significant, indicating that neither the individual growth predictor nor the sports predictor was better able to predict behavioral or affective/cognitive Girl Scout involvement. Likewise, the multiple regression correlation revealed that the individual growth variable was the best predictor and most the influential contributor over sports activities for both behavioral and affective/cognitive Girl Scout involvement, which is contradictory to that stated in Hypothesis 3b. Therefore, Hypothesis 3b was not supported.

Individual Growth and Fine Arts Activities and Interests

Hypothesis 3c stated that individual growth activities and interests, those involving little social interaction, would be less likely to predict Girl Scout involvement than fine arts activities and interests. To test this hypothesis, the difference in Pearson correlations between the behavioral criterion and individual growth activities ($r = .21, p < .01$) and behavioral criterion and fine arts activities ($r = .15, p < .05$) was tested and found to be nonsignificant ($z = .69$). Thus, because the difference between the two correlations was minimal and nonsignificant, neither the individual growth predictor nor the fine arts predictor was better able to predict Girl Scout behavioral involvement.

The difference in Pearson correlations between the affective/cognitive criterion and individual growth ($r = .37, p < .01$) and the affective/cognitive criterion and fine arts

($r = .20$, $p < .01$) was next tested for significance. Unlike the previous correlations, this difference was found to be significant ($z = 2.09$, $p < .05$). Thus, it can be concluded that individual growth activities and interests are better able to predict affective/cognitive Girl Scout involvement than fine arts activities and interests, which is contradictory to that stated in Hypothesis 3c.

Standard Multiple Regression Correlation Analyses. A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and fine arts activities and interests in their relationship with the behavioral criterion. The results of this analysis showed a significant overall relationship with both individual growth and fine arts activities accounting for 23% of the variance in behavioral Girl Scout involvement [$R = .23$, $R^2 = .05$, $R^2_{\text{Adjusted}} = .04$, $F(2, 253) = 6.72$, $p < .001$]. However, when examining the individual growth and fine arts predictors for their unique contribution in the relationship, only individual growth had a significant beta weight ($\beta = .18$, $p < .01$). The fine arts predictor variable was not a significant contributor in Girl Scout behavioral involvement. These results indicate that individual growth activities were more influential in the overall relationship than fine arts activities and were the best predictors of behavioral Girl Scout involvement.

A standard multiple regression correlation analysis was next performed to evaluate the unique contribution of individual growth and fine arts activities and interests in their relationship with the affective/cognitive criterion variable. The results of this analysis showed a significant overall relationship with both individual growth and fine arts activities accounting for 38% of the variance in affective/cognitive Girl Scout

involvement [$R = .38$, $R^2 = .14$, $R^2_{\text{Adjusted}} = .13$, $F(2, 253) = 20.68$, $p < .001$].

Individual growth activities and interests had the greatest contribution to the relationship ($\beta = .35$, $p < .001$). The fine arts predictor variable was not a significant contributor in Girl Scout affective/cognitive involvement. These results indicate that individual growth activities were more influential in the overall relationship than fine arts activities and were the best predictors of affective/cognitive Girl Scout involvement.

Thus, it can be concluded that Hypothesis 3c was not supported for behavioral involvement in that the difference in Pearson correlations between predictor and criterion variables was not significant. The standard multiple regression analysis also revealed individual growth activities and interests to be the best and most influential predictors of behavioral Girl Scout involvement. Regarding affective/cognitive involvement, although the difference in Pearson correlations between the predictor and criterion variables was significant, this finding indicates that individual growth activities are better able than fine arts activities to predict Girl Scout involvement, contradictory to Hypothesis 3c. Likewise, standard multiple regression analysis for affective/cognitive involvement revealed that the individual growth predictor was the best and most influential predictor in Girl Scout involvement, over the fine arts predictor. Therefore, Hypothesis 3c was not supported.

Discussion

The purpose of this study was to examine the activities and interests most likely to predict behavioral and affective/cognitive Girl Scout involvement among adolescent females. More specifically, the predictive abilities of activities and interests that promote

and foster friendships (making new friends, going to the movies, dealing with conflict, and communication), sports, fine arts, and individual growth (building and fixing things, car repair, home improvement, using computers, health issues, etc.) were tested. The following sections will discuss this study's findings, and how they related to previous research as well as the proposed hypotheses. The general implications of this study, as well as its strengths, limitations, and recommendations for future research will also be discussed.

Findings of the Study

The first set of hypotheses stated that activities and interests that promote and foster friendships would have greater predictive ability of Girl Scout involvement than sports or fine arts activities and interests. When comparing Pearson coefficient correlations between friendship, sports, and fine arts activities with both behavioral and affective/cognitive Girl Scout involvement, friendship activities yielded the highest correlational values (see Table 2). Although the difference between Pearson correlations among the predictor and criterion variables was not significant, the results of the standard multiple regression analyses demonstrated that friendship activities accounted for a significant portion of explained variance with both behavioral and affective/cognitive Girl Scout involvement. These analyses also revealed that friendship activities and interests were more influential than sports and fine arts activities and were also the strongest predictors of both behavioral and affective/cognitive Girl Scout involvement. Thus, Hypotheses 1a, 1b and 1c were supported.

These findings reveal that friendship activities and interests have a greater importance in predicting Girl Scout involvement than sports or fine arts activities and interests. Friendship activities are more likely than sports or fine arts activities to influence girls in attending troop meetings and reading Girl Scout materials and applying them to their daily lives. Likewise, friendship activities are more likely than sports or fine arts activities to influence the extent of knowledge, excitement and enjoyment girls experience in Girl Scouts. In accordance with Loder and Hirsh (2003), interaction with their peers through friendship activities was a critical predictor in involvement of this youth organization.

The second hypothesis stated that, because of its social nature, team sports would be more predictive of Girl Scout involvement than individual sports. Pearson correlations for behavioral involvement were higher with team sports than individual sports. Likewise, the multiple regression analysis yielded similar findings with behavioral involvement having a higher beta for team sports than individual sports. However, the multiple regression analysis with the affective/cognitive criterion revealed individual sports to have a higher beta than team sports. Thus, Hypothesis 2 was supported only for behavioral Girl Scout involvement and not for affective/cognitive Girl Scout involvement.

These findings indicate that team sports activities and interests, such as softball, basketball, soccer, and volleyball, have a greater importance in predicting behavioral Girl Scout involvement than individual sports activities and interests. Team sports activities are also more likely than individual sports to influence girls in attending troop meetings

and in reading Girl Scout materials and applying them to their daily lives. It is possible that participation in team sports promotes a sense of camaraderie and bonding among adolescent females, which, in turn, promotes a sense of affiliation with Girl Scouts. This need for affiliation is in accordance with Wong and Csikszentmihalyi (1991) who found that female students had a greater need for affiliation than males, having approximately twice as many interpersonal thoughts concerning friends and social interactions than males. Females were also more likely to engage in behaviors toward participating and maintaining friendships. Likewise, Hansen, Larson, and Dworkin (2003) found that the majority of adolescents in their study reported sports activities to be their favorite extracurricular activity of choice. These adolescents found that extracurricular activities provided them with opportunities to interact with new peers outside their existing school networks, giving them increased empathy, understanding, and deeper loyalty and intimacy with peers in their chosen activity.

Consequently, individual sports, such as skiing, tennis, and golf were more predictive than team sports of the knowledge, excitement, and enjoyment girls experienced from their Girl Scout involvement. It is interesting to note, on examining Pearson correlations, that individual sports activities correlated more highly with friendship activities than did team sports. This indicates that the females in this study were more likely to associate friendship activities with individual sports than with team sports. One explanation may be that individual sports activities are less structured than team sports affording girls more opportunities for social interaction. This is consistent with the findings by Anderson-Butcher, Newsome and Ferrari (2003), who explored

underlying motivators of attendance in the Boys and Girls Clubs of America. It was found that less structured activities of playing games in the game room had the greatest predictive ability in attendance. Adolescents favored less structured activities giving them more time to interact with their friends. Likewise, as reported by The Search Institute (cited in Santrock, 2001), adolescents expressed interest in informal unstructured activities that would foster peer relations, such as “hanging out,” and being able to spontaneously choose activities in which to participate.

The third set of hypotheses stated that activities that promote individual growth, and involve little social interaction, such as building and fixing things, car repair, home improvement, using computers, and health issues, would be less likely to predict Girl Scout involvement than friendship, sports, or fine activities and interests. Individual growth activities positively correlated with all variables, yielding the strongest correlational values among all variables in this study. Among the criterion variables, individual growth activities were most strongly correlated with affective/cognitive Girl Scout involvement. This indicates a positive relationship with knowledge, enjoyment, and excitement in Girl Scouts and individual growth activities among adolescent females in this study. As girls experienced more individual growth activities, their knowledge, enjoyment, and excitement in Girl Scouts increased. Individual growth activities also correlated positively with behavioral Girl Scout involvement, but to a lesser extent than affective/cognitive involvement, indicating that adolescent females were not as likely to associate individual growth activities with behavioral involvement as affective/cognitive involvement.

It is interesting to note that the highest Pearson correlational value in this study was between the individual growth and friendship activity variables. This indicates that the girls in this study associated individual growth activities more with friendship activities than with sports or fine arts activities. Likewise, when examining the differences between correlations, the z score for the affective/cognitive criterion and individual growth activities and the affective/cognitive criterion and fine arts activities was found to be significant. This indicates that individual growth activities and interests were better able to predict affective/cognitive Girl Scout involvement than fine arts activities and interests, which was contradictory to that hypothesized. Standard multiple regression analyses also yielded similar findings with individual growth activities having a higher beta than friendship, sports, or fine arts activities for both affective/cognitive and behavioral involvement, with the highest beta for affective/cognitive involvement. Thus, contradictory to that hypothesized, individual growth activities were actually the most likely of the variables to predict both affective/cognitive and behavioral Girl Scout involvement, more so than friendship activities and interests. Therefore, Hypotheses 3a, 3b and 3c were not supported.

One explanation could be due to the novelty of the activities offered. Activities such as building and fixing things, car repair, home improvement, using computers, and health issues may not be offered in the school environment and only exclusively offered by the Girl Scouts. Thus, adolescent females may be more likely to attend troop meetings, follow the principles espoused in Girl Scout materials, and experience more

excitement and joy in Girl Scouts when they are provided with opportunities to participate in these unique activities.

It is also possible that Girl Scouts may be providing adolescent females unique opportunities to develop skills deemed more masculine in nature such as building and fixing things, car repair, home improvement, and computer use. A study by Katz and Ksanskak (1999) revealed that as girls grew older, they were less likely than boys to embrace traditional views of gender roles and were more flexible in their views regarding gender incongruent behaviors. Yet despite these findings, very little opportunities for encouragement were provided to females in skill development and participation in traditionally male dominated activities. It is possible that Girl Scouts may be providing an encouraging environment where engaging in traditionally masculine activities is not deemed socially inappropriate. Hence, in Girl Scouts, girls may explore new activities freely without embarrassment and ridicule from their male peers. Mastery of individual growth activities may also be providing girls a sense of personal accomplishment and independence not obtained elsewhere. By accomplishing these stereotypically masculine activities, girls may be stepping beyond the limitations imposed on them through societal pressures and may also be meeting their developmental needs for autonomy and independence as stated by Richards and Larson (1989).

It is also possible that a single-sex environment, such as the Girl Scouts, could be limiting the active gender discrimination that girls may encounter in their schools. When examining the differences in treatment of girls in single-sex and coeducational schools, Lee, Marks and Byrd (1994) found that the major forms of sexism occurring in the

classroom were gender domination and active discrimination occurring more in coeducational environments and only when both sexes were present. Gender domination occurred with boys dominating the discussions or teachers recognizing male accomplishments more than female accomplishments. Girl Scouts may be providing an environment where girls are free to speak up and participate in activities without such blatant sexism.

In summary, overall, affective/cognitive involvement produced the highest values in all analyses of this study indicating that individual growth, friendship, and individual sports activities and interests were more predictive of girls' knowledge, enjoyment and excitement in Girl Scouts than in troop attendance and application of Girl Scout materials. Consistent with that hypothesized, friendship activities were more predictive of Girl Scout involvement than sports or fine arts. Team sports and individual sports gave inconsistent findings. Team sports were more predictive of behavioral Girl Scout involvement, while individual sports were more predictive of affective/cognitive Girl Scout involvement. Contradictory to that hypothesized, individual growth activities were the most influential and strongest predictors of both behavioral and affective/cognitive Girl Scout involvement.

Implications of the Study

In light of the findings above, activities and interests overall appeared to be stronger predictors of affective/cognitive Girl Scout involvement than behavioral involvement. Thus, to increase behavioral involvement, it would be advantageous for the Girl Scouts to incorporate more independent growth and friendship activities (the two

greatest predictors) into functions involving troop meetings and reading and learning the Girl Scout materials. To promote a sense of accomplishment, girls could be given ribbons or metals when Girl Scout materials are memorized and applied. Increasing unstructured opportunities for social interaction during troop meetings as well may meet adolescent friendship needs.

Being that individual growth activities were the strongest predictors of both affective/cognitive and behavioral involvement, Girl Scouts should find ways to incorporate more of these unique activities into its agenda. Because schools and other organizations may offer many of the same types of recreational activities to youth, such as team sports or fine arts, Girl Scouts may establish itself as a unique organization by offering individual growth activities without reinforcing negative gender stereotypical views. By providing girls with skill development toward more traditional male activities, such as learning about money or car repair, Girl Scouts can provide and promote empowerment for girls by encouraging participation with support not offered elsewhere. Here, girls may also have less concerns regarding socially inappropriate gender behaviors and instead may receive encouragement from both their peers and mentors alike in broadening their range of activities. Because an all-girl environment limits the underestimation girls receive from both peers and adults (Lee, Marks & Byrd, 1994), girls may feel less pressure to outperform negative feminine stereotypes and more willing to try a new activity, even at the risk of failure. Girl Scouts may provide an environment where girls can broaden their interests without the negative consequences of embarrassment or ridicule from their male peers should a failure occur.

Strengths and Limitations

A major strength in this study was that it was able to perform analyses from data on older adolescent girls in youth organizations, a population with relatively little research. Research on youth organizations has primarily focused on preadolescents with very little attention devoted to older adolescents. Consequently, very little is known about what motivates adolescent involvement in youth organizations. Another strength of this study was the integrity of data. The girls themselves responded to the surveys, not the parents. Thus, it is felt the data represented their true opinions. Likewise, these girls had been involved in Girl Scouts for a number of years, ranging from 4-9 years, and were able to bring their past experiences into their responses. Also, a large sample size was obtained from various areas throughout Santa Clara County giving adequate representation.

A limitation of this study was the use of archival data, which prevented researchers from creating items to more precisely measure the intended constructs. Behavioral involvement was measured using six items; affective/cognitive involvement was measured using three items (two for affect, one for cognition). As a result, validity of these constructs is in question. Likewise, reliabilities on these measures were below 0.70 as suggested by Nunnally (1978), due to the limited number of items in each construct.

Archival data also limited the possible topics for research in this study. Likewise, the ability to ascertain deeper understanding as to why certain activities were of greater

influence in Girl Scout involvement and the benefits girls received from participation in these activities were not obtainable due to the restriction of items.

Another limitation was the parsimony of previous research on which to form the initial hypotheses of this study. Very little is known about the adolescent female in youth organizations; therefore, a common profile is unknown as are her traits, characteristics, future goals and motivators. Hypotheses were formed on broad knowledge of female adolescent development and could have been more precisely narrowed had more research been available to guide assumptions of these Girl Scout participants.

Future Research

Research on youth organizations has primarily focused on preadolescents with very little attention devoted to older adolescents. Consequently, very little is known about what motivates adolescent involvement in youth organizations, particularly of older adolescent females. While Girl Scouts may be commonly associated with younger girls, there are a small number of older adolescents who are still involved. Very little is known about this population and why they continue their involvement. Likewise, very little is known as to why girls discontinue their involvement. Therefore, future participation should be aimed at understanding older adolescent females involved in youth organizations and the experiences they find beneficial to their development.

References

- Anderson-Butcher, D., Newsome, W. S., & Ferrari, T. M. (2003). Participation in boys and girls and relationships to youth outcomes. *Journal of Community Psychology, Vol 31(1)*, 39-55.
- Berndt, T. J. (1982). The features and effects of friendship in early adolescence. *Child Development, 53*, 1447-1460.
- Eccles, J. S., Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: what kind of extracurricular involvement matters? *Journal of Adolescent Research, Vol 14(1)*, 10-43.
- Ennett, S. T. & Bauman, K. E. (1996). Adolescent social networks: school, demographic, and longitudinal considerations. *Journal of Adolescent Research, Vol 11(2)*, 194-215.
- Hansen, D. M., Larson, R. W., Dworkin, J. B. (2003). What adolescents learn in organized youth activities: a survey of self-reported developmental experiences. *Journal of Research on Adolescence, Vol 13(1)*, 25-55.
- Hirsch, B. J., Roffman, J. G., Deutsch, N. L., Flynn, C. A., Loder, T. L., Pagano, M. E. (2000). Inner-city youth development organizations: strengthening programs for adolescent girls. *Journal of Early Adolescence, Vol 20(2)*, 210-230.
- Huebner, A. J. & Mancini, J. A. (2003). Shaping structured out-of-school time use among youth: the effects of self, family and friend systems. *Journal of Youth and Adolescence, Vol 32(6)*, 453-463.

- Jackson, D. N. (1984). *Personality Research Form Manual*. Goshen, NY: Research Psychologists Press.
- Kahne, J., Nagaoka, J., Brown, A., O'Brien, J., Quinn, T. & Thiede, K. (2001).
Assessing after-school programs as contexts for youth development. *Youth & Society, Vol 32(4), 421-446*.
- Katz, P. A. & Ksiansnak, K.R. (1994). Developmental aspect of gender role inflexibility and traditionality in middle school childhood and adolescence. *Developmental Psychology, 30, 272-282*.
- Larson, R. & Richards, M. H. (1991). Daily companionship in late childhood and early adolescence: changing developmental contexts. *Child Development, 62, 282-300*.
- Lee, V. E., Marks, H. M., & Byrd, T. (1994). Sexism in single-sex and coeducational independent secondary school classrooms. *Sociology of Education, 67, 92-120*.
- Loder, T. L. & Hirsch, J. B. (2003). Inner-city youth development organizations: the salience of peer ties among early adolescent girls. *Applied Developmental Science, Vol 7(1), 2-12*.
- Nunnally, J. C. (1978). *Psychometrics theory (2nd ed.)*. New York: McGraw-Hill.
- Richards, M. H. & Larson, R. (1989). The life space and socialization of the self: sex differences in the young adolescent. *Journal of Youth and Adolescence, Vol 18(6), 617-626*.
- Santrock, J. W. (2001). *Adolescence*. New York: McGraw-Hill.
- Tolson, J. M. and Urberg, K. A. (1993). Similarity between adolescent best friends. *Journal of Adolescent Research, Vol 8(3), 274-288*.

- Urberg, K. A., Degirmencioglu, S. M. & Tolson, J. M. (1998). Adolescent friendship selection and termination: the role of similarity. *Journal of Social and Personal Relationships, Vol 15(5)*, 703-710.
- Werner, C. & Parmelee, P. (1979). Similarity of activity preferences among friends; those who play together stay together. *Social Psychology Quarterly, 42*, 62-65.
- Wong, M. M., & Csikszentmihalyi, M., (1991). Affiliation motivation and daily experience: some issues on gender differences. *Journal of Personality and Social Psychology, Vol 60(1)*, 154-164.
- Youniss, J. & Haynie, D. L. (1992). Friendship in adolescence. *Developmental and Behavioral Pediatric, 13(1)*, 59-66.

Table 1

Descriptive Statistics for Predictor and Criterion Variables

Variable	Range	N	Mean	SD
Predictors (Activities and Interests)				
Friendship	(1.88-5.00)	254	3.75	.63
Sports	(1.50-5.00)	254	3.59	.80
Fine Arts	(1.20-5.00)	257	3.67	.87
Individual Growth	(1.11-5.00)	256	3.01	.77
Individual Sports	(1.33-5.00)	255	3.73	.81
Team Sports	(1.00-5.00)	256	3.44	.99
Criterion (Girl Scout Involvement)				
Behavioral	(1.33-4.50)	257	2.74	.65
Affective/Cognitive	(1.00-5.00)	257	3.55	.81

Table 2

Pearson Correlation Matrix of Predictor and Criterion Variables, N = 251

Variable	1	2	3	4	5	6	7
1 Friendship	--						
2 Sports	.50**	--					
3 Fine Arts	.31**	.34**	--				
4 Individual Growth	.54**	.48**	.42**	--			
5 Individual Sports	.47**	.86**	.30**	.39**	--		
6 Team Sports	.43**	.91**	.30**	.46**	.58**	--	
7 Behavioral	.20**	.15**	.15**	.21**	.10**	.16**	--
8 Affective/Cognitive	.31**	.23**	.20**	.37**	.23**	.19**	.31**

Note. * $p < .05$, two-tailed. ** $p < .01$, two-tailed.

Table 3

Standard Multiple Regression Analysis of Friendship and Sports Variables for

Hypothesis 1a, N = 251

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<u>Predictors</u>		
Friendship	.17*	.26*
Sports	.06	.10
Behavioral: $R = .20^{**}$, $R^2 = .04^{**}$, Affective/cognitive: $R = .32^{***}$, $R^2 = .11^{***}$		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4

Standard Multiple Regression Analysis of Friendship and Fine Arts Variables for

Hypothesis 1b, N = 254

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<hr/>		
<u>Predictors</u>		
Friendship	.17*	.27***
Fine Arts	.09	.12
<hr/>		
Behavioral: $R = .22^{**}$, $R^2 = .05^{**}$, Affective/Cognitive: $R = .33^{***}$, $R^2 = .11^{***}$		
<hr/>		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 5

Standard Multiple Regression Analysis of Individual and Team Sports Variables for
Hypothesis 2, N = 251

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<u>Predictors</u>		
Individual Sports	.10	.18*
Team Sports	.15*	.08
Behavioral: $R = .16^{***}$, $R^2 = .02^{***}$, Affective/Cognitive: $R = .24^{***}$, $R^2 = .06^{***}$		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 6

Standard Multiple Regression Analysis of Individual Growth and Friendship Variables,
Hypothesis 3a, N = 254

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<u>Predictors</u>		
Individual Growth	.15*	.29***
Friendship	.12	.15*
Behavioral: $R = .23^{***}$, $R^2 = .05^{***}$, Affective/Cognitive: $R = .40^{***}$, $R^2 = .12^{***}$		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 7

Standard Multiple Regression Analysis of Individual Growth and Sports Variables,

Hypothesis 3b, N = 253

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<hr/>		
<u>Predictors</u>		
Individual Growth	.19**	.34***
Sports	.05	.07
<hr/>		
Behavioral: $R = .22^{**}$, $R^2 = .05^{**}$, Affective/Cognitive: $R = .38^{***}$, $R^2 = .14^{**}$		
<hr/>		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 8

Standard Multiple Regression Analysis of Individual Growth and Fine Arts Variables,
Hypothesis 3c, N = 253

	<u>Girl Scout Involvement</u>	
	Behavioral Beta	Affective/Cognitive Beta
<u>Predictors</u>		
Individual Growth	.18**	.35***
Fine Arts	.07	.06
Behavioral: $R = .23^{***}$, $R^2 = .05^{***}$, Affective/Cognitive: $R = .38^{***}$, $R^2 = .14^{***}$		

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

Appendix A

Friendship Items

How interested are you in doing each activity in Girl Scouts?

- Camping and outdoor activities
- Going on field trips
- Doing things with friends

How interested are you in learning more about each of these things as part of Girl Scouts?

- Relationships with friends
- Personal relationships
- Social Skills

How much have you enjoyed doing each type of activity in Girl Scouts?

- Camping and hiking

How satisfied are you with your opportunity to experience each of these things in Girl Scouts?

- Building friendships
-

Appendix B

Sports, Individual Sports, and Team Sports Items

Sports

How interested are you in doing each activity in Girl Scouts?

- Water activities (swimming, sailing, canoeing, rafting, surfing)
- Exercise (aerobics, jogging, cycling, roller skating, martial arts)
- Games (board games, card games, bowling)
- Individual Sports (skiing, tennis, golf, gymnastics, ice skating)
- Team Sports (softball, basketball, soccer, volleyball, football)

How much have you enjoyed doing each type of activity in Girl Scouts?

- Sports

Individual Sports

How interested are you in doing each activity in Girl Scouts?

- Water activities (swimming, sailing, canoeing, rafting, surfing)
- Exercise (aerobics, jogging, cycling, roller skating, martial arts)
- Individual Sports (skiing, tennis, golf, gymnastics, ice skating)

Team sports

How interested are you in doing each activity in Girl Scouts?

- Team sports (softball, basketball, soccer, volleyball, football)
- Games (board games, card games, bowling)

How much have you enjoyed doing each type of activity in Girl Scouts?

- Sports
-

Appendix C

Fine Arts Items

How much have you enjoyed doing each type of activity in Girl Scouts?

- ☐ Performing arts
- ☐ Music
- ☐ Art

How satisfied are you with your opportunity to experience each of these things in Girl Scouts?

- ☐ Arts and music
-

Appendix D

Individual Growth Items

How much have you enjoyed doing each type of activity in Girl Scouts?

- Building and fixing things
- Animals and pets
- Science, nature, and the environment
- Using computers

How interested are you in learning more about each of these things as part of Girl Scouts?

- Help with school
- Learning about computers
- Help with money

How satisfied are you with your opportunity to experience each of these things in Girl Scouts?

- Science and technology
 - Money earning
-

Appendix E

Criterion Items

Affective/Cognitive Items

How much do you agree or disagree with each statement?

- I'm excited about moving up to the next level of Girl Scouts.
- All in all, I enjoy being in the Girl Scouts.
- I know a lot about the next level of Girl Scouts.

Behavioral Items

How often is each question true for you?

- How often do you attend troop or group meetings?
 - How often do you use the Cadette or Senior Girl Scout Handbook?
 - How often do you use the Girl Scout Interests Projects book?
 - How often do you use the Girl Scout Promise and Law in your day-to-day life?
 - How often have you participated in service projects in the community?
 - How often have you visited Girl Scout websites on the Internet?
-