

A DESCRIPTIVE ANALYSIS OF WHY FEMALE ADOLESCENTS
CHOOSE TO PARTICIPATE IN SCHOOL RELATED
EXTRA-CURRICULAR ACTIVITY

by

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ABSTRACT

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A Descriptive Analysis of Why Female Adolescents Choose to Participate in School
Related Extra-Curricular Activity

(Title)

School Guidance & Counseling	Dennis Van Den Heuvel, Ph.D.	8/2001	27
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This study examined the motivational reasons female adolescents choose to participate in extra-curricular activities. Motivation factors were examined in four areas: things that motivate adolescents to choose participation, individuals that have a motivational role, level of sustained activity, and maturity level differences.

Thirty female (N=30) adolescents from Chippewa Falls Senior High School represented one group in this study. These subjects who were all in the junior grade level were classified according to the extra-curricular activity they

participate in at school. Approximately 33% (N=10) of the subjects participate in athletics; 33% (N=10) participate in band; 6% (N=2) participate in Student Council; 6% (N=2) participate in forensics; 6% (N=2) participate in drama; 6% participate in Future Farmers of America (FFA); and 6% (N=2) participate in a foreign language club. There were also be a group of 30 female (N=30) adolescents representing a younger group from the freshman class.

A survey, developed by the researcher, categorized in four sections and administered to the research subjects from both the young female and older female group in order to compile the data to be analyzed.

- I. Rank order the five highly motivating reasons for choosing to participate (exercise benefits, competition, friendship/teamwork, recognition, self-concept).
- II. Rank order the five most influential individuals who motivated you to participate (mom/dad, coach/advisor, teacher, grandparent, other).
- III. Complete a frequency questionnaire, relating to times per week and hours per week involved in extra-curricular activity.
- IV. Activity level differences between groups completing the survey.

The survey instrument was administered at Chippewa Falls Senior High School.

This study provided general information that female adolescents are realizing their potential and utilizing the opportunities made available to them

through their school experiences. The findings of this study indicated that each of the motivating reasons why female adolescents choose to participate provides a meaningful direction for adolescents to achieve positive self-growth. The results of the study provide a clearer understanding of the choices female adolescents make and their meaning better prepares others to meet their needs. When identifying the rank order of the motivating reasons for participating, Teamwork/Friendship was the highest ranked. Followed by Self-Concept, Competition, Exercise Benefits and Recognition, which ranked the lowest. Mother/Father ranked as most influential individuals and Grandparents ranked as the least influential. Frequency distribution relating to times per week and hours per week active establishes the level of commitment from the junior group, with 4-6 times per week and 7 or more hours per week reflecting the highest percentage. The data for maturity level differences identifies the higher level of sustained involvement from the junior group.

Recommendations for further research needs to be done in the form of a longitudinal study. Cross-referencing the freshmen and junior adolescents demonstrated similar views, but by identifying a change in behavior and noting why – would be a valuable research item. It would also be interesting to examine comparative gender extra-curricular issues and identify the progress females have had through bridging the gender gap.

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CHAPTER I

INTRODUCTION

The number of female adolescents involved in extra-curricular activity has steadily increased over the past few decades. Though this demonstration of involvement may not be of great concern to some, the rationale for this influx of participants has generated a reformed outlook on how female adolescents view themselves and how they want to become actively involved in shaping their future. In the past female adolescents participated in extra-curricular activities due to gender equity issues or because there were no other options available. Today, teenage girls demonstrate behavior that is motivated to reap the personal benefits of becoming physically active, develop leadership qualities, utilize individual talents and share positive time with peers. The AAUW (1992) reports, extra-curricular activities and sports provide many opportunities for team skills, leadership and the development of citizenship. They also offer a chance to explore a lot of new areas and an opportunity to delve into an area of individual interest if a student is so inclined. Extra-curricular activities also provide the chance to experience personal contacts with adult role models who can in turn offer guidance and support. For these reasons it is important to actively encourage female adolescents to participate. In order to properly conceive the underlying efforts of adolescent females' participation in school related extra-

curricular activity, an analysis of why the decision to participate occurs needs to take precedence. There are several questions that will guide you through the present study. What are extra-curricular activities? What motivates female adolescents to choose to participate in them? What are the individual benefits to being a participant?

Understanding the reasons why female adolescents choose to participate in extra-curricular activity will better prepare parents, educators, and administrators to promote and encourage adolescents to become involved. It becomes apparent that female adolescents choose to partake in a variety of after school activity for self-directed reasons. By exploring the reasons for participating in an extra-curricular activity, the researcher becomes more knowledgeable of the targeted behavior and personal directives of the adolescent.

Teenage girls use extra-curricular involvement as a tool to develop a portion of their identity. Focusing on individual motives often times reflects the underlying identity that is desired. Pipher (1994) suggests that adolescents need identities based on talents or interests rather than appearance, popularity or sexuality. They need to feel like they are a part of something larger than their own lives and that they are emotionally connected to it. "Girls' identities can be saved by a good school, a good teacher and a meaningful activity" (Pipher,

1994). Responding to the question – why? This makes the adolescent's reason for participating more meaningful to parents and educators, and depicts a clearer picture of the inner-self and reflects personal directedness.

The research findings on female adolescents and their reasons for choosing to participate in extra-curricular activity formulates a knowledge base which includes a more direct understanding of the wants and needs of the participant. It creates the foundation in which adolescents and extra-curricular advisors, coaches and parents can cooperatively work together and share positive experiences. This study will assist in eliminating any barriers that may exist in non-participants and increase their desire to conform to encouragement and promotion efforts. Exposure to the several motivating reasons why teenage girls choose to become involved in after school activities offers an array of possibilities for adolescents to experiment with and develop positive growth experiences.

A review of the literature shows that behavior is motivated in female adolescents who choose to participate in school related extra-curricular activity. Studies have also shown that by determining these motivators, teachers, coaches, and parents could help increase the amount of participant involvement and create a more meaningful activity. Therefore, the research hypothesis for this study is that there will be commonly identified reasons why female

adolescents choose to participate in school related extra-curricular activity and these reasons will be directly related to a positive influence on the physical, social, and emotional well-being of the participant.

The purpose of this study is to examine reasons why female adolescents choose to participate in school related extra-curricular activity as measured by a researcher designed survey instrument.

This study will focus on the following objectives:

1. To rank order motivating reasons for female adolescents' participation in extra-curricular activity.
2. To rank order individuals who have motivated female adolescents in their involvement of activity.
3. Identify involvement of female adolescents in relationship to the start of activity vs. sustained activity.
4. Identify the participation differences between age groups of female adolescent participants.

Definition of Terms

Adolescent- A boy or girl from puberty to adulthood; person in his or her teens

AAUW – American Association of University Women.

Extra-Curricular Activity (Co-Curricular) – An interest or activity pursued by a student, which is not a part of the actual course of study leading to a diploma or degree; but which is regarded as an active part of student life.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature presents findings related to the five highly motivating reasons why female adolescents choose to participate in school related extra-curricular activity. They include the following: exercise benefits, enjoyment of competition, friendship building / team work skills, recognition and the impact on self-concept. Each of these concepts independently provides a meaningful direction for adolescents to achieve positive self-growth. It is not uncommon for each facet to be interrelated and used to compliment each other. For the purpose of this study, these motivating reasons for female adolescents to participate in extra-curricular activity will be examined isolated from one another. The researchers make it their intentions to state that the individual concepts of choice included in this study are motivating points of interest in creating an environment for female adolescents to experience growth and value in their identity. As Pipher (1994) concludes, things are often different from the way they look on the surface when dealing with adolescents. Girls strive to define themselves while yearning for independence. A clearer understanding of the choices they make and their meaning better prepares us to meet their needs.

The literature will also reflect the positive message that girls need to realize their dreams and may require assistance to see that they have the ability

to shape their own future. The promotion and encouragement of female adolescents to make choices about their non-academic status exposes them to

diverse role models, pushes them to stretch their abilities and directs them to pursue their talents and interests (Education Digest, 1996). Therefore, people become motivational factors for female adolescents who represent a willingness to participate.

Motivating Reasons Female Adolescents Choose To Participate

Evidence from a recent Allied Dunbar National Fitness Survey suggests that adult activity patterns are established during adolescence. In addition, Armstrong (1996) states, regular participation in physical activity can decrease the risk of heart disease, lower blood fats, reduce high blood pressure, counter obesity, retard osteoporosis, improve muscle tone, help prevent back pain as well as increase psychological well-being as teenagers grow into adulthood. It is for these health-wise points that female adolescents have adopted the active lifestyle. Another constituent of adolescent activity and exercise are the social benefits of “looking good” or being in shape. In direct relationship to the amount of exercise are psychosocial conditions that are related to perceptions of attractiveness and body weight. Findings from Page and Tucker (1994) reveal that physical exertion results in lower levels of loneliness, shyness and hopelessness in adolescents. Also, exercise may distract adolescents from stressful stimuli or negative feelings that may accompany social interaction. Since most physical exercise by adolescents takes place in groups, the

association of good feelings and reduced anxiety with exercise and group activities will begin to develop. The authors further state that popular physical activities have strong social components and serve to fulfill social needs among young people. By electing to participate in extra-curricular activities for exercise benefits, adolescent females are satisfying their physical, social and emotional needs for positive growth.

Competition is a part of our everyday life. It is a concept that can make you try harder and be able to perform better than you ever have before or it can make you feel as though you should not try at all. Adolescent females need to heed to Rosenberg's (1983) message on competition. Perhaps one of the most helpful things to remember she states, is that even though everyone is different, everyone has a right to enjoy competing. "It's who you are, not how you play, that makes you so special" (Rosenberg, 1983). The important thought is for adolescents to communicate their interests. Competition is a powerful concept that can influence how you feel about yourself and how you might judge others. Competition excites many adolescent females because it allows them to aggressively accept a challenge. Experts on parenting issues (Connecting With Kids, 1999), say that adolescent girls who struggle with a shaken identity should learn to defend their ability to compete mentally and physically with their male counterparts. Athletics could be as important for your daughter as they are for

your son. Studies also show that adolescent girls who compete in sports have better than average self-esteem, body image, and grades. They are also less likely to use drugs and have sex. *Connecting With Kids* (1999), goes on to say that 80% of Fortune 500 executives competed in athletics as young girls and considered themselves tomboys. Kerr (1985), points out that girls with special talents such as visual arts and music need to understand and fine tune their abilities, but only if they have the implements and instruments of their art.

Individual lessons are valuable, but how much are you to push practice? There is no answer except to avoid forcing practice to the point where it jeopardizes relationships and growth in finding self-identity. In the middle school years, experts (*Connecting With Kids*, 1999) state that kids begin to move away from fantasy toward group oriented and competitive activity. Kids still possess the desire to have self-motivated play time and time to develop friendships.

Moments such as these with friends allow youngsters to learn to trust and share feelings. This thought eliminates the toughness from competition and brings new meaning to the reason why adolescents choose to enjoy competing with each other. It is at this transitional stage in adolescence when continued motivation is essential. Sustained involvement can be used as an evaluative measure for determining motivational interest levels.

Adolescents' social status is thought to be positively influenced by their peer popularity. According to a research study completed by Baloff, Boyatzis and Durieux (1998), early adolescents tend to form friendships with peers who have similar aspirations, academic patterns and achievement, as well as interests in music, culture, leisure activity and clothing. The study further presents that the ninth grade counterparts demonstrated a preference for peers who match their own self-perceptions in academics. Differences in maturity levels cause variations in social judgements of others, even though the information does include a general background on the value of friendships in the realm of extra-curricular activity. As a result, by the start of the high school years, teens are especially concerned with their peers' appearances but not with academic qualities. Female adolescents are choosing to participate in extra-curricular activities to take advantage of the personal value in shared experiences with peers, rather than the traditional competitive format (Wren, 1997). Extra-curricular activity provides a social inlet for adolescents to experiment with building friendships and demonstrate teamwork skills. It becomes evident by the research that the value and context of friendships is based on the variations in maturity levels.

Recognition can be comprised of a twofold ideal. First, it can be noted that recognition reflects a feeling of exuberance and accomplishment by the

adolescent for making the commitment of being involved in extra-curricular activity. Secondly, recognition can elevate an individual's level of self-confidence as a result of successful participation. Ensuring a wide range of extra-curricular activities creates an environment for female adolescents to establish a sense of personal accomplishment. Recognition is a component that reflects the inner-self of the adolescent, therefore, leaving the individual with a positive feeling. Recognition is the end result of actively pursuing whatever interests or personal goals were committed to at the initial stages of involvement and continues on throughout their lives. Pursuing and achieving sustained involvement with high motivation should be a recognizable goal that all adolescents strive for. Extra-curricular activities play a key role in providing a positive value system for our adolescents. They are recognized for their physical skills, organizational skills, planning, problem solving, imagination, and creative thinking skills. Extra-curricular's provide a balance with the feeling of personal achievement, since we are well aware of the stress and challenges included in academic performances of adolescents. This simplistic yet very valuable motivating reason, recognition, builds confidence and rewards adolescents who are eager to participate in after school activities.

Does a positive relationship exist between physical activity and self-esteem for adolescent females? Results from a study by Jaffee and Ricker

(1993), documents that participation in sports for girls throughout the adolescent years greatly affects their self-esteem, body image and overall physical strength. Additionally, physical activity participation is related to self-satisfaction, confidence and level of competence. Jaffee and Ricker go on to state that girls not only develop positive self-esteem from physical activity but they also gather self-esteem through challenges, success in athletics, risk-taking experiences and the development of skills. "The United States Department of Health and Human Services is promoting female adolescents to succeed by their campaign called Girl Power! It encourages girls to take time to do the things they do best and take positive risks instead of getting involved in negative risk behavior" (Connecting With Kids, 1998). In his 1990 findings Richard et al., states that girls who were more involved in after-school activities seemed more positive about their bodies. He concludes that after-school activities that include sports tend to give girls a sense of physical satisfaction. Another aspect of after-school activities is that they offer girls a way to define themselves other than in ways of appearance. After-school activities let girls develop their interests, become committed and work with a group toward a common goal, all of which are unrelated to appearance. Furthermore, girls who were more involved were also more likely to report liking most things about themselves, an evaluation of elevated self-esteem (Jaffee and Wu, 1996).

Individuals Provide A Motivational Factor For Adolescents

As previously mentioned in this study female adolescents value the motivation and support of other individuals. By choosing to participate in extra-curricular experiences, female adolescents are developing interests they can pursue throughout their lives. In order to promote and encourage adolescents to become involved, parents, teachers, coaches and advisors all need to continually observe, perform individual assessments and support female adolescents since extra-curricular involvement is utilized as a device in helping to define their identity. Parents and peers are especially important influencing factors in achieving active involvement among teenage girls. Connecting With Kids (1999) reports, adolescent girls who commonly struggle with a shaken identity, can find power in a parent, especially Dad. Psychologists advise fathers to encourage their daughters to be competitive. Research from Jaffe and Ricker (1993), on socializing agents and situations found that both are important in influencing young girls to become active participants. Thus, girls need both a positive socializing influence from significant others and opportunities to be successfully competitive.

The literature suggests that understanding the choices female adolescents make and their meaning better prepares others to meet their needs. The researchers make it their intentions to state that the individual concepts of choice

included in this study are motivating points of interest in creating an environment for female adolescents to experience growth and value in their identity. The literature also states the promotion and encouragement of female adolescents to make choices about their extra-curricular status exposes them to diverse role models, pushes them to stretch their abilities and directs them to pursue their talents and interests. Thus, individuals become motivational factors for female adolescents. By choosing to participate in extra-curricular experiences, female adolescents are developing interests they can pursue throughout their lives.

CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of this study is to determine the motivational reasons why female adolescents choose to participate in extra-curricular activities. Motivation will be examined in relationship to four areas: things that motivate adolescents to choose participation, individuals that have a motivational role, level of sustained activity and age level differences in activities.

Subjects

Two groups of female adolescents were selected from Chippewa Falls Senior High School. Chippewa Falls Senior High School consists of approximately 1500 students, grades 9 through 12. The school is located in West Central Wisconsin and the students are from rural and urban areas. One group consisted of thirty (N=30) junior grade level female adolescents. Another group consisted of 30 (N=30) freshmen grade level female adolescents. Subjects were randomly selected based on categories of extra-curricular activities (See Table 3.1).

Table 3.1

	Number of Subjects in Each Group	
	Juniors	Freshmen
Athletics	10	10
Band	10	10
Student Council	2	2
Forensics	2	2
Drama	2	2
FFA	2	2
Foreign Language	2	2

Instrumentation

For the purposes of this investigation, a survey (Appendix 1 and 2) was designed and administered to the research subjects from both the freshmen female and junior female groups. The survey was designed in four sections:

- I. Rank order reasons for choosing to participate (exercise benefits, competition, friendship/teamwork, recognition, self-concept).
- II. Rank order individuals who motivated female students to participate (mom/dad, coach/advisor, teacher, grandparents, other).
- III. Frequency of participation in extra-curricular activity.
- IV. Level of participation differences between groups of participants.

Procedure

The survey instrument was administered at Chippewa Falls Senior High School in Spring 2001. Prior to the inclusion of the subjects in the study, consent (Appendix 3) was obtained from the subject's parent/guardian via a permission slip to ensure confidentiality of the adolescent as a research subject. Each of the subject groups (older females and younger females) were assembled separately to review the material on the survey and allow an open discussion and/or question and answer session. The researcher clarified the directions as well as made the subjects as comfortable and willing to honestly comply as possible.

Data Analysis

The data analysis for this study will include the interpretation of rank orders of Section I and II of the survey instrument. Identifying commonalities in the subjects' response will help to examine a general response pattern regarding things that help motivate and individuals that promote participation in each of the research subjects' group. For Section III of the instrument, frequency and percentage of sustained levels of activity are divided up by times per week and hours per week of involvement in the activity. From the subject responses, in Section IV, activity level differences between the age groups in extra-curricular activity participation will be determined. Computing frequency and percentages will help to examine similarities and differences between the younger female group and the older female group. Results will be reported and used to

summarize and make recommendations for further study of female student participation in extra-curricular activities.

CHAPTER IV

FINDINGS

The basis of this study is why female adolescents chose to participate in school related extra-curricular activity. The survey instrument was administered to randomly selected junior and freshmen females at Chippewa Falls Senior High School. This chapter will discuss and analyze the results of this study. When reviewing the analyzed data there appears to be a commonality between junior and freshmen female adolescents and their identified reasons for choosing to participate in school related extra-curricular activity. The data analysis provides evidence that these reasons are directly related to a positive influence on the physical, social and emotional well-being of the participant.

A review of why female adolescents choose to participate in school related extra-curricular activity will be measured by the results of a designed survey instrument and shown in tables. A table will be used to focus on each of the following objectives of the study: determine rank order of the five highly motivated reasons for female adolescents to participate in extra-curricular activity, determine rank order of the five individuals who have motivated female adolescents in their involvement of activity, identify the frequency percentage of involvement in female adolescents in relationship to start of activity vs. sustained

activity, and identify the frequency percentage of the differences in maturity levels of female adolescent participants.

PART I. Rank Order

Thirty participants were asked to rank order the five highly motivating reasons for choosing to participate. Responses were based on placing a #1 to represent the highest motivating factor and a #5 for the least motivating factor.

The data for PART I is shown in Table 4.1.

Table 4.1

Friendship/Teamwork

Juniors

Rank Score	Frequency	Percentage
1	19	63.3%
2	5	16.7%
3	6	20%
4	0	0%
5	0	0%

Freshmen

Rank Score	Frequency	Percentage
1	18	60%
2	6	20%
3	3	10%
4	2	6.7%
5	1	3.3%

Self-Concept

Juniors

Rank Score	Frequency	Percentage
1	7	23.3%
2	10	33.3%
3	4	13.3%
4	7	23.3%
5	2	6.7%

Freshmen

Rank Score	Frequency	Percentage
1	6	20%
2	9	30%
3	9	30%
4	3	10%
5	3	10%

Competition

Juniors

Rank Score	Frequency	Percentage
1	1	3.3%
2	7	23.3%
3	9	30%
4	7	23.3%
5	6	20%

Freshmen

Rank Score	Frequency	Percentage
1	5	16.7%
2	4	13.3%
3	7	23.3%
4	9	30%
5	5	16.7%

Exercise Benefits

Juniors

Rank Score	Frequency	Percentage
1	1	3.3%
2	7	23.3%
3	4	13.3%
4	9	30%
5	9	30%

Freshmen

Rank Score	Frequency	Percentage
1	2	6.7%
2	6	20%
3	2	6.7%
4	6	20%
5	14	46.7%

Recognition

Juniors

Rank Score	Frequency	Percentage
1	2	6.7%
2	1	3.3%
3	7	23.3%
4	7	23.3%
5	13	43.3%

Freshmen

Rank Score	Frequency	Percentage
1	3	10%
2	4	13.3%
3	7	23.3%
4	8	26.7%
5	8	26.7%

The data from Table 4.1 identifies the rank order of the five motivating reasons to participate in extra-curricular activity based on the responses from the survey instrument. Teamwork/Friendship being the highest motivating factor and Recognition the lowest motivating factor. Exercise Benefits and Recognition were the only evident factors that provided a variance in responses between the junior and freshmen adolescents. Freshmen responses placed a higher level of motivation on receiving Recognition for participating in extra-curricular activity as compared to Exercise Benefits. This is reflected in both frequency and percentage scores.

PART II. Rank Order

Thirty participants were asked to rank order the five most influential individuals who motivated them to participate. Responses were based on placing a #1 to represent the highest motivating individual and a #5 for the least motivating individual. The data for PART II is shown in Table 4.2.

Table 4.2

Mother/Father

Juniors

Rank Score	Frequency	Percentage
1	13	43.3%
2	8	26.7%

Freshmen

Rank Score	Frequency	Percentage
1	13	43.3%
2	6	20%

3	5	16.7%
4	3	10%
5	1	3.3%

3	4	13.3%
4	6	20%
5	1	3.3%

Other

Juniors

Rank Score	Frequency	Percentage
1	12	40%
2	3	10%
3	3	10%
4	2	6.7%
5	10	33.3%

Freshmen

Rank Score	Frequency	Percentage
1	17	56.7%
2	3	10%
3	0	0%
4	1	3.3%
5	9	30%

Coach/Advisor

Juniors

Rank Score	Frequency	Percentage
1	2	6.7%
2	14	46.7%
3	10	33.3%
4	3	10%
5	1	3.3%

Freshmen

Rank Score	Frequency	Percentage
1	0	0%
2	7	23.3%
3	15	50%
4	4	13.3%
5	4	13.3%

Teacher

Juniors

Rank Score	Frequency	Percentage
1	3	10%
2	5	16.7%
3	5	16.7%

Freshmen

Rank Score	Frequency	Percentage
1	1	3.3%
2	8	26.7%
3	6	20%

Mean Scores Juniors: 2.6 Freshmen: 3.2
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4	11	36.7%
5	6	20%

4	10	33.3%
5	5	16.7%

Grandparents

Juniors

Rank Score	Frequency	Percentage
1	0	0%
2	0	0%
3	7	23.3%
4	10	33.3%
5	13	43.3%

Freshmen

Rank Score	Frequency	Percentage
1	0	0%
2	6	20%
3	4	13.3%
4	7	23.3%
5	13	43.3%

Interpreting the results from Table 4.2 identifies the rank order of the five most influential individuals who motivated female adolescents to participate in extra-curricular activity based on the responses from the survey instrument. Mother/Father being the most influential individuals and Grandparents as being the least influential. The Other category which ranked second included the following optional responses: myself, peers, brother/sister and also had numerous blank responses. The junior adolescents reflected a higher influence on their Coach/Advisor while the freshmen adolescents were most influenced by the Other category which allowed for an optional response. It appears that Teachers did not have a strong influence on participation for either group.

PART III. Frequency of Participation

Participants were asked to complete a frequency distribution questionnaire relating to times per week and hours per week involved in extra-curricular activity. The data for PART III is shown in Table 4.3 and 4.4.

Table 4.3

Times per Week Doing Activity

Juniors

Times per week	Frequency	Percentage
0-1	3	10%
2-3	2	6.7%
4-6	16	53.3%
7 or more	9	30%
Not Active	0	0%

Freshmen

Times per week	Frequency	Percentage
0-1	4	13.3%
2-3	5	16.7%
4-6	17	56.7%
7 or more	4	13.3%
Not Active	0	0%

Results from Table 4.3 illustrate the similar commitment levels from each adolescent group with times per week performing activity. The freshmen adolescents tend to have stronger frequency percentages in the 2-3 times per week and 4-6 times per week categories. While the junior adolescents are more directed toward the 4-6 times per week and extended into the 7 or more times per week category.

Table 4.4

Hours per Week Doing Activity

Juniors

Hours per week	Frequency	Percentage
0-1	3	10%
2-3	3	10%
4-6	7	23.3%
7 or more	17	56.7%
Not Active	0	0%

Freshmen

Hours per week	Frequency	Percentage
0-1	6	20%
2-3	5	16.7%
4-6	7	23.3%
7 or more	12	40%
Not Active	0	0%

The data from Table 4.4 establishes the level of commitment from the junior adolescents to be consistent with the data from Table 4.3. Tables 4.3 and 4.4 illustrate the strong relationship between the start of activity and sustained involvement in activity with the freshmen and junior adolescent groups.

PART IV. Activity Level Differences

From a composite list of all extra-curricular activities included in the Chippewa Falls School District Student Activities Code, participants were asked to recognize the total number of activities engaged in.

Table 4.5

Academic Endeavors

Juniors

# of Activities	Frequency	Percentage
0-5	23	76.7%
6-10	7	23.3%

Freshmen

# of Activities	Frequency	Percentage
0-5	29	96.7%
6-10	1	3.3%

11-15	0	0%
16 or more	0	0%

11-15	0	0%
16 or more	0	0%

Table 4.6

Athletic Pursuits

Juniors

# of Activities	Frequency	Percentage
0-5	30	100%
6-10	0	0%
11-15	0	0%
16 or more	0	0%

Freshmen

# of Activities	Frequency	Percentage
0-5	30	100%
6-10	0	0%
11-15	0	0%
16 or more	0	0%

Table 4.7

Total Extra-Curricular Choices

Juniors

# of Activities	Frequency	Percentage
0-5	16	53.3%
6-10	13	43.3%
11-15	1	3.3%
16 or more	0	0%

Freshmen

# of Activities	Frequency	Percentage
0-5	20	66.7%
6-10	10	33.3%
11-15	0	0%
16 or more	0	0%

The data for maturity level differences supports the high level of sustained involvement from the junior adolescents. The total number of extra-curricular choices exceeds that of the freshmen as shown in the frequency and percentages. The amount of involvement by the junior group in academic endeavors is notably higher than the freshmen group. On the other hand, the

freshmen group demonstrated comparable interest in the area of athletic pursuits with that of the junior group.

CHAPTER V

CONCLUSION

The purpose of this study was to examine female adolescents' motivation to participate in school related extra-curricular activities. Motivation was examined in relationship to four areas: things that motivate adolescents to choose participation, individuals that have a motivational role, level of sustained activity levels and maturity level differences. Female adolescents from Chippewa Falls Senior High School represented the participants of this study.

Based on the results of the data, it appears that each of the five highly motivating reasons why female adolescents choose to participate in school related extra-curricular activity independently provides a meaningful direction for adolescents to achieve positive self-growth. The results of the study provide a clearer understanding of the choices female adolescents make, as well as understanding how motivating individuals can help adolescents better meet their needs. It is indicative through the frequency of participation and sustained levels of involvement as presented in the study, that female adolescents strive to define themselves through participation in extra-curricular activity. This study helped identify several motivating reasons why teenage girls choose to become involved in extra-curricular activities and offers an array of possibilities for adolescents to

experiment with, conform to encouragement and promotion efforts, and continue to develop positive growth experiences.

The research material on female adolescents and their reasons for choosing to participate in extra-curricular activity formulates a knowledge base which includes a more direct understanding of the wants and needs of the participant. The ultimate goal is to create a base in which adolescents and extra-curricular advisors, coaches and parents can cooperatively work together and share positive experiences. What are the individual benefits to being a participant? Are adolescents who choose not to participate in extra-curricular activities at a disadvantage? These are areas that definitely merit further research.

The Tucker Center for Research at the University of Minnesota has completed a revolutionary curriculum guide and videotape called "Throw Like A Girl" (1999). It reflects the importance of how fortunate we are to discuss why female adolescents choose to participate in extra-curricular activities. We all need to take time and appreciate how far females have come. There are no more lost opportunities. Females are developing a sense of entitlement. In 1972 the origination of Title IX provided one of the biggest explosions of opportunity for females. This created the opportunity for female adolescents to enjoy participation in athletics. Females were at one time hoping there was a team;

today their thoughts and energy are focused on making the team. Extra-curricular activities provide avenues for development with leadership/decision-making skills and creates self-satisfaction in what can be accomplished. The opportunities of enhancing self-esteem and confidence are endless.

This study provides insights into why female adolescents choose to participate in extra-curricular activities and provide an avenue for future opportunities and experiences of personal growth. The data suggests that female adolescents are realizing their potential and utilizing the opportunities made available to them through their school experiences. It is exciting that female adolescents are confident in their reasons for choosing to participate in extra-curricular opportunities. It is even more encouraging to observe them taking advantage of these opportunities to pursue their dreams, experience personal growth and demonstrate value in their identity.

Recommendations for Further Study

Further research needs to be done in the form of a longitudinal study. Such study would help explain how maturity level might influence participation in extra-curricular activities.

Another interesting component of this study was the participants recognizing their total number of activities engaged in. The junior group selected

a higher number of academic endeavors than the freshmen group, while the freshmen made similar commitments to athletic pursuits. It is unknown whether this was due to availability of activities that the freshmen were less represented in the academic endeavors area. Availability of activities by grade level might have effected the participation, and thus, the results of the maturity level differences section. It is recommended that the study be replicated with a broader population of female adolescents to determine if participation patterns remain consistent.

The review of the literature illustrates the upward direction of female adolescents participation in extra-curricular activity. In awareness of how far females have come, it would be interesting for researchers to examine comparative gender extra-curricular issues and identify the progress females have had through bridging the gender gap. Are women fundamentally different than men? By determining male and female responses, similar and/or different, efforts to encourage and promote extra-curricular involvement might be energized.

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APPENDIX 1
Extra-Curricular
Survey Instrument

Grade: _____

Extra-Curricular Activity: _____

- I. Rank order the five highly motivating reasons for choosing to participate. Respond to the following items placing a #1 to represent the highest motivating factor and a #5 for the least motivating factor.

___ Exercise Benefits
___ Competition
___ Friendship/Teamwork
___ Recognition
___ Self-concept

- II Rank order the five most influential individuals who motivated you to participate. Respond to the following items placing a #1 to represent the highest motivating individual and a #5 for the least motivating individual.

___ Mother/Father
___ Coach/Advisor
___ Teacher
___ Grandparent
___ Other - _____

- III. Complete the following frequency distribution questionnaire relating to times per week and hours per week involved in extra-curricular activity. Select one for each section.

Times per Week Doing Activity:

___ 0-1
___ 2-3
___ 4-6
___ 7 or more
___ Missing or not active

Hours per Week Active

- Less than 2
- At least 2, less than 4
- At least 4, less than 7
- 7 or more
- Missing or not active

IV. Recognizing the total number of activities engaged in. The following is a list of all extra-curricular activities included in the Chippewa Falls School District Student Activities Code. Circle all of the activities that apply to your participation or involvement.

- | | | |
|-------------------------|-----------------|---------------------------|
| Academic Decathlon | | French Club |
| Apollo | | National Honor Society |
| Art | | Odyssey of the Mind |
| Athena | | Russian Club |
| Computer Club | | Spanish Club |
| Chemistry Club | | Science Olympiad |
| Baseball | Gymnastics | Track |
| Basketball | Hockey | Volleyball |
| Cheerleading | Pom Pon (Dance) | Wrestling |
| Cross Country | Soccer | Letter Club |
| Football | Softball | Tennis |
| Golf (men) | Swimming | Ski club |
| Forensics | | National Forensics League |
| Children's Show | | Three Act Play |
| Mock Trial | | Thespians |
| Band | Orchestra | Swing Choir |
| Jazz Bank | Ensembles | Madrigals |
| Pep Band | Choir | Harmonics |
| Marching Band | Concert Choir | Musical Show |
| Commentator (Newspaper) | | Monocle (Yearbook) |
| Student Council | | |

DECA – Distributive Education Clubs of America

FBLA – Future Business Leaders of America

FFA – Future Farmers of America

FHA – Future Homemakers of America

HERO – Home Economics Related Occupations

VICA – Vocational & Industrial Clubs of America

APPENDIX 2
Research Subjects Identification
Number Each Group

Grade: Freshmen Junior

Athletics

Band

Student Council

Forensics

Drama

FFA

Foreign Language

APPENDIX 3
Human Research Subjects
Consent Form

Dear Parent/Guardian:

April 16, 2001

Your daughter has an opportunity to take part in a study of why female adolescents choose to participate in school-related extra-curricular activity. The survey instrument will be administered to randomly selected junior and freshmen females at Chippewa Falls Senior High School under direct approval from the High School Administration. I am asking your permission for your daughter to be included in this study.

The survey will examine motivation in relationship to four areas: things that motivate adolescents to choose participation, individuals that have a motivational role, level of sustained activity, and maturity level differences.

There is little or no risk in filling out this questionnaire. Responses will remain confidential. Although, the results of this study may benefit others in the future, there is no direct benefit to your daughter for participating in this study. Participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you.

If you have any questions about the study, please contact me at school (715) 726-2406, extension 1436, or at home (715) 667-3612 or my advisor at (715) 232-2373. Please complete the form at the bottom of this page indicating whether or not you agree to have your daughter participate and return the form to me by _____.

Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or the research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board of the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI 54751, phone (715) 232-1126.

Thank you very much for your time and support. Once the study is completed, I would be glad to share the results with you. In appreciation for your assistance in helping me complete my Plan B project as a culmination of my Masters Degree Program in K-12 School Guidance and Counseling, each participant will receive a Pizza Hut Coupon.

Sincerely,

Sincerely,

Dennis Van Den Heuvel, Ph.D.
Research Advisor

Ms. Monica Meadows
Researcher

I _____ do ___ do not ___ (check one) agree to allow my daughter,
_____ to participate in this study about why female adolescents
choose to participate in school related extra-curricular activity.

Signature _____ Date _____