THE INTERRELATIONSHIP BETWEEN KEY DEMOGRAPHIC VARIABLES, INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES, DEVELOPMENT OF INTERPERSONAL VALUES AND ACADEMIC ACHIEVEMENT

by

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ABSTRACT

Title of Dissertation: THE INTERRELATIONSHIP BETWEEN KEY DEMOGRAPHIC VARIABLES, INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES, DEVELOPMENT OF INTERPERSONAL VALUES, AND ACADEMIC ACHIEVEMENT

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The purpose of this study was to examine the relationship between a number of key demographic variables (i.e., gender, age, racial and ethnic background, class standing, marital status, student status, and place of residence), involvement in extracurricular activities (e.g., social fraternity/sorority, intramural sports team, performing group, academic honors), interpersonal values (i.e., support, conformity, recognition, independence, benevolence, leadership), and academic achievement (GPA).

The data for this study were collected from 149 undergraduate students randomly selected from seven Core fundamental Studies courses (ENGL 391-395, MATH 110, MATH 115) offered at The University of Maryland, College Park (UMCP) during Spring semester, 1993. Both t-Test and Analyses of Variance with post-Hoc Scheffé were performed to determine specific differences between demographic variable groups with respect to intervening and dependent variables. Pearson's product moment correlation coefficients were obtained to examine the bivariate relationship between the

variables. Path Analysis was utilized to test the hypothesized relationships among these variables. For the purpose of this study, the alpha level of minimum acceptance of significance was set at .05.

The t-Test and Analysis of Variance resulted in significant differences between student groups with respect to their intensity of involvement in extracurricular activities. Younger students were significantly more involved than older students. Sophomores and Juniors were more involved than Freshmen and Seniors. Students living in a coed-college hall or in a fraternity/sorority house were significantly more involved than those who live with parent(s), with spouse, in a single-sex hall or in an apartment/trailer. Significant differences were found between males and females with respect to interpersonal values (i.e., support, conformity, benevolence, and leadership), between Seniors and Sophomores with respect to their leadership abilities, and between students living in coed-college and those who live with parent(s) and in a single-sex hall with respect to their level of conformity. Freshmen earned significantly by lower grades than Juniors and Seniors.

Results of a pearson product moment correlation test showed that age was inversely related to intensity of involvement, and significantly, positively related to leadership and academic achievement. Intensity of involvement in extracurricular activities was positively related to benevolence, leadership and academic achievement, and inversely, but moderately related to independence. Independence was found to be significantly, inversely related to academic achievement. As a result of Path Analysis, gender was found to be a significant, direct, positive contributor to intensity of involvement and benevolence, and a significant, inverse contributor to support and

leadership. Age was found to be a significant direct, inverse contributor to intensity of involvement in extracurricular activities. Student status contributed significantly, inversely to academic achievement. Intensity of involvement contributed significantly, but indirectly to academic achievement via support, recognition, benevolence and leadership. Student status, support, conformity, recognition, independence, benevolence, and leadership were all found to be significant, direct, inverse contributors to academic achievement.

Results of the study supported the relationships between age and involvement in extracurricular activities, age and academic achievement, and place of residence and involvement in extracurricular activities. There was only a moderate relationship, however, between involvement in extracurricular activities and academic achievement, leadership, benevolence and independence. Furthermore, there was support for the proposed indirect relationships between the independent variables (i.e., gender, age, race, class standing, student status, marital status, place of residence, and intensity of involvement), and dependent variable (i.e., academic achievement) via interpersonal values.