

VOLUNTEER PARTICIPATION AMONG MEMBERS OF SOCIAL SORORITIES AND
FRATERNITIES

By

ADRIENNE MICHELLE JAROCH

A THESIS PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

UNIVERSITY OF FLORIDA

2008

© 2008 Adrienne Michelle Jaroch

To the sorority women and fraternity men who contribute positively to our society.

ACKNOWLEDGMENTS

I would like to thank my family for their continued love and support throughout my education. They have always encouraged me to achieve my goals, even if that meant moving far from home.

I would also like to thank my committee members: Dr. Mark Brennan, Dr. Elizabeth Bolton, and Dr. Mary Kay Carodine. Their support and expertise were invaluable to me and my research. More specifically, I would like to thank Dr. Mark Brennan for constantly pushing and encouraging me, especially when things got rough.

I would like to thank my supervisor, Lisa Kendall, for always listening when I needed someone to talk to. Her professional guidance and candid sense of humor have helped me get through this stage of my life. Finally, I would like to thank my friends who, in one way or another, shared in this experience with me.

TABLE OF CONTENTS

	<u>page</u>
ACKNOWLEDGMENTS	4
LIST OF TABLES.....	8
LIST OF FIGURES	11
LIST OF TERMS.....	12
ABSTRACT.....	13
CHAPTER	
1 INTRODUCTION	15
College Students, Greeks and Volunteerism	16
Purpose and Significance of Study	17
Research Questions.....	19
Research Hypothesis.....	20
2 LITERATURE REVIEW	21
Volunteerism.....	21
The History of Volunteerism.....	21
Volunteerism in Higher Education.....	22
Academic engagement.....	23
Civic responsibility.....	23
Life Skills	23
Social Sororities and Fraternities.....	24
Theoretical Approaches	27
Social Exchange Theory.....	27
Functionalist Theory.....	28
Characteristics of Volunteers.....	29
Level of Involvement.....	32
Motivations of Volunteers	33
Conclusion	36
3 MEDTHODOLOGY	37
Purpose of the Study	37
Unit of Analysis	37
Type of Study	37
Study Population.....	38

The Panhellenic Council.....	38
The Interfraternity Council.....	38
The Multicultural Greek Council	39
The National Pan-Hellenic Council.....	39
Sampling Methods	39
Sample Validation	40
Data Collection Methods	41
Key Informant Interviews.....	41
Questionnaire Development and Survey Implementation.....	42
Focus Group Research.....	45
Concepts and Variables	46
Concept: Demographic Characteristics	47
Concept: Level of Involvement	48
Concept: Motives for Volunteering.....	48
Concept: Volunteer Characteristics (Dependent Variable)	50
Reliability and Validity.....	51
4 RESULTS	54
Summary Statistics	55
Demographics.....	55
Bivariate Analyses	57
Demographics by Volunteerism (Dependent Variable)	57
Demographics by Independent Variables.....	59
Multivariate Analysis.....	60
Model 1.....	60
Model 2.....	61
Model 3.....	62
Model 4.....	62
Reduced model.....	63
Focus Groups	65
Summary	65
5 DISCUSSION.....	67
Revisiting Research Questions	68
RQ1: How Do Demographic Factors, if at All, Have an Impact on a Person’s Engagement in Volunteerism?	68
RQ2: How Does the Level of Involvement in a Social Sorority or Fraternity Affect a Person’s Engagement in Volunteerism?	71
RQ3: What Motivations Have the Strongest Impact on a Person’s Engagement in Volunteerism?	72
Contribution to the Literature	74
Limitations and Delimitations	76
Implications of Research	77

Research	77
Practice	78
Public Policy.....	81
Summary.....	81
APPENDIX	
A INSTRUMENTATION	83
Informed Consent	83
Survey.....	84
Pre-Survey Email.....	88
Email Survey Text	89
Follow-up Email Text.....	90
Focus Group Email	91
Focus Group Protocol.....	92
B POST HOC COMPARISONS.....	93
C BIVARIATE ANALYSIS OF SELECTED VARIABLES	97
LIST OF REFERENCES.....	106
BIOGRAPHICAL SKETCH	112

LIST OF TABLES

<u>Table</u>		<u>page</u>
3-1. Greek Council membership sampling		40
3-2. Sampling and survey response by event.....		45
3-3. Demographic questions		47
3-4. Involvement questions.....		48
3-5. Volunteer motivation questions.....		49
3-6. Volunteer characteristic questions.....		50
3-7. Listing of concepts, variables and survey Questions.....		51
4-1. Summary statistics of demographic variables		56
4-2. Comparison of three multivariate models on volunteerism.....		64
B-1. Years active by volunteer scale.....		93
B-2. Race by volunteer scale		94
B-3. Academic status by volunteer scale		95
B-4. Greek Council by volunteer scale		95
B-5. Age by volunteer scale.....		96
C-1. Age by how you attend mandatory functions		97
C-2. Academic Status by how often you attend mandatory functions.....		97
C-3. Greek Council by how often you attend non-mandatory functions		97
C-4. Gender by how often you attend non-mandatory functions.....		97
C-5. Years active by how often you attend service events		98
C-6. Race by how often you attend service events		98
C-7. Gender by how often you attend social events		98
C-8. Greek Council by how often you participate in your sorority or fraternity		98
C-9. Age by served as president of Chapter		98

C-10. Academic status by served as president of Chapter.....	99
C-11. Years active by served as president of chapter	99
C-12. Greek Council by served as executive board member other than president.....	99
C-13. Age by served as executive board member other than president.....	99
C-14. Years active by served as executive board member other than president.....	99
C-15. Gender by served as executive board member other than president.....	100
C-16. Academic Status by served as executive board member other than president	100
C-17. Age by served in chair position	100
C-18. Years active by served in chair position	100
C-19. Academic Status by served in chair position	100
C-20. Academic status by served in other position.....	101
C-21. Years active by served in other position.....	101
C-22. Age by never held an office	101
C-23. Years active by never held an office.....	101
C-24. Academic status by never held an office	101
C-25. Greek Council by volunteer if asked by university leaders	102
C-26. Gender by volunteer if asked by university leaders.....	102
C-27. Academic status by volunteer if asked by university leaders	102
C-28. Greek Council by volunteer if asked by Greek office	102
C-29. Gender by volunteer if asked by Greek office	102
C-30. Academic status by volunteer if asked by Greek office	103
C-31. Age by volunteer if asked by Greek office	103
C-32. Greek Council by volunteer because it is a course or class requirement.....	103
C-33. Gender by volunteer because it is a course or class requirement	103
C-34. Gender by volunteer for recognition or prestige.....	103

C-35. Gender by volunteer to help me achieve career goals	104
C-36. Age by volunteer in order to maintain membership in an organization	104
C-37. Religion by volunteer because actively involved in church	104
C-38. Religion by volunteer because of participating in civic activities as a child.....	104
C-39. Gender by where you live	104
C-40. Age by where you live	105
C-41. Academic status by where you live	105
C-42. Race by where you live.....	105
C-43. Greek Council by where you live	105

LIST OF FIGURES

<u>Figure</u>		<u>page</u>
A-1. Informed consent letter		83
A-2. Survey		84
A-3. Pre-survey email		88
A-4. Email survey text		89
A-5. Follow-up email text.....		90
A-6. Focus group email.....		91
A-7. Focus group protocol		92

LIST OF TERMS

Chapter	The local group of a larger national organization and designated by a special name or Greek letters
Fraternity	“Men’s general college fraternities are mutually exclusive, self-perpetuating groups which provide an organized social life for their members in college and universities as a contributing aspect of their educational experience. They draw their members primarily from the undergraduate student body” (Anson & Marchesani, 1991: p.9).
Initiation	“The initiation ritual usually includes an explanation of the secret sign and symbols, the meaning of the motto, and a charge or challenge to the new member to be of good character and to be loyal to the other members of the society” (Anson & Marchesani, 1991: p.13).
New member	Members who have been accepted into a social sorority or fraternity but have not yet been initiated as a full member
Social sorority/fraternity	General fraternities are commonly referred to as social fraternities because initially it referred to social development; it is commonly mistaken to refer to social functions by members and non-members
Sorority	“Women’s general college fraternities are primarily groups of women at colleges and universities which, in addition to their individual purposes, are committed to cooperation with college administrators to maintain high social and scholastic standards and which do not limit membership to any one academic field” (Anson & Marchesani, 1991: p.9).
Volunteer	“Any activity in which time is given freely to benefit another person, group, or organization. Volunteering is part of a cluster of helping behaviors, entailing more commitment than spontaneous assistance, but narrower in scope than the care provided by family and friends” (Wilson, 2000: p.215). This study will only include the direct act of performing a service; it will not include the indirect service of donating money or goods.

Abstract of Thesis Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Master of Science

**VOLUNTEER PARTICIPATION AMONG MEMBERS OF SOCIAL SORORITIES AND
FRATERNITIES**

By

Adrienne Michelle Jaroch

August 2008

Chair: Mark A. Brennan

Major: Family, Youth, and Community Sciences

Volunteering among college and university students has become the focus of increasing interest among program and policy makers. However, the motivations, obstacles and conditions shaping student volunteerism remain unclear. This study will focus on a unique subpopulation within colleges and universities: the members of social sororities and fraternities and their involvement with community service. The study population was a Greek community with 5,176 members, 61 chapters, and four governing councils: Interfraternity Council, Panhellenic Council, Multicultural Greek Council, and National Pan-Hellenic Council. These social Greek-letter organizations have traditionally faced scrutiny in the research literature and media focusing on negative issues such as hazing, sexual assault, and binge drinking, while ignoring the positive contributions that these organizations make. Utilizing data drawn from surveys, interviews, and focus groups, this study focused on the effects of involvement within the Greek-letter organization, motivations for volunteering, and demographic factors that shape a member's engagement in volunteerism.

Results show that membership in a social Greek-letter organization may be a motivation on its own to volunteer, and members who had held or currently hold a position in their organization

were more likely to volunteer than those that did not serve their chapter. The study also revealed that race/ethnic origin had profound impacts on a member's engagement with volunteerism.

CHAPTER I

INTRODUCTION

Volunteering among college and university students has become of increasing interest to program and policy makers (Astin & Sax, 1998; Berger & Milem, 2002; Colby, Thomas, Beaumont, & Stephens, 2003). According to the Corporation for National and Community Service (Foster-Bey, Dietz, & Grimm, 2006), higher education institutions are experiencing an increase in volunteerism at rates higher than in the general adult population. However, the motivations, obstacles, and conditions shaping student volunteerism remain unclear. This is particularly true of various university subpopulations, such as Greek-letter organizations. The increase of college student volunteerism provides a clear need for understanding the volunteer environment on college campuses and among select student groups. This study focuses on a unique subpopulation within colleges and universities, the members of social sororities and fraternities and their involvement in community service. More specifically, this study was designed to focus on the effects of level of involvement within the chapter, motivations for volunteering, and demographic factors that impact a member's engagement in volunteerism.

Traditionally, the research literature has focused on the college student population as a whole when it comes to volunteer participation (Astin, Sax, & Avalos, 1999; CNCS, 2006; Dodge, 1990; Marks & Jones, 2004; Moffatt, 1991). In sharp contrast, social sororities and fraternities have gained little attention in the professional and academic research for their positive contributions to society through community service. More often, the research conducted with this population has focused on more negative conditions seen by some as associated with Greek life (Copenhaver & Grauerholz, 1991; Goodwin, 1992; Wechsler, 1996). Greek-letter organizations have always faced scrutiny because of their large visible presence on many college campuses. They also suffer from many of the stereotypes portrayed in movies such as the 1979

film “Animal House.” A significant portion of the research on this population often relates to those media images (Boeringer, Shehan, & Akers, 1991; Copenhaver & Grauerholz, 1991; Canterbury, Gressard, Vieweg, Grossman, Mckelway, & Westerman, 1992; Goodwin, 1992; Friend, 1993). For example, Baird’s Manual of American College Fraternities, 20th Edition (Anson & Marchesani, 1991) confirms that by the 1990’s most media reports of fraternities dwelled on “alcohol-drenched, drug-infested tenements full of reckless louts, wild parties, gang rapes, brutal hazing, and like outrages” (p. 1). These often-negative portrayals detract from the positive contributions that these organizations make. As such, there is another side to these organizations that warrants further research.

Volunteering has been defined in different ways by researchers and practitioners. In this study, the definition for volunteering provided by Wilson (2000) is used, which states, “Volunteering means any activity in which time is given freely to benefit another person, group, or organization. Volunteering is part of a cluster of helping behaviors, entailing more commitment than spontaneous assistance, but narrower in scope than the care provided by family and friends” (p. 215). For the purpose of this study volunteering will only include the direct act of performing a service, such as actions, services, raising awareness, assisting with fundraising, and other related activities; it will not include the indirect service of donating money or goods.

The results of this study will help to identify characteristics of Greek college student volunteers, factors shaping their volunteering, and will serve as the basis for programs that will help efforts to promote higher levels of volunteerism among members of social sororities and fraternities.

College Students, Greeks and Volunteerism

The Corporation for National and Community Service’s report on *College Students Helping America* (Foster-Bey, et al., 2006) has determined that college student volunteering has

increased in recent years by more than 20 percent. One reason for this increase is the swell of overall enrollment in colleges and universities. In October of 2003, 46 percent of high school graduates ages 18 to 24 years old were enrolled in college, totaling 16.6 million students, and annual enrollment in degree-granting institutions is expected to exceed 18 million by 2010 (Shin, 2005; National Center for Education Statistics, 2007). Another reason for the increase in volunteerism is the emergent objective of high school and higher education institutions to further student personal development. These institutions have a responsibility to develop thoughtful, committed, and socially responsible graduates and to provide opportunities for such growth (Colby, Thomas, Beaumont, & Stephens, 2003). Community service has become an important component of student development, and it has been shown that participation in service during undergraduate years substantially enhances the student's academic development, life skill development, and sense of civic responsibility (Astin & Sax, 1998).

The objective of student development is also a central tenant of social sororities and fraternities. Social Greek-letter organizations are “mutually exclusive, self-perpetuating groups, which organize the social life of their members in colleges and universities as a contributing factor to their educational program; and draw their membership primarily from the undergraduate body of the institution” (Robson, 1963: p. 6). Today, only a small percent of college students are members of social fraternities and sororities. According to Baird (1991), the tradition of the American college fraternal ideals is “justice, honor, truth, loyalty, love of wisdom, brotherly love, and unselfish service” (p. 2). These ideals are the basis of Greek-letter organizations and have helped to shape the current generation of these organizations.

Purpose and Significance of Study

While much of the research on social sororities and fraternities focuses on the negative aspects of being part of Greek organizations, other research has touched on the positive

component of volunteerism among all college students (Astin & Sax, 1998; Berger & Milem, 2002; Colby, et al., 2003). Social sororities and fraternities make up a significant proportion of many college and university student populations. This study will allow social sororities and fraternities, as well as colleges and universities, to better understand the factors that shape volunteerism within the Greek community. This information will provide a basis for community service programming and assist in the implementation of new service learning classes and programs to encourage Greek members to become more actively involved as volunteers.

The research questions in this study attempt to gain a better understanding of the engagement of Greek members in volunteerism. The first research question relates to the demographic factors that may have an impact on volunteerism. It is the hypothesis of the researcher that demographic factors directly shape volunteerism. There are several reasons for this hypothesis. Sorority organizations are often more organized and successful in involving members after they have graduated; this alumnae support helps to supplement that of undergraduates (Johnson, 1972). In 2006, the Bureau of Labor Statistics determined that about 30.1 percent of women and 23.0 percent of men did volunteer work in the year that ended in September 2006. This was concurrent with previous years of women volunteering at a higher rate than men (White, 2006). In the same study, it was found that whites volunteered at a higher rate (28.3 percent) than African Americans (19.2 percent), Asians (18.5 percent), and Hispanic or Latinos (13.9 percent) (White, 2006). These continuing trends have led to the hypothesis that demographics directly shape volunteerism.

The second research question seeks to determine if the level of involvement within a social sorority or fraternity has an impact on a member's engagement with volunteerism. It is the hypothesis of the researcher that members who have held or currently hold positions within their

chapter also have an increased sense of responsibility to others. From the research literature, this sense of increased responsibility to their sorority or fraternity should translate over to the community (Cress, Astin, Oster-Zimmerman, Burkhardt, 2001). It is also the hypothesis of the researcher that a member's place of residence may impact their engagement with volunteerism. Living in a chapter house or living with other sorority or fraternity members may help to engage a member more with volunteerism.

The third research question relates to motives behind volunteer participation. It is hypothesized that the principal motivation for volunteering is an intrinsic belief in altruism and the least significant motivation would be personal gain. This hypothesis can be supported from previous research on students and volunteerism (Phillips, 1982; Serow, 1991; Winniford, Carpenter, Grider, 1997). Serow, (1991) found "sense of satisfaction from helping others" and "duty to correct societal problems" to be on the top of the list of relative importance in deciding to participate in community service. At the bottom of the list of importance were items indicating personal gain such as "repayment for services" (Serow, 1991).

The remainder of this thesis will provide a comprehensive explanation of the study on volunteer participation among members of social sororities and fraternities. In Chapter Two, a review of related research that is relevant to social sororities and fraternities and volunteerism will be presented. Chapter Three will include a detailed description of the methodology used to conduct the study. Chapters Four will present the results of the data analysis. Finally, Chapter Five will offer an interpretation and explanation of the findings, as well as presenting suggestions for applied program and policy advancement.

Research Questions

1. How do demographic factors, if at all, have an impact on a person's engagement in volunteerism?

2. How does the level of involvement in a social sorority or fraternity affect a person's engagement in volunteerism?
3. What motivations have the strongest impact on a person's engagement in volunteerism?

Research Hypothesis

Hypothesis 1:

- A. Demographic factors directly shape volunteerism.

Hypothesis 2:

- A. The rate of volunteerism is higher among students who have held a formal position in their sorority or fraternity.
- B. Volunteerism is highest among members that have lived in a chapter house or with other sorority/fraternity members.

Hypothesis 3:

- A. Members of social sororities and fraternities place altruistic motivations as reasons for volunteer participation.
- B. Members of social sororities and fraternities place personal gain motivations at the low end of motivations for volunteer participation.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to examine volunteer behavior among members of social sororities and fraternities. Volunteerism has long been a tradition in America. Recently, researchers have begun to focus considerable attention on the population that chooses to volunteer and the motivations that inspire them to participate (Anderson & Moore, 1978; Clary, Snyder, Ridge, Copeland, Stukas, Haugen, & Miene, 1998; Finkelstein, Penner, & Brannick, 2005). This chapter will describe the theoretical context of the study and will review previous studies on volunteering and also studies on sororities and fraternities. This chapter will also focus on demographic factors and motivations as they relate to volunteerism.

Volunteerism

The History of Volunteerism

The Points of Light foundation dates the history of volunteerism in the United States back to 1793 when Benjamin Franklin began the first volunteer firefighting company (Points of Light Foundation, 2006). Since its beginning, volunteerism in America has been a tradition of service and commitment, especially in times of war, tragedy, or great need. In the time following the first firefighting company, many organizations and societies were created to bring volunteers together. Volunteer centers were created, the first in response to World War I, and these organizations continued to support volunteers throughout the United States (Points of Light Foundation, 2006). The Great Depression and the war years were when America saw a considerable rise in volunteers and volunteer centers. Volunteerism trends skyrocketed again after the terrorist attacks on September 11, 2001, but leveled out again shortly after. However the response to such a large disaster was the first of its kind in many years (Foster-Bey, et al.,

2006). Since that time researchers are continuing to see an increase in both the number of Americans who volunteer and the hours that they volunteer.

Researchers are also seeing this trend transition to colleges and universities. It is believed that the terrorist attacks on September 11, 2001 have sparked an increase in civic engagement and responsibility among college age students ages 18 to 24 (Foster-Bey, et al., 2006). In a review of college student volunteering, the Corporation (2006) found that since September 2001 the overall percent of college students who volunteer has increased from 27.1 percent to 30.2 percent.

Volunteerism in Higher Education

The increase in college student volunteering can also be attributed to the growing interest that higher education institutions have regarding the moral and civic development of their students. A review of relevant literature shows that high involvement in community service positively affects a number of student outcomes, including undergraduate degree attainment, graduate school attendance, alumni contributions, cross-racial interaction, and continued involvement in community service (Berger and Milem, 2002). It has also been shown that participating in community service can have many educational benefits for the student, including “having a positive attitude toward self, highly internalized moral standards, a desire to be involved in additional service efforts, and a belief that leadership and political interests are important aspirations” (Berger & Milem, 2002: p.87).

In a survey of more than 3,000 students from forty-two institutions researchers found that “student involvement in community service is associated with gains in academic engagement, civic responsibility, and life skills” (Colby, et al., 2003: p. 225). Each of these student development gains is discussed below.

Academic engagement: Academic involvement is the extent to which students work hard at their studies, the number of hours they spend studying, the degree of interest in their courses, and their study habits (Astin, Sax, & Avalos, 1999: p. 525). According to Astin and Sax (1998) one of the most common objections to volunteer participation during the undergraduate years is that volunteering consumes time and energy that the student might otherwise devote to academics. However in a longitudinal study performed by Astin and Sax (1998), the outcomes revealed positive effects of service on all 10 academic outcomes that were measured in the study. The academic outcomes included grade point average, retention in college, aspiration for educational degrees, increase in general knowledge, increase in field or discipline knowledge, preparation for graduate or professional school, academic self-concept, time devoted to studying, extra work done for courses, and amount of contact with faculty. Clearly the results of this study show that undergraduate service participation serves to enhance academic development.

Civic responsibility: In their study, Astin and Sax (1998) found that “participation in service activities during undergraduate years has positive effects on students’ sense of civic responsibility” (p. 256). They also found that as an outcome of service participation, students become more strongly committed to helping others, serving their communities, promoting racial understanding, doing volunteer work and working for nonprofit organizations (Astin & Sax 1998).

Life Skills: Finally, Astin and Sax (1998) found that volunteerism and service learning enhances students’ awareness and understanding of the world around them; this is referred to as life skills. The largest differences occurred in “understanding community problems, knowledge of different races/cultures, acceptance of different races/cultures, and interpersonal skills” (Astin & Sax 1998:p. 259). In addition to the life skills discussed by Astin and Sax (1998), the

Corporation for National and Community Service showed that “undergraduate volunteer experiences have a positive influence on many behavioral outcomes, including frequency of socializing with diverse people, helping others in difficulty, developing a meaningful life philosophy, and volunteering and participating in community action programs” (Colby, et al., 2003: p. 225).

Each of these outcomes, academic development, civic responsibility, and life skills has an immense impact on students’ development and their futures as volunteers.

Social Sororities and Fraternities

Social sororities and fraternities have also found their place in colleges and universities. The Greek community is made up of several different national governing organizations that oversee individual campuses organizations. The National Interfraternity Conference, National Panhellenic Conference, National Pan-Hellenic Council and National Multicultural Greek Council are four major councils that are represented across the United States. Each of these organizations has different purposes and values that speak to different college student populations.

The National Interfraternity Conference (NIC) is a “confederation of 62 men’s college fraternities with over 5,200 chapters on more than 800 campuses throughout Canada and the United States” (Anson & Marchesani, 1991: p. 25). The conference represents more than 400,000 collegiate members and boasts four and a half million alumni (Anson & Marchesani, 1991). The first fraternity Pi Beta Kappa, was founded in 1776. According to Anson & Marchesani (1991), the total number of fraternity members has increased by 178% since 1972, and the average chapter size has increased more than 50% to 54 students. The growth of the number of chapters and members within the NIC has also created a need for organization and

order. In 1955 the NIC was officially created to uphold the purpose of promoting scholarship, leadership, service, and friendship among fraternity members.

The National Panhellenic Conference (NPC) evolved gradually over time and is composed of women's fraternities. The conference functions as an organization to foster interfraternity relationships of 26 women's fraternities. In 1981, Kappa Kappa Gamma called the first meeting of women's fraternities to begin to plan for the future. The objective of the conference is to maintain fraternity and interfraternity relationships and to cooperate with college and university authorities to maintain high social and scholarship standards (Anson & Marchesani, 1991).

The National Pan-Hellenic Council (NPHC) is composed of nine National Greek letter community service fraternities and sororities. The NPHC is composed of more than 900,000 affiliated members in the United States and abroad. The history of NPHC dates back to 1906 when the Black Greek letter movement commenced on a predominantly white college campus to serve as a means of cultural interaction and community service (Anson & Marchesani, 1991). “NPHC organizations are unique with respect to other Greek letter organizations in that they have a profound commitment to providing community service and to uplifting/promoting the general public welfare” (Anson & Marchesani, 1991: p. 42).

The National Multicultural Greek Council (NMGC) emerged in the 1980s and 1990s to support Greek letter organizations that promoted the inclusiveness of all cultures, races, religions, and creeds. The NMGC is comprised of 13 member organizations that are typically Hispanic/Latino, Asian American, or multicultural in makeup. The national organization serves to unite Greek-letter fraternities and sororities under one national entity. The goals of the NMGC are to provide a forum that allows the free exchange of ideas, programs, and services as

well as awareness of multicultural diversity within collegiate institutions (www.nationalmgc.org).

Since their inception in 1776, these organizations have changed drastically. Their original purpose was to expand the social, scholastic, and professional interests of their members (Johnson, 1972). Their mottos, creeds, and purpose statements were filled with terms such as moral advancement, integrity, truth, goodness, social responsibility, sacred trust, and honor (Early, 1998). However, during their 200-year-old history on college campuses, social Greek-letter organizations have drastically changed in character, mission, and practice (Anson & Marchesani, 1991).

The introduction of the fraternity house to many college campuses in the 1890's marked the turning point of the fraternity system. Anson & Marchesani (1991) refers to the chapter house as the closing of the fraternity's intellectual, moral, and cultural "golden age" and over the next fifty years, the fraternity chapter's concerns changed drastically to social, recreational, and extracurricular activities (Anson & Marchesani, 1991). Fraternities continued with this trend and the general public began to notice. Interest in joining a Greek organization has also declined steadily over the past four decades (Astin, Oseguera, Sax, & Korn, 2002). In 1967, 34.7 percent of incoming freshmen expressed an interest in joining a sorority or fraternity, but by 2005 that number was down to 10.4 percent (Astin et al., 2002; Pryor, Hurtado, Saenz, Lindholm, Korn, & Mahoney, 2005).

In 2005, college and university presidents, the presidents of American Association of State Colleges and Universities, the National Association of Independent Colleges and Universities, the National Association of State Universities and Land-Grand Colleges, and Inter/national Greek organizations worked together to develop a presidential initiative to

transform the collegiate Greek environment. The outcome of this committee became known as *A Call for Values Congruence*, and it offered effective practices and policies for fraternity organizations that were grounded in the mission of higher education.

From this document a Model Collegiate Greek Community Standard was created. It offered several specific values that Greek chapters should enhance and promote amongst its members. Included in these standards were intellectual development, leadership development, and the promotion of developing citizenship through service and outreach.

Volunteerism has become increasingly more important to social Greek organizations, especially since the creation of the *Call for Values Congruence* (2005). It has always been a value of fraternity organizations, but since fraternity relevance has been questioned, it is now even more important to understand the positive contributions of social Greek-letter organizations.

Theoretical Approaches

Social Exchange Theory

Social exchange theory provides a general theoretical context for this study as it is used to help explain why people chose to volunteer. Social exchange theory builds on the basic economic proposition that people normally work or pay only when they receive something in return that they see as justifying their inputs (Kelly, 1998). The two important concepts of social exchange are of exchange and relationships. Kelly (1998) says that it “takes place between two parties that have some underlying relationship, be it participation in common activities, coexistence in a certain geographical area, or shared concerns about human conditions” (Kelly, 1998).

Social exchange theory also helps to explain why people volunteer. Wilson (2000) says that the basic premise for why people chose to volunteer is based on the profit that could be

made from the exchange. Wilson (2000, p. 222) cited seven reasons one may choose to volunteer:

1. costs and benefits of volunteer work, 2. having a stake in their volunteer work, 3. anticipation of needing help someday or have already received help and wanting to give something back, 4. benefits received from work, 5. receiving of awards, 6. solidary benefits such as socializing, and 7. to compensate for deprivations experienced in their full-time employment.

The cost/benefit analysis of volunteering is a very important issue that concerns many volunteers. The perception of what a person will be gaining from volunteering and the effort they will be putting out is often a deciding factor for volunteers. For students, the cost/benefit analysis is even more pertinent because they have a limited amount of time in which to explore activities outside of the academic realm.

Functionalist Theory

Functionalist theory focuses on individual motivations for volunteering as it maintains that one volunteers to satisfy one or more needs or motivations (Finkelstein et al., 2005; Finkelstein, 2008). The key component to the functional approach to volunteerism is satisfaction, and the proposition of the functional analysis is that people will continue to volunteer if their experiences fulfill their reasons behind helping (Clary et al., 1998; Finkelstein, 2008). In a study of volunteer motivations, Clary et al., (1998) defined six different functions that are potentially served by volunteerism. Finkelstein (2008) notes that individuals may be engaged in the same volunteer work, but for different reasons and these motivations may change over time. Through an exploratory study Clary and colleagues (1998) developed the Volunteer Functions Inventory (VFI). This functional analysis aids in understanding the reasons and purposes of volunteering. The six different functions that are served by volunteerism include; values, understanding, social, career, protective, and enhancement. These functions are further explained below.

The first function served by volunteering is values. According to Clary et al., (1998) values are related to the altruistic and humanitarian concerns for others. Understanding is the second function, and volunteerism allows for new learning experiences that may increase a person's knowledge, skill set and abilities. A third function served by volunteerism is the social function that may offer opportunities to work with friends or participate in an activity that is viewed favorably by important people (Clary et al., 1998). It also allows individuals to strengthen their social relationships. Career-related benefits are a fourth function served by volunteering. Students may possibly learn or maintain career-relevant skills while volunteering. The protective function of volunteering relates to the notion that volunteerism may reduce a person's guilt over being more fortunate than others. This function also serves to address personal problems an individual may have. Finally, the enhancement function "involves a motivational process that centers on the ego's growth and development" (Clary et al., 1998: p. 158).

Characteristics of Volunteers

America has long been considered a nation of joiners who contribute to the public welfare through their involvement as volunteers (Oesterle et al., 2004). National trends on volunteer participation often vary; however, it is clear that a substantial number of people in the United States commit a considerable amount of time to volunteering. Data gathering on volunteering in the United States did not begin until about a quarter of a century ago (Wilson, 2000), but a 1998 General Social Survey reported that 56% of the United States population reported some kind of volunteering at some point during the past year. The number of Americans who volunteer has increased each year since 2002 and a 12 percent increase was found between 2002 and 2005 (Eisner, 2005; Point of Light Foundation, 2006). Additionally,

the number of hours Americans spend volunteering has grown, but not at the rate as the number of volunteers (Preston, 2006).

The Corporation for National and Community Service revealed the results of a study of college student volunteers in 2006. The study reported that college students have been following the national trends of volunteering with an increase from 2.7 million in 2002 to 3.3 million in 2005 (Foster-Bey, et al., 2006). This rate of growth among college students is more than double the growth of adult volunteers at 20% and 9 % respectively.

Several other demographic characteristics have been researched pertaining to volunteer participation. Studies have found volunteering to be gender specific (Bussell & Forbes, 2001). In particular most studies have found that females volunteer more than males (Wilson & Musick, 197; Wilson, 2000); however, some have also reported that males volunteer more hours than females (Wilson, 2000). One reason that is often cited for the gender difference in volunteering is that “women consistently rate themselves (and are rated by others) as more empathic and altruistic than men (Greeno & Maccoby, 1993: p. 195). Women are also more often referred to as nurturers or caretakers, and they see volunteerism as an extension of their roles as mothers and housewives (Wilson, 2000). The United States Bureau of Labor Statistics (2007) reported that one-fourth of all men and one-third of all women volunteered. This statistic follows the national trend of college students with females (33%) volunteering at a higher rate than their male (26.8%) counterparts (Foster-Bey, et al., 2006).

Race and ethnic differences are also important in the study of volunteerism. Some studies show Whites volunteer at a higher rate than any other race or ethnicity (Foster-Bey, et al., 2006). Another report revealed that once other variables are controlled, Blacks volunteer at a slightly higher rate than Whites (Smith, 1994). A third group of studies concludes there is no

difference in volunteering once socioeconomic status is controlled (Carson, 1989; Latting, 1990). A 2007 study of volunteers in America found that of the total population 27.9% of volunteers were White, 18.2% were Black or African American, 17.7% were Asian and 13.5% were Hispanic or Latino (United States Bureau of Labor Statistic, 2007). The Corporation for National and Community Services review of college student volunteers (Foster-Bey, et al., 2006) found White college students volunteer at a rate of 32.0% whereas Black or African American students volunteer at 24.1 percent; other students volunteer at a rate of 22.9 percent.

Another demographic factor that is relevant to the study of volunteerism is age. Age is categories are typically identified as youth, adult, and elderly. A report of volunteers in 2007 revealed that 20.8% of individuals 16 to 24 years volunteer and 27.2% of individuals' age 25 years and over volunteer. Wilson and Musick (1997) stated "advancing years could lower volunteer activity if age is measuring a cohort effect (e.g. years of schooling)" (p. 698). Wilson (2000) also found the rate of volunteering falls during the transition to young adulthood because of the decrease in school-related activities and the increase in social freedoms. The Corporation for National and Community Service reported that college students are twice as likely to volunteer as individuals that same age who are not enrolled in college at 30.2% and 15.1% respectively (2006). They also found that college students enrolled as full time students volunteer more than part time students, 31.4% and 21% respectively. These varying rates of volunteerism by age are important in determining the demographics of college student volunteers and their behaviors as they progress through college.

Religion is another important demographic factor to discuss. Religious organizations and educational institutions are the main sources that promote cultural capital, which has been used to explain volunteer differences among religion. These organizations encourage the

development of prosocial and civic orientations, by promoting the major values of service charity and caring for others (Oesterle et al., 2004). “Studies of religion and volunteering find marked differences between religious and nonreligious respondents” (Wilson & Musick, 1997: p. 699).

While there is not much information on the specific religious affiliations and their impact on volunteering, it is important to note that church attendance is positively related to volunteering (Wuthnow, 1994).

From the review of this literature and several studies of volunteers, it appears that demographic characteristics are important to understanding volunteerism. These demographics can help determine the main characteristics of volunteers and provide information on helping to sustain these trends.

Level of Involvement

The level of involvement by sorority and fraternity members in relation to volunteerism is a topic that has not received much attention in research. However, plenty of research has been conducted on the relationship to leadership in Greek-letter organizations and binge drinking (Cashin, Presley, & Meilman, 1998; Plucker & Teed, 2004). Understanding the impact a member’s involvement can have on volunteer participation is essential to fully understanding Greeks as volunteers. An individual’s level of involvement within their sorority or fraternity can be measured by their participation in the chapter and their place of residence.

Every Greek-letter organization provides its members with multiple leadership opportunities. Members have the option to actively participate as a leader through executive board positions, chair positions, or other committee responsibilities. Many of these positions require a large commitment by the student of time and resources. If a student is willing to make the commitment to serve in such a capacity for the organization their level of involvement will automatically increase.

Another important component of involvement can be measured by a member's place of residence. Many organizations have chapter houses for members or find members living together in other residences. Living with other members of an organization or in the chapter house would lend the individuals to be a more active participant in the chapter. While no previous studies have focused on a member's place of residence and its effects on volunteerism, Nathan (2005) found that in her study of college freshman living in dorms more than one half of all students were involved in volunteer work.

It is important to understand the impact a member's level of involvement within their sorority or fraternity can have on their volunteer participation. This will prompt more research on the impact sorority and fraternity life can have on students.

Motivations of Volunteers

Volunteer motivations have become increasingly interesting to researchers for several reasons. First, an understanding of volunteers' motives can aid in recruiting and retaining volunteers. Second, it can help researchers determine what benefits volunteers gain from helping others. A review of the research literature on volunteer motivations revealed highly complex and varied theories. Two primary constructs in the motivation literature have been egoism and altruism. Egoism asserts that motives for volunteering are self-seeking, while altruism maintains that volunteers act primarily to help others (Winniford, Carpenter, & Grider, 1997). Another theoretical perspective is the functional approach of assessing volunteer motivations, which offers six functions that are potentially served through volunteerism (Clary, et al, 1998). Family background has also been shown to influence volunteer behavior.

Egoism suggests that behavior is caused by a belief that it will result in a desired goal or reward (Winniford, et al., 1997). Expectancy motivation theory discussed three factors that affect behavior: the need for achievement, the need for affiliation, and the need for power

(Mounter, 1985). This theory suggests that everyone is motivated by these needs, and it is a widely accepted explanation of motivation. For volunteers, this theory suggests that individuals will receive many different psychological gains in return for their efforts (Winniford, et al, 1997)

Altruism has recently received increased attention in research literature (Martin, 1994; Winniford, et al., 1997). It is defined by Smith (1981) as “an aspect of human motivation that is present to the degree that the individual derives intrinsic satisfaction or psychic rewards for attempting to optimize the intrinsic satisfaction of one or more other persons without the conscious expectation of participating in a exchange relationship whereby those others would be obligated to make similar or related satisfaction optimization efforts in return” (p. 23). He also discussed the relationship between altruism and volunteering from three different perspectives: the individual level, the group level, and the societal level (Smith, 1981). For colleges and universities this would equate to the student, student organization, and the college or university as a whole (Winniford, et al, 1997). Wakefield (1993) discussed that altruism is the very foundation of humanitarianism and should be more integrated into theories of motivation.

There are several considerations presented by researchers that recommend functionalist theorizing of volunteer motivations. In psychology, the themes of functionalism emphasize the adaptive and purposeful striving of individuals toward personal and social goals (Cantor, 1994; Snyder, 1993). Another core proposition of the functional approach “is that people can and do perform the same actions in the service of different psychological functions” (Clary & Synder, 1999: p. 156). For volunteers, this means that different individuals may perform the same volunteer activities but for different reasons, and that individual’s motives can change over time (Finkelstein, 2008). A third utility of the functional approach suggests that a person’s continuation with volunteering over an extended period of time depends on matching the reasons

for volunteering with the volunteer experience (Clary & Snyder, 1999; Finkelstein, 2008).

Finally, Clary and Snyder (1999) found “research stimulated by motivationally oriented analyses of a wide variety of cognitive, affective, behavioral, and interpersonal processes supports key functionalist themes” (p. 156).

Clary, et al. (1998) has theorized that the functional approach can be utilized in examining the motivations of volunteer activity. In their study, Clary, et al., (1998, p. 1517-1518) identified six personal and social functions served by volunteering: Values (to express values related to altruistic and humanitarian concerns for others); Understanding (to learn new experiences and the chance to utilize knowledge, skills, and abilities that might otherwise go unused); Social (opportunities to strengthen relationships); Career (for a new career or maintaining career-relevant skills); Protective (to reduce negative feelings of oneself or address one’s own personal problems); and Enhancement (to grow and develop psychologically). These six functions were found to be consistent with the results of previous studies of people’s reasons for volunteering (Clary & Snyder, 1999).

Each of these theoretical perspectives on motivations to volunteer offer more information to help determine why individuals begin or sustain their efforts as volunteers. It is important to identify these motivations for individuals within different organizations to determine if their involvement has a significant impact.

Bussell and Forbes (2001) noted that family background has been shown to be a significant predictor or motive for volunteering. Shure (1998) determined from her study of a sample of volunteers at Big Brothers/Big Sisters that individuals were more likely to volunteer if their parents had volunteered. Other factors she also considered were the effects of participating as a volunteer as a child.

Conclusion

This chapter presented a variety of knowledge on volunteerism as well as social sororities and fraternities. It is clear that participation in a social sorority or fraternity can have lasting positive and negative effects on students. The results of this study will provide information on the volunteer participation of members of social sororities and fraternities that will give researchers and practitioners directions for further study and programming.

CHAPTER 3 MEDTHODOLOGY

Purpose of the Study

This study utilizes a mixed methods framework designed to better understand volunteer participation among members of social sororities and fraternities. In this study, level of involvement within the chapter, motives, and demographic factors that impact a Greek member's engagement in volunteerism will be examined. Included are reviews of secondary data, observations, a survey of college students, focus groups, and a series of key informant interviews. A mixed methods framework was used in order to understand the context and nuances shaping volunteerism (through qualitative methods) as well as wider population level assessments of factors shaping student behaviors (through quantitative methods).

Unit of Analysis

Individual students will serve as the unit of analysis for this study. The motives, experiences and demographic factors will be used to determine their level of volunteer participation as well as factors that contribute to it. Focusing on the individual as the unit of analysis instead of the organization as a whole is especially appropriate in this study (Babbie, 1998). This is because individual actions and characteristics are key in understanding the trend in volunteerism among the population of social sorority and fraternity members. Using the individual as the unit of analysis will also help to ensure that the collected data is representative of the entire Greek-letter population at the University of Florida. This will also allow the findings to be generalized to other similar Greek communities elsewhere.

Type of Study

The type of study used in this research is primarily descriptive and cross-sectional. A cross-sectional study allowed the researcher to obtain a large number of participants while

keeping both time and resources at a minimum (de Vaus, 2001: p. 176). The events where the surveys were distributed were ideal for a cross-sectional study because a large portion of the total population was in attendance at each. A cross-sectional design is also ideal for describing characteristics of a population at a point in time (de Vaus, 2001: p. 176). The data that is collected from the population will enable the researcher to more accurately describe the volunteer characteristics of members of the entire Florida Greek community.

Study Population

Members of social sororities and fraternities at the University of Florida comprise the research population for this study. Social sororities and fraternities make up 15% of the overall student population at the University. The Greek community at this institution comprises 61 chapters with 5,176 members (Office of Sorority and Fraternity Annual Report, 2007-2008). Each of these 61 chapters belongs to one of four Greek Councils: Panhellenic Council (16 chapters), Interfraternity Council (26 chapters), Multicultural Greek Council (10 chapters), and National Pan-Hellenic Council (9 chapters) (Office of Sorority and Fraternity Affairs Annual Report, 2008). Each of the councils is explained below.

The Panhellenic Council

The Panhellenic Council serves as the governing body for each of the sixteen National Panhellenic Conference sororities on the campus. There are a total of 2,593 members in the Panhellenic Council at the university (Office of Sorority and Fraternity Affairs Annual Report, 2007-2008). The council works to facilitate the personal, academic, and professional development of its members through educational, service, and social activities.

The Interfraternity Council

The Interfraternity Council at the university serves as the governing council for twenty-six member fraternities with 2,237 members (Office of Sorority and Fraternity Affairs Annual

Report, 2007-2008). They are responsible for ensuring communication among the organizations and coordinating special events for the council.

The Multicultural Greek Council

The Multicultural Greek Council, referred to as the MGC, is the governing body of the internationally and nationally recognized ethnically based fraternity and sorority chapters at the university. The ten organizations have a total of 176 members (Office of Sorority and Fraternity Affairs Annual Report, 2007-2008). At the University of Florida, the Multicultural Greek Council tends to be mostly Hispanic or Latino and Asian American organizations.

The National Pan-Hellenic Council

The National Pan-Hellenic Council, referred to as the NPHC, is composed of nine historically-Black Greek Letter organizations with a total of 132 members at the university (Office of Sorority and Fraternity Affairs Annual Report, 2007-2008).

Sampling Methods

Random sampling was taken from participants at two separate service events that consisted of a large sample of the Greek population. “With random sampling, each unit of the population has an equal probability of inclusion in the sample” (Bryman, 2001: p. 90). The researcher identified the overall population of Greeks to be 5,176 members (Office of Sorority and Fraternity Affairs Annual Report, 2007-2008). It was then determined approximately 350 questionnaires would be needed to be statistically representative of the population at the university (Issac and Michael, 1997). This number of responses was sufficient to statistically represent the local population at a confidence level of 95% with a margin of error of +/- 5% (Isaac and Michael, 1997). The sample population was determined based on random sampling; however, the researcher did sample in a non-random manner. In this study, the sampling method may be looked at as non-probability sampling. It may be considered non-probability because a

convenience sample was used in this study by virtue of its accessibility. Convenience samples are very common among organization studies (Bryman, 2001: p.100).

The survey was distributed a third time through an the Internet. The survey was distributed as a Census of all members of the Greek community. An initial pre-notice email was sent out to notify the students of the survey, which according to Dillman (2000) is done in order to leave a positive impression on the recipients so they will be more inclined to complete the survey when it arrives a few days later. Students were also instructed not to complete the survey if they had previously done so during the other data collection activities. Dillman (2000) also recommended shortening the time between notifications from one week to a few days. Four days later the survey was sent out to all Greek members. A final survey reminder was sent out three days after the initial survey. The online survey resulted in an additional 644 surveys.

Sample Validation

The sample of respondents was validated by comparing survey respondent characteristics to the existing data on the overall University of Florida Greek population documented in the annual report for the year in which the surveys were taken. The annual report uses statistics from the Fall and Spring semesters of the school year.

Table 3-1. Greek Council membership sampling

Greek Council	Total members	Percent of population	Total surveyed	Percent of respondents
Panhellenic	2,593	50.0%	545	62.9%
IFC	2,237	43.2%	233	26.9%
MGC	176	3.4%	27	3.1%
NPHC	132	2.5%	62	7.1%
Total	5,176	100%	868	100%

It is clear from Table 3-1 above that the sampling numbers were not exactly proportional to the Greek councils. However, the number of surveys collected from each council was

consistent with the overall pattern of the population, and there was only a slight variation for the two smaller councils. In this study, our purpose was not to measure subgroups of the Greek population but to garner a sample from the entire population.

Data Collection Methods

To accomplish the research goals, a mixed methods approach was used. The study consisted of key informant interviews, surveys, focus groups, and secondary data. Each of these approaches provided a unique insight into the factors shaping volunteerism.

Key Informant Interviews

Key informant interviews were performed at two separate times during this study. A key informant is “someone who offers the researcher perceptive information about the social setting, important events, and individuals” (Bryman, 2001: p. 540). The first key informant interviews were the initial approach to preliminary data collection, which were also used to gain information needed to better tailor the survey. The second set of key informant interviews were performed after the survey data was collected to enhance the interpretation of results. The informant interviews also aided in the development of focus group protocols that were later used to probe chapter presidents on their members’ volunteer motivations.

Eight informant interviews were conducted. The informants were chosen based on their familiarity with sororities and fraternities as well as their knowledge of community service and volunteerism. The first set of interviews was conducted with the UF director and assistant director of the Office of Sorority and Fraternity Affairs and two faculty members from the University, one working on volunteerism and the other on non-profit organization administration.

The second set of interviews consisted of the director and assistant director at the UF Center for Leadership and Service after the survey data collection was complete. Two members

from the community who work with non-profit organizations were also consulted after the data collection; they included the executive director of the Boys and Girls Club as well as the house manager for the Ronald McDonald House. Each of these organizations has a high rate of volunteerism from social sororities and fraternities.

The interviews were typically thirty minutes in length and were conducted at the informant's office. The questions that were asked aided in the understanding of the context of volunteerism among members of social sororities and fraternities, as well as provided information to help develop the survey. The informants who were interviewed after the collection of the survey data were able to provide information regarding the results. The purpose was to help expose underlying motives of volunteer participation that may not have been revealed from the survey.

Questionnaire Development and Survey Implementation

Subsequent to the key informant interviews was a survey of college students involved in Greek organizations. A questionnaire measuring a variety of concepts and variables related to volunteer participation was developed. The use of a questionnaire was the most appropriate method for data collection because it allowed the researcher to draw wider data from a large population at a minimal cost; it was quick to administer; and it was convenient for the respondents (Dillman, 2000; Bryman, 2001). The questionnaire used in this research was anonymous because some of the questions in the survey asked personal or identifier information, and the Office of Sorority and Fraternity Affairs at the university asked that the students' identities be kept anonymous during the process. "Anonymity is guaranteed when neither the researchers nor the readers of the findings can identify a given response with a given respondent" (Babbie, 2007: p. G1).

The survey drew on research related to the population and volunteer participation.

Equally important, the questionnaire utilized items that had been tested and validated in previous studies. These steps helped ensure a reliable and valid survey instrument. This survey also utilized a Tailored Design Model, designed to maximize response rates (Dillman, 2000).

Additionally, an expert panel was used to review the questionnaire. Included were faculty members actively involved in volunteerism research, non-profit organization administrators, and staff members working for the university Office of Sorority and Fraternity Affairs. Based on feedback from these individuals, appropriate modifications were made. A pilot test of the questionnaire was not performed due to time constraints and the ability to collect data at two, separate, large community service events. The events were scheduled to take place shortly after the researcher began preparation for the study.

The survey was distributed to members of Greek-letter organizations at the University of Florida during the Spring 2007 semester and the Spring 2008 semester. The data collected offered information pertaining to each of the concepts under investigation including: level of involvement within the organization, motives to volunteer, and demographic characteristics of the participants. At the time of this study, 5,176 students were members of the Greek community at the university (Office of Sorority and Fraternity Affairs Annual Report, 2007-2008).

The opportunity to collect data from the study population presented itself at two major community service events and later through an online survey sent to a list-serve of all Greek members. The two events included a service event specifically for Greek-letter organizations and a volunteer event with a mixture of Greek and non-Greek students. These events allowed the researcher to distribute the survey to many participants at one time and at a minimal cost. The survey was distributed one final time via an email to all members of the Greek community.

The first event was a large Greek community service project known as Florida Greek Service Day. On this day more than 900 undergraduates from the Greek community performed service across the community (Office of Sorority and Fraternity Affairs Annual Report, 2007). Each student participating in the event was required to attend a morning event. Members from all four Greek councils at the university were in attendance at the registration process, which did help in obtaining surveys from a representative population. There were, however, several limitations to survey implementation. The main challenge was that many of the participants were underclassmen, specifically first or second year students. The second limitation was the actual time the survey was distributed; due to the increased amount of activity at the event it was difficult to get students' attention long enough to complete the survey. A total of 141 surveys were collected from the service day event (16% response rate).

The survey was distributed at a second event in which a large percentage of the Greek community participated in service later in the same semester. The researcher distributed the survey at a second service event in order to provide a more representative sample, as the population was more representative of all classes of Greek members. The event consisted of volunteers for Dance Marathon. The volunteers were helping to facilitate the event, which consisted of more than 650 students staying awake and on their feet for 32-hours. The survey was distributed during the volunteer orientation the day before the event. Approximately 250 student volunteers were in attendance for the orientation. The researcher personally asked participants if they were members of a social sorority or fraternity. If the student responded yes, they were then asked to fill out the survey on volunteerism. A total of 83 surveys were collected from this event (33% event response rate; 20% cumulative response rate for the two events).

The final survey sample was taken through an online survey the following year. The survey was emailed to 5,176 students and a total of 644 were collected (13% response rate; 22% cumulative response rate for all three events). A total of 45 surveys were returned to the researcher due to a full mailbox or an error with the email system.

A total of 868 questionnaires were obtained throughout the study. The details of the number of surveys that were rejected are not exact; however, the researcher was able to make an estimate based on the total number of Greek-letter participants at the events.

Table 3-2. Sampling and survey response by event

Event	Total Greek-members	Total Questionnaires Attained
Service Day	900	141
Dance Marathon	250	83
Email Survey	5176	644

Focus Group Research

The final data collection method utilized was focus groups consisting of organization members who were currently or had previously served as chapter presidents. A focus group is “a form of group interview in which there are several participants (in addition to the moderator/facilitator); there is an emphasis in the questioning on a particular fairly tightly defined topic; and the emphasis is upon interaction within the group and the joint construction of meaning” (Bryman, 2001: p. 539). Focus groups were conducted to supplement the survey results. Specifically, they were designed to expose underlying motives of volunteer participation that may not have been revealed from the survey data.

The focus groups were conducted at several different times throughout a school week. An initial email was sent out to all current and past chapter presidents with the date, time, location, and description of the focus group. A reminder was sent to each group the day before the scheduled focus group.

A total of four focus groups were conducted, allowing one per Greek council, and consisting of three to five members in a group. The groups were divided in this way to ensure comfort and interaction among the members. The questions that were asked of the student leaders pertained to their individual volunteer experiences as well as their chapter volunteer experiences. The following are a list of the main questions that were used in the focus group protocol. Probing questions were also used as necessary.

1. What would you say your reasons are for volunteering?
(Money, recognition, to set an example, others will return the favor, to get acquainted with people, duty as a Greek, asked by UF leaders, asked by OSFA, urged by friends, achieve career goals, meeting important people)
2. What would you say are your members' reasons for volunteering?
Are there differences between older and younger members?
What other differences did you see?
3. Do your members volunteer on their own or only for your chapter?
Are they civically active in general, are they volunteering because your organization expects them too, or both?
4. Does your chapter require volunteering?
What are your members' reactions?
5. What were some of the motivational techniques that your chapter used to get your members to volunteer?
What are some of the obstacles to getting your members to volunteer?

Concepts and Variables

This study will focus on four concepts: level of involvement in a sorority or fraternity chapter, motives for volunteerism, volunteer participation and demographic characteristics. The following are explanations of the concept, the variables used to measure the concept, and the process of how each concept will be measured. The questions that relate to each concept are shown in Figure 3-1 at the end of this section.

Concept: Demographic Characteristics

There are several variables that were determined as demographic characteristics, including: year in school, Greek council affiliation, time in sorority/fraternity, gender, age, race/ethnicity, religion, and place of residence. Each of the variables was operationalized through the questions below, and the data was collected through a survey.

Table 3-3. Demographic questions

Item	Question and responses	Label
1	What year are you in school? 1. First year 2. Second year 3. Third year 4. Fourth year 5. Fifth year or more	Academic Status
2	Which Greek council does your sorority or fraternity belong to? 1. Interfraternity Council (IFC) 2. National Pan-Hellenic Council (NPHC) 3. Panhellenic Council (PC) 4. Multicultural Greek Council (MGC)	Council
3	How many years have you been a member of your sorority or fraternity? 1. This is my first year 2. 1 year 3. 2 years 4. 3 years 5. 4 years or more	Years Active
36	Are you: Male or Female	Gender
37	How old are you?	Age
38	Which of the following best describes your racial or ethnic background? 1. White/Caucasian 2. African American 3. Asian 4. Hispanic/Latino 5. Native American 6. Other	Race/ Ethnicity
39	Which of the following best describes your religious background? 1. Protestant 2. Catholic 3. Muslim 4. Jewish 5. Other	Religion

Concept: Level of Involvement

Several variables were used to determine the level of involvement in a sorority or fraternity. The variables include place of residence and positions held in sorority or fraternity. These variables were created by the researcher as no other validated survey provided questions that pertained specifically to social Greek-letter organizations. These variables were measured through the collection of survey data and the following statements were used to operationalize these variables.

Table 3-4. Involvement questions

Item	Question and responses	Label
4	Where do you live? <ol style="list-style-type: none">1. I live on campus2. In a sorority or fraternity house3. With my parents4. In an apartment or house with my roommates5. In an apartment or house by myself6. In an apartment or house with other sorority or fraternity members	Residence
5	Have you ever held an office or position within your sorority or fraternity? <ol style="list-style-type: none">1. President2. Other executive position3. Chair position4. Other position5. I have never held an office	Position

Concept: Motives for Volunteering

This concept was measured by three matrices of questions. The two variables include reasons for volunteering and the effect of family and youth on volunteering. Each of the matrices was designed to collect this information through a survey.

Secondary data was collected on motives for volunteering through a series of key informant interviews and focus groups. This allowed for the reliability of the self-report data to

be compared and assessed. Many of these items were established from previous research (Clary et al., 1998) and, where appropriate, new items were created for this unique population.

Table 3-5. Volunteer motivation questions

Item	Question and response	Label
11-21	<p>People have many reasons for volunteering. How important would each of the following reasons be in your decision to take part in a volunteer activity?</p> <p>(1-Not at all important to 5-Very Important)</p> <ul style="list-style-type: none"> 11. Monetary compensation 12. Recognition or local prestige 13. To set an example for others 14. I believe that others will eventually return the favor 15. It is a good way to get acquainted with people 16. I feel I have a duty as a sorority/fraternity member 17. If I were asked by University leaders 18. If I were asked by the Greek Office 19. If I were urged by friends 20. Opportunities to help me achieve my career goals 21. Meeting important people 	Money Recognition Set Example Other return favor Meet others Duty as Greek Asked by university Asked by Greek office Urged by friends Achieve career goals Meet important people
22-29	<p>Please check the boxes that best describe why you participate in volunteer activities. Is it because...</p> <p>(1-Not a reason, 2-A slight reason, 3-A strong reason)</p> <ul style="list-style-type: none"> 22. You are actively involved in your church 23. You need to volunteer to maintain a scholarship 24. It is a class or course requirement 25. You need to in order to maintain membership in an organization 26. You receive personal satisfaction 27. You enjoy serving your community 28. You are committed to the cause 29. You enjoy socialization with others 	Involved in church Maintain scholarship Class requirement Membership requirement Personal satisfaction Enjoy serving community Committed to cause Enjoy socialization
31-34	<p>What effect did your family or youth experiences have on your current volunteering?</p> <ul style="list-style-type: none"> 31. Participating in civic activities that promoted volunteering as a young child 32. Participating in civic activities that promoted volunteering in high school 33. Participating in educational activities that required volunteering in high school 34. My parents/guardians frequently volunteered 	Civic activities as a child Civic activities in high school Educational activities in high school Parents/guardians volunteer

Concept: Volunteer Characteristics (Dependent Variable)

This concept was operationalized through a series of questions pertaining to volunteer participation. The first question instructed the respondent to indicate how often they participate in Greek functions: mandatory, non-mandatory, service and social events. The responses ranged from “Never” (=0) to “All of the time” (=4). Several questions were then asked to determine the respondent’s level of participation in their sorority or fraternity and volunteerism. The survey asked respondents “overall, how often do you participate in your sorority or fraternity” and “overall, how would you describe your level of volunteer participation.” The responses ranged from “Not at all active” (=0) to “very active” (=5). Each of these variables was operationalized in the form of the questions below and was added to the survey for data collection.

Table 3-6. Volunteer characteristic questions

Item	Questions and responses
6-9	How often do you participate in... <i>(Never = 0 to All of the time = 4)</i> 6. Mandatory sorority or fraternity functions? 7. Non-mandatory sorority or fraternity functions? 8. Service events through your sorority or fraternity? 9. Social events through your sorority or fraternity?
10	In general, how would you describe your level of participation in your sorority or fraternity? <i>(0-Not at all active to 5-very active)</i>
35	In general, how would you describe your level of participation in your sorority or fraternity? <i>(0-Not at all active to 5-very active)</i>
35	Overall, how would you describe your level of volunteer participation? <i>(0-Not at all active to 5-Very active)</i>

The above six questions were posed to determine the overall level of volunteer participation of the respondent. These questions were then grouped to form a single summative index. The data were first factor analyzed using several models/rotations (principal axis factoring and least squares methods with a varimax, quartimax, and direct oblimin rotations). The criteria established in advance of the selection of factor items were: a factor loading of .35 or higher; at least a .10 difference between the item’s loading with its factors and each of the other

factors; and interpretability (Kim & Mueller, 1978). In all analyses, two models were identified which had eigen values of greater than 1.0. Additionally, a review of the scree test plots indicated that a one factor solution was most appropriate. A one factor model was chosen for this study because the primary purpose was to examine the overall volunteer characteristics of the Greek student population. Chronbach's Alpha of .75 was reported.

Table 3-7. Listing of concepts, variables and survey Questions

Concept	Variables	Survey Questions
Demographic Factors		
	Year in college	1
	Greek council affiliation	2
	Years active in sorority/fraternity	3
	Gender	36
	Age	37
	Racial/ethnic background	38
	Religion	39
Level of Involvement		
	Where do you live	4
	Office or position	5
Motives for volunteerism		
	Reasons for volunteering	11-21, 22-29
	Effect of family/youth on volunteering	31-34
	Sorority/fraternity emphasis on volunteering	30
Volunteer Characteristics (Dependent Variable)		
	Level of participation sorority/fraternity	6-9, 10
	Level of participation volunteer	35

Reliability and Validity

Validity was established in this study by the following steps. First was to assess content validity. “Content validity depends on the extent to which an empirical measurement reflects a specific domain of content” (Carmines & Zeller, 1979: p. 20). In this study the researcher consulted several different sources to develop the questionnaire. According to Rattray and

Jones, (2007), “items can be generated from a number of sources including consultation with experts in the field, proposed respondents and review of associated literature” (p. 237). To develop this questionnaire, outside research was consulted to examine different volunteer motivations. Experts in the field of volunteerism and sorority and fraternity affairs were also consulted to review the questions that had been developed.

Many steps were also taken during the development of the questionnaire to ensure validity. “The type of question, language used, and order of items may all bias response” (Rattray & Jones, 2007: p. 237). In this questionnaire the researcher decided to use close-ended questions. This type of question was used because it is “less demanding for the respondent and much easier to code and analyze” (Salant & Dillman, 1994: p. 82). The researcher also added a few partially close-ended questions such as ‘other, please specify.’ This allowed the respondents the option of creating their own choices, however “most respondents select one of the offered categories rather than developing their own” (Salant & Dillman, 84). To help ensure that the respondent would chose from one of the offered categories, the researcher took great care in identifying answer choices. Placement of the questions on the questionnaire was also done carefully. The initial questions in the survey were relatively straightforward and easy to answer. They were designed to allow participants to begin to think about their volunteer experiences and their participation in their fraternity/sorority.

Demonstrating reliability in questionnaires can be done using statistics. Rattray and Jones (2007) suggest using the Cronbach’s α to do this. “This statistic uses inter-item correlations to determine whether constituent items are measuring the same domain” (Rattray & Jones, 1995). In social sciences, a Cronbach’s Alpha of .60 or higher is considered acceptable

(Kim & Mueller, 1978). In this study, related survey questions were divided into groups to form indexes.

CHAPTER 4 RESULTS

Multiple statistical analyses were conducted in order to answer each of the research questions. Frequency analysis and bivariate correlations were used to determine the relationships between and among selected independent variables and level of volunteerism (dependent variable) (Tabachnick & Fidell, 1996; Babbie, 1998). This exploratory analysis facilitated the identification of control and nonsignificant variables. Then, analysis of variance was used to compare responses to various items across different groups.

A series of multiple linear regression models treating conceptual groupings individually was then used to provide an analysis of the impact of each on volunteerism. Multiple linear regression shows how the independent conceptual groupings simultaneously account for variation in volunteerism (Tabachnick & Fidell, 1996; Huck & Cormier, 1996; Babbie, 1998).

The findings of the quantitative data analysis were compared to and clarified by key informant interviews. This process allowed for a greater understanding of the conditions shaping volunteerism, and enhanced the validity of the data and conclusions drawn from the study (Brewer & Hunter, 1989; Tashakkori & Teddlie, 1998). The qualitative data offered insight into areas not explored in the survey.

Before any statistical tests were performed, a t-test was used to determine if the data drawn from the two points in time were statistically different. A significant difference between the two groups was found ($t = 3.235$, $p = .001$), with the first data collection period reporting a mean volunteer score of 25.35 and the second period reporting 24.50. The difference however, was attributed to the large variance in sample size and the mainly younger respondents present during the first data collection. Based on the objectives of the research and the fact that all respondents were drawn from a single population, the researcher chose to treat all data as a single dataset.

Summary Statistics

Demographics

Demographic summary statistics are reported here using the responses from a sample of 868 respondents. The demographics reported include; age, gender, race, religion, Greek council affiliation, number of years active in a Greek-letter organization, and academic status.

These summary statistics revealed several interesting facts regarding the sample population. The frequency of participation remained relatively constant over all age groups but dropped significantly by the age of 22. This correlates with the number of years a member has been active in a Greek-letter organization. The response frequency drops after the third year of membership, which is typically around the age of 22.

Response frequency by gender showed that females (71.3%) were far more likely to respond than males (28.7%); however, the population of the Greek community is more evenly divided females (52.9%) and males (48.1%). The respondents' Greek Council affiliation was closely in-line with the total Greek population; however, the Multicultural Greek Council (3.1%) responded at a slightly lower rate than the National Pan-Hellenic Council (7.1%), which is slightly off from their total population of 3.4% and 2.5% percent respectively.

The large majority of survey participants responded to the race demographic as White/Caucasian (83.7%) and the religion demographic as Protestant (28.3%) or Catholic (37.1).

Table 4-1. Summary statistics of demographic variables

Demographic Characteristics (n=868)	Frequency	Valid Percent
AGE		
18	121	14.0%
19	201	23.3%
20	251	29.1%
21	202	23.4%
22	76	8.8%
23	10	1.2%
GENDER		
Male	248	28.7%
Female	615	71.3%
RACE		
White/Caucasian	724	83.7%
Hispanic/Latino	79	9.1%
African American	38	4.4%
Asian	15	1.7%
Native American	1	.1%
Other	8	.9%
RELIGION		
Protestant	243	28.3%
Catholic	318	37.1%
Muslim	5	.6%
Jewish	139	16.2%
Other	153	17.8%
GREEK COUNCIL		
Panhellenic	545	62.9%
IFC	233	26.9%
MGC	27	3.1%
NPHC	62	7.1%
YEARS ACTIVE		
First year	273	31.5%
One year	91	10.5%
Two years	208	24.0%
Three years	194	22.4%
Fours years or more	102	11.8%
ACADEMIC STATUS		
First year	196	22.6%
Second year	252	29.1%
Third year	224	25.8%
Fourth year	173	19.9%
Fifth year or more	21	2.4%

Bivariate Analyses

Bivariate analyses were examined to determine the relationship between volunteerism dependent variables and demographic variables. Bivariate analyses were also conducted to determine the effect, if any, that demographics (age, gender, race/ethnic origin, religion, academic year, council affiliation, number of years active in Greek organization) had on other variables in the study. The significant results are reported in this section and also appear in the Appendix.

Demographics by Volunteerism (Dependent Variable)

Demographic variables may affect volunteerism independent of level of involvement and volunteer motivations. These distinctions are important to identify in order to determine the directional relationships between these variables.

Pearson's correlations were used to determine if there was a relationship between demographic variables and volunteerism. In this study, gender, Greek council affiliation, the number of years active in a Greek organization, and academic status were the most influential demographic characteristics. Several of the volunteer variables differed by these demographics.

Gender was significantly different across several components of the dependent variable, including: attendance at non-mandatory events ($\chi^2 = 41.976$, $p = .000$), service events ($\chi^2 = 13.679$, $p = .008$), social events ($\chi^2 = 30.834$, $p = .000$), participation in sorority or fraternity organization ($\chi^2 = 16.038$, $p = .003$), and overall self-report level of participation with volunteerism ($\chi^2 = 11.438$, $p = .022$). Females were more likely to report some of the time to most of the time while males were more likely to report most of the time to all of the time.

Greek council affiliation also showed significant differences across several components of the dependent variable. The significant differences were associated with attendance at non-mandatory events ($\chi^2 = 44.895$, $p = .000$), service events ($\chi^2 = 33.827$, $p = .001$), social events (χ^2

$\chi^2 = 31.559$, $p = .002$), participation in sorority or fraternity organization ($\chi^2 = 35.126$, $p = .000$), and overall self-report level of participation with volunteerism ($\chi^2 = 30.935$, $p = .000$). Overall MGC (Multicultural Greek Council) tended to be more active than each of the other councils.

The number of years active in a Greek organization was significantly different with attendance at mandatory events ($\chi^2 = 57.328$, $p = .000$), non-mandatory events ($\chi^2 = 37.359$, $p = .002$), service events ($\chi^2 = 50.429$, $p = .000$) and participation in sorority or fraternity organization ($\chi^2 = 29.951$, $p = .018$). These significant differences showed that, in general, as the number of years active in a Greek organization increased, the level of participation decreased.

Finally, there was a significant difference associated with components of the dependent variable and academic status. The significant differences included: attendance at mandatory events ($\chi^2 = 74.265$, $p = .000$), non-mandatory events ($\chi^2 = 29.302$, $p = .022$), service events ($\chi^2 = 31.549$, $p = .011$), participation as a volunteer ($\chi^2 = 11.502$, $p = .021$), and participation in sorority or fraternity organization ($\chi^2 = 36.914$, $p = .002$). This demographic variable also showed that as academic status increased, the amount of participation decreased.

The remaining demographic variables (age, race/ethnic origin, and religion) did not reveal many significant differences based on the components of the dependent variable.

Next, t-tests and ANOVAs were run to examine the relationships between these demographic variables and volunteerism. Significant differences were found for several of the demographic variables. However, t-tests showed no significant difference by gender and ANOVA showed no significant difference by religion. Post hoc comparisons appear in Appendix H.

ANOVA tested age against volunteerism and found that there was a significant difference ($F = 4.306$, $p = .001$). Post hoc tests indicated that as age increased, volunteerism decreased from

18 years with a mean score of 24.58 to 22 years showing a mean score of 24.01. At the age of 23, there was again a significant rise in volunteerism with a mean score of 25.11.

ANOVA tests found a significant difference was between Greek council affiliation and volunteerism ($F = 8.310$, $p = .000$) with IFC reporting a mean of 25.28, NPHC reporting a mean of 25.36, MGC reporting a mean of 26.62 and PC reporting a mean of 24.31.

Academic status showed a significant difference ($F = 6.723$, $p = .000$) as well. Post hoc tests revealed that volunteerism rose steadily over the first two years and peaked around the second year as a student. The mean scores declined drastically over the final two years as a student.

Race group also affected volunteerism. A significant difference was found between race and volunteerism ($F = 9.643$, $p = .000$) with White reporting a mean score of 24.42, Black reporting a mean score of 26.97, Hispanic reporting a mean of 25.74, Asian reporting a mean score of 26.21, and other reporting a mean of 27.50.

ANOVA tested the number of years involved in a Greek organization against volunteerism and determined that years involved affected the total volunteer scores. Post hoc tests indicated that as the time involved increased, the total mean score decreased.

Demographics by Independent Variables

Pearson's correlations were also used to explore the possible relationships between the independent variables (level of involvement in Greek organization, volunteer motivations) and each of the demographic variables.

These tests indicated that Greek council affiliation, the number of years active in a Greek organization, gender, age, and academic status differed significantly on several components of the independent variables. The significant results are reported in the Appendix.

Race/ethnic origin and religion were not significantly different when compared with each of the independent variables.

Multivariate Analysis

Multiple linear regression was used next to determine the specific variables that most significantly affected volunteerism. Regressions models were run for demographics, level of involvement, and motivations of volunteerism against overall volunteerism in three separate models. The fourth model consisted of all of these variables together and a fifth reduced model was then developed to show the independent variables that were most significantly related to volunteerism.

Model 1. The first model focused on the relationship between each of the demographic components and volunteerism. Demographic variables that consisted of nominal data were recoded into dummy code variables. Race and religion were recoded and lumped into different groups due to small cell size. Race was coded into White, Black, Hispanic, and other. The other race variable consisted of those participants that identified as Asian, Native American, or other. These were coded as one variable due to the low response rate for each category. White was not included in the model as it was held constant and served as the reference group for the race variables. Religion was recoded into Catholic, Protestant, Jewish, and other. Catholic was excluded from the model as it was held constant and served as the reference group for the religion variables. Greek Council was the final demographic variable recoded. The variable was grouped as Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), Multicultural Greek Council (MGC), and Panhellenic Council (PC). Panhellenic Council was excluded from the model and served as the reference group for Greek council affiliation. The other demographic variables that were included in the first model were gender, age, academic status, and the number of years active in a Greek-letter organization.

The model was found to be statistically significant ($F = 6.568$, $p = .000$) and accounted for approximately 8% of the variance in volunteerism (Adjusted $R^2 = .082$). Each of the following variables was found to be statistically significant in this model: age, Black, Hispanic, other race, Jewish, other religion, and the Multicultural Greek Council. This model showed that as age of the Greek member increased their volunteerism decreased. Academic Status was also statistically significant and found that there was a negative correlation to volunteerism; as age increased overall volunteerism decreased.

This model revealed the relationship between race and volunteerism. It showed that those students who identified as Black, Hispanic, or other were more highly correlated with volunteerism than those that identified as White. Religion also revealed that students who identified as Protestant, Jewish, or other were negatively correlated with volunteerism when compared with those who identified as Catholic.

Model 2. The second model consisted of variables associated with the level of involvement in a Greek-letter organization. These variables consisted of holding an office within the chapter (President, other executive office, chair position, other position, no office) and the members' place of residence (in a chapter house, with fraternity or sorority members, with other friends, on campus, alone). Each of these variables was recoded into dummy code variables. The model excluded no position and living in the chapter house as these were held constant and served as the reference group.

The model was found to be statistically significant ($F = 14.725$, $p = .000$) and accounted for approximately 11% of the variance in volunteerism (Adjusted $R^2 = .105$). Serving as a chapter president, an executive member, holding a chair position, living with other sorority or fraternity members or with friends were all found to be statistically significant. The model

revealed that holding an office within a Greek-letter organization was associated with higher volunteerism. The model also showed that while living in a chapter house was associated with higher volunteerism, living with other friends or sorority/fraternity members was negatively associated with volunteerism.

Model 3. The third model included the motivations that affect volunteerism. The 25 variables that were used to determine volunteer motivations were entered into this model and were statistically significant ($F = 9.015$, $p = .000$). The model accounted for approximately 19% of the variance in volunteerism (Adjusted $R^2 = .192$).

A total of eight variables were found to be statically significant as motivations to volunteer, including: to set an example, duty as a Greek, asked by Greek office, class requirement, organization membership, enjoy serving community, civic activities as a child, and the level of emphasis placed on volunteerism by sorority or fraternity. Each of the variables was positively related to volunteerism, except for class requirement and organization membership.

Model 4. The fourth model was a comprehensive analysis that simultaneously included all variables (demographic variables, involvement variables, motivation variables). This model was found to be statistically significant ($F = 11.381$, $p = .000$) and it accounted for 36% of the variance in volunteerism (Adjusted $R^2 = .360$).

These variables were found to be statistically significant: race, years active in sorority/fraternity, holding a position in chapter, living with friends or others. The following volunteer motivations were found to be statistically significant: setting an example, asked by Greek office, volunteering to fulfill a membership requirement, enjoy serving your community, participated in civic activities as a child, and the emphasis that the sorority/fraternity placed on volunteerism. Membership requirement, living with friends or others, and the number of years

active in sorority/fraternity were negatively related to volunteerism, and the remaining variables were positively related to volunteerism.

Each of the race variables was found to be statistically significant in this model. Again, Black, Hispanic, and other race were positively correlated with volunteerism. Religion showed Protestant as positively correlated with volunteerism; however Jewish and other were negatively correlated. Each of the four Greek councils was also found to be positively correlated with volunteerism.

Reduced model. The reduced model consists of variables that were found to be the most important to overall volunteerism and was statistically significant. This final reduced model was statistically significant ($F = 24.113$, $p = .000$) and accounted for 36% of the variance in volunteerism (Adjusted $R^2 = .362$). Twenty variables were found to be statistically significant. The demographic variables included: gender, academic status, race, and the number of years active in sorority/fraternity. Gender revealed that women were more active than men as volunteers. Academic status produced a negative significance revealing that as students progressed through college, their involvement with volunteerism declined. The same was true of involvement within a Greek organization. As members progressed in their sorority or fraternity, their involvement with volunteerism decreased. Race differences revealed that students identifying as Black, Hispanic, or other were more highly associated with volunteerism than those students who identified as White, the reference group.

All but one of the involvement variables were found to be statistically significant. Serving as president, holding any other executive position, chair position, or other position were more highly related to volunteerism than the reference group of holding no position. Living with

sorority or fraternity members or others were significantly lower than those who lived in a chapter house.

Eight of the motivations were statistically significant in this model. To set an example, having a duty as a Greek, being asked by the Greek office, enjoyment with serving the community, participating in civic activities as a child, and the emphasis on volunteerism by a sorority or fraternity were positively correlated with volunteerism. Meeting important people and volunteering as a membership requirement were negatively associated with volunteerism.

Table 4-2. Comparison of three multivariate models on volunteerism

	Model 1	Model 2	Model 3	Model 4	Reduced
Demographic Variables					
Gender (males = 0, females = 1)	-.100			-.099	-.130***
Age	-.012			-.031	
Academic Status	-.269			-.149	-.156***
Race					
Black	.194***			.106**	.115***
Hispanic	.085**			.076**	.080***
Other	.090**			.076**	.090***
Religion					
Protestant	-.006			.003	
Jewish	-.088**			-.054	
Other	-.075*			-.008	
Greek Council					
IFC	.044			.052	
NPHC	.003			.035	
MGC	.102**			.046	
Years Active	.131*			-.193***	-.215***
Involvement					
President		.155***		.117***	.129***
Other Executive Position		.137***		.158***	.171***
Chair Position		.132***		.158***	.158***
Other Position		.045		.059*	.064**
Residence					
With sorority/fraternity members		-.137***		-.046	
With other friends		-.117***		-.214***	-.182***
Other		.020		-.209***	-.179***
Motivations					
Monetary Compensation			.021	.010	
Recognition			.006	-.037	
Set Example			.131***	.074*	.068**
Others will return favor			-.047	.006	
Meet others			-.023	-.031	

Table 4-2 Continued.

Duty as a Greek	.185***	.117***	.120***	
Asked by University leaders	-.066	-.049		
Asked by Greek Office	.177***	.175***	.108***	
Urged by friends	-.032	-.038		
Help achieve career goals	-.067	-.027		
Meet important people	-.069	-.060	-.111***	
Involved in church	.019	.016		
To maintain scholarship	.024	-.006		
Class requirement	-.075*	-.029		
Membership requirement	-.082*	-.079**	-.092***	
Personal satisfaction	.014	.047		
Enjoy serving community	.123**	.100*	.164***	
Committed to cause	.016	.020		
Enjoy socialization	.003	.018		
Civic activities as a child	.120**	.092*	.162***	
Civic activities in High School	.012	.045		
Educational activities in High School	.011	.003		
Parents/guardians volunteer	.035	.065		
Sorority/Fraternity Emphasis	.080**	.077**	.091***	
Cases	814	819	812	814
Adjusted R ²	.082	.105	.192	.360
F-Value	6.568	14.725	9.015	11.381
				24.113

* Significant at the .05 level

**Significant at the .01 level

***Significant at the .001 level

Focus Groups

Four focus groups were conducted following the survey data collection. These focus groups were designed to supplement the information that was collected and analyzed from the surveys. The information obtained from the student participants offered even more insight into the findings of the study. The information collected from the focus groups will be discussed throughout the discussion in Chapter 5.

Summary

In this chapter, several different analyses were presented to help explore the relationship between volunteerism and demographics, involvement in a sorority or fraternity, and volunteer motivations. These analyses were designed to allow the data to be examined individually through bivariate analysis and then collectively through multivariate analysis. The final reduced

model that was presented in this chapter helped to filter out all non-significant variables and showed a clear picture of the variables that most strongly influenced volunteerism among Greek members. The findings from this chapter are very intriguing and have important implications for each of the research questions that were presented in the first chapter. The following chapter will include these important findings and will discuss how they will affect future programs and research on Greek students.

CHAPTER 5

DISCUSSION

The decision to join a social sorority or fraternity often hinges on many different factors. For some students their own desire to join a Greek-letter organization may be the driving force, and for others it may be their families' pressure to have them join the organization they were a member of in college. Whatever a member's motivation is to join, studies have found that overall participation in Greek organizations has been declining over the past 30 years (Astin, et al., 2002). The declining participation may be symptomatic of the increased media attention on negative stigmas of drinking, hazing, and sexual assault that continue to plague Greek communities across the country. In general, colleges, universities, and the general public are beginning to doubt the purpose of social sororities and fraternities (Pryor, et al., 2005). In light of this changing image, it has become even more important to explore the positive contributions that these organizations can make to their members during their undergraduate years. One facet to explore is the volunteer participation among members of social sororities and fraternities.

The purpose of this study was to examine the effects of level of involvement within a Greek-letter organization, motivations for volunteering, and demographic factors that impact a member's engagement in volunteerism. It reflects input from key informants, focus groups, and members of social sororities and fraternities who participated in a survey about their volunteer activities and related behaviors. This research sheds light on this population's volunteer participation and offers suggestions for future research and volunteer programming.

This final chapter explores the findings of the study as they relate to each of the three research questions stated in Chapter One. Implications and contributions of this research are then presented. Finally, limitations of the study will be discussed as well as suggestions for future

research. Based on this research implications for programming and policy, providing practitioners with suggestions for change will conclude this thesis.

Revisiting Research Questions

RQ1: How Do Demographic Factors, if at All, Have an Impact on a Person's Engagement in Volunteerism?

The alternative hypothesis for this research question was that demographic factors have an impact on a person's engagement with volunteerism. Several of the demographic variables in this study showed significant relationships to overall volunteerism at the bivariate level as seen in correlations and the ANOVA analyses. Multivariate analysis identified significant factors suggesting that the relationships of demographic factors to volunteerism were more complex.

First, only demographic characteristics were entered into a model and compared with volunteerism. This revealed that Black, Hispanic, and other race/ethnic origins were more highly correlated with volunteerism than White. The model also showed that those students who identified as Protestant, Jewish, or any other religion were less likely to volunteer than those who identified as Catholic. It also revealed that council affiliation may be significant for one of the organizations (MGC). Finally, the number of years active in a Greek-letter organization was found to have a positive correlation to volunteerism. This model was reported because it identified which demographic characteristics were statistically significant to volunteerism with no other factors affecting the analysis.

The final reduced model, however, revealed several different effects. This model included all of the factors from the study and determined which were significant when everything was added into the analysis. The findings from this model were mostly consistent with previous research and will be discussed below.

The reduced model revealed that once all of the factors were added in for data analysis, religion and Greek council affiliation were no longer significant factors associated with volunteerism. The number of years active and academic status revealed a negatively significant relationship with volunteerism. This showed that as the students progressed through college and their Greek-letter organization, their volunteer levels decreased. This finding is similar to some other studies on volunteerism, which found that volunteering falls during the transition to young adulthood (Wilson, 2000). The decrease in school-related activities and the increase in social freedoms are often cited as reasons for the decline in volunteer participation (Wilson, 2000). This was echoed in several of the focus groups. The reason that was most often mentioned by students for not volunteering was the lack extra free time once they had fulfilled their academic and social commitments. One student said “my time is precious and service is not the most important thing on my list after school and fraternity social life.” Another student said, “Seniors don’t volunteer because they’re over it, so they leave it to the younger members.” Another past chapter president explained that the younger members volunteer because they assume it is mandatory for them to do so, whereas the older members do not.

Gender was also a significant variable, revealing that females were more likely than males to volunteer. The literature review of volunteer characteristics revealed this same finding, especially for the college student population, which cited females (33%) had higher volunteer rates than males (26.8%) (Foster-Bey, et al., 2006).

The findings associated with race were somewhat different from many other studies on volunteerism, yet still are supported by some existing literature (Smith, 1994). Several studies on volunteerism report higher rates of volunteerism among those who identify as White (Foster-Bey, et al., 2006), while this study found that White members volunteered less than those who

identified as Black, Hispanic, or another race. A possible explanation for this finding is the values of the individual Greek councils. The National Pan-Hellenic Council which consists of nine historically African-American fraternities and sororities places a strong emphasis on promoting and providing community service. NPHC organizations have always had a profound commitment to providing community service to the general public welfare, which stems back to the initial values of the organization that were established at a time when college campuses where predominantly white (Anson & Marchesani, 1991). The Multicultural Greek council also values community service among their members; however, the Interfraternity council and the Panhellenic council's national governing organizations do not place as strong of an emphasis on volunteerism. This was also reflected in the focus groups. The members of the National Pan-Hellenic Council explained their reasons for volunteering were to give back to where they came from and their responsibility to help others because as one student commented "to whom much is given, much is required." They also explained that this motivation was consistent across their membership because they choose their members based on their organization's principles of service to community and others. Members of the Multicultural Greek Council expressed similar views in regards to membership selection and the principles of the organizations. Members of the Interfraternity Council and Panhellenic Council explained that some members volunteer because they want to help others, but mostly they do because it is a chapter requirement.

These findings are important because they reveal that many of the demographic characteristics of the Greek community are similar to those of the overall college student population and U.S. volunteer trends; (United States Bureau of Labor Statistics, 2007; Foster-Bey, et al., 2006) however, some remain unique to this population. Thus, the null hypothesis,

demographic variables do not impact a person's engagement with volunteerism, was rejected as the results did reveal that several demographic variables were important to volunteerism.

RQ2: How Does the Level of Involvement in a Social Sorority or Fraternity Affect a Person's Engagement in Volunteerism?

This research question explored the relationship of a member's involvement within a social Greek-letter organization and volunteerism. The alternative hypothesis for this research question was that higher involvement in a Greek-letter organization would equate with higher engagement with volunteerism. This research question was broken down into two separate hypotheses: holding an office or position would increase volunteerism and living in a chapter house or with other fraternity/sorority members would increase volunteerism.

Multivariate models assessed the different components of level of involvement (holding a position within the organizations and place of residence) and their effect on volunteerism. The final reduced model revealed a higher rate of volunteerism among those members that had or are currently serving in some capacity to their organization than those that had never held an office or position. This finding shows the effect of serving a social Greek-letter organization, but does not reveal the cause of this finding. However, in the focus groups with current and past chapter presidents, several of the members alluded to an increased sense of responsibility to the sorority/fraternity and its members as a motivation to volunteer. These findings are not supported from other literature because it has not previously been studied; however, a similar study offers another interesting perspective. The study found that Greek members in general had more favorable effects from higher levels of engagement in terms of their educational and personal growth than non-Greek students (Hayek, Carini, O'Day, & Kuh, 2002).

The model also revealed that living within a chapter house was more highly related with volunteerism than living with friends or in another residence. In fact, living with friends or in

another residence was negatively associated with volunteerism when compared with those members who lived in a chapter house. It is important to note that at the University of Florida, only chapters from the Panhellenic and Interfraternal councils have chapter facilities; none of the Multicultural or National Pan-Hellenic organizations have chapter houses. A study on undergraduate student engagement by Hayek, et al. (2002) found that living in a sorority or fraternity house has small positive effects on Greek engagement, but levels of engagement were similar for those who lived elsewhere. The current literature on volunteerism and Greek-letter organizations does not support or reject this finding because it remains relatively understudied.

These analyses revealed that the more active a member was with their chapter or the higher their level of involvement with their organization, the higher their rate of volunteerism. Thus, the null hypothesis that there is no relationship between level of involvement and volunteerism was rejected. Further research is needed to examine other areas of involvement within Greek-letter organizations and their effect on volunteerism. In particular the level of involvement should be examined for different levels of Greek membership, and also for males and females, as well as first year students and senior level students.

RQ3: What Motivations Have the Strongest Impact on a Person's Engagement in Volunteerism?

This research question presented two research hypotheses. First, members of social sororities and fraternities cite altruistic motivations as indicators of volunteer participation. Second, members of social sororities and fraternities place personal gain or egoistic motivations at the low end of motivations for volunteer participation. The results from multivariate analyses revealed several interesting conclusions.

Two motivations were negatively statistically significant in the final reduced model, including volunteering for a membership requirement or to meet important people. This finding

was supported by previous research literature on mandatory volunteer service and has been shown to have lasting negative effects on volunteerism over the life span (Stukas, Snyder, & Clary, 1999). Meeting important people, which is an egoistic motivation for volunteering, was found to be negatively associated with volunteerism by members of social Greek-letter organizations in this study.

Several other motivations revealed a positive correlation to volunteerism: to set an example, having a duty as a Greek member, being asked by university Greek office, enjoyment from serving the community, participation in civic activities as a child, and the emphasis that is placed on volunteerism by their sorority/fraternity chapter. These findings reveal that Greek members' motivations are not strictly altruistic or egoistic, but inherent in their identity as a member of a Greek-letter organization. Throughout the focus groups, a common thread among all of the chapter leadership was the motivation that being Greek involved volunteering for the community. Several students also mentioned that volunteering provides chapter members with an opportunity to spend time with one another, and it is a chance to participate with an organization that may have personally affected another member of their sorority/fraternity.

The emphasis placed on volunteerism by the sorority/fraternity chapter was another motivation that revealed a positive correlation with volunteerism. This may suggest that while nationally the Greek organizations do not all promote service as stated in their values, the local chapters or Greek communities do value volunteerism. In this study population, one of the four values of the Greek community was service, which may help interpret why being asked by the university Greek office was found to be a motivation for the Greek community. In the literature, the *Call to Values Congruence* (2005) revealed the university Greek office's need to promote community service to its Greek students. From this study, it has been found that the emphasis on

volunteering made by the supporting university staff on the local chapters appears to have positive effects on the members' volunteerism.

Other motivations to volunteer including, participating in civic activities as a child, setting an example, and serving the community are important findings from this study as well. Participating in civic activities as a child was consistent with current research on the effects of youth volunteering. Bussell and Forbes (2001) found that family background was a significant predictor for volunteering. These motivations will be extremely beneficial to developing volunteer programs for social Greek-letter organizations.

From these findings the null hypothesis, focusing on egoistic and altruistic motivations, is not accepted or rejected. While the motivations that were revealed were both altruistic (to set an example) and egoistic (enjoy serving community), this study revealed even greater motivations that may be specific to this population's motivations as volunteers. The intrinsic belief that volunteerism is part of being a Greek member was a significant finding of this study, and it may be of even greater importance than other altruistic or egoistic motivations.

Contribution to the Literature

This study added to the literature of volunteer motivations in several important ways. First, the findings of this study suggest that membership in an organization, particularly a social sorority or fraternity, may be a motivation to volunteer on its own. The increased sense of responsibility and the duty that was felt by the respondents because they were Greek was a significant motivation to volunteer. This corroborates other researcher's findings that volunteerism is trending away from altruism toward social concern among students on college campuses (Winniford et. al., 1997). The increased emphasis by social sorority and fraternity organizations on volunteerism may be increasing the social concern of its members.

This study also added to our understanding of the potentially negative impacts of mandatory volunteerism. The findings determined that mandatory volunteerism for an organization requirement was a negative motivation to volunteer. Stukas and colleagues (1999) reported, “A student’s stronger perception of external control eliminated an otherwise positive relation between prior volunteer experience and future intentions to volunteer” (p. 59). The study found that institutions have begun to require as opposed to “inspire” individuals to volunteer (Stukas, et al., 1999). The positive motivations of being asked by the Greek office to volunteer also supported this. The students’ option to choose a volunteer project offered them increased control over their volunteer efforts.

Another finding of this study was the difference a respondent’s race had on their volunteerism. As discussed previously, those members who identified as Black, Hispanic, or other, were more likely to volunteer than those that identified as White. This finding points to other outside motivations that may affect members of races or ethnicities differently. In this study, the increased value placed on community service by the national organizations of the National Multicultural Greek Council and the National Pan-Hellenic Council may have influenced an increased rate of volunteerism among those members who identified as a race or ethnicity other than White. Interestingly religion was not found to be significant in the final reduced model; however, several studies have found religiosity to impact volunteerism (Wilson & Musick, 1997).

A major contribution of this study to the literature was the impact of a member’s level of involvement with their Greek-letter organization, because this concept has previously been unexplored by researchers in relation to volunteerism. The findings pointed to an increased sense of social responsibility for those who had held or currently hold a position within their

organization. These members were more likely to volunteer than those who did not serve their sorority or fraternity.

Limitations and Delimitations

This study has several potential limitations and delimitations. One possible limitation to this study was the cross-sectional design that was used. This allowed the researcher to sample the population at one period in time; however, it is possible that unique conditions existed at these times that were not reflective of usual conditions. The first two sets of surveys were distributed at community service events, which may have exaggerated the respondents' propensity to volunteer. Another limitation was the scope of material included in the survey, which asked questions regarding volunteer participation. Based on this format, this part of the data collection was limited to the questions that were asked and the respondents' self-report measures. It was also the case that this research focused on behaviors that were central to the mission of Greek organizations. As a result, this instrumentation may have led respondents to answer the way they perceived they should respond.

Additionally, researchers often debate the definition of volunteerism. The respondents may have answered based on their own definition of volunteerism. To combat these potential problems, a mixed methods framework consisting of qualitative and quantitative components was used. Nonetheless, such limitations are potential in this research and should be considered in future research efforts.

Generalizability is a delimitation of this study. The study population was members of social Greek letter organizations at the University of Florida. The Greek population is 15% of the campus' total student population, approximately 5,200 students and consists of four Greek governing councils, IFC, NPHC, NMGC, and Panhellenic. The results of this study should only be generalized to similar populations.

Implications of Research

Research

Despite its limitations, this research can provide ample information to researchers and practitioners. A thorough review of relevant literature and examination of the study results identified several areas for future research. First, previous studies have not focused much attention to the positive contribution of volunteerism on membership in social sororities and fraternities. These organizations are a large part of many college and university campuses. While the media and other research have focused largely on the negative impacts of social Greek-letter organizations, they are still a part of many students' college life. If these organizations are going to continue to be in existence, they must return to their original values of service and academia. More research on the population is necessary to determine the positive impacts of membership as well.

Second, the exploratory nature of this study focused on the effects of level of involvement in social Greek-letter organizations. The results revealed that holding an office or position within the organization correlated with volunteerism. More research is needed on this concept to determine the cause of this effect and to see if this is also true of other student organizations. A sorority/fraternity member's place of residence is also an interesting phenomenon to discuss. Anson & Marchesani (1991) determined the creation of the chapter house to be the force that contributed to the downturn of social sororities and fraternities; however, this study found that residence in a chapter house was highly correlated with volunteerism. More research is needed on members who live in a sorority/fraternity chapter house and the effects it may have on students.

Thirdly, this study revealed that there were differences between fraternities and sororities and across councils in regards to volunteerism. Further research into the national organizations

missions and goals is necessary to understand their importance and the impact on the local chapters. It would also be beneficial to explore further the differences between the different types of sororities and fraternities, such as social, service, or business organizations.

Finally, active membership in a social Greek-letter organization should be explored further as a motivation for volunteerism. These organizations have always had values rooted in service to community and others. Although the negative images of social Greek-letter organizations may blur that value, it is important to determine if these values still exist. This study found that these values do in fact still exist: however, more research is necessary to determine what produces this value.

Practice

The findings of this study have provided information about the population of Greek members who are currently volunteering and those who are less apt to volunteer. From the findings, several demographic characteristics were determined that can be used to develop programs that would appeal to the population and motivate those who are not currently volunteering.

This study's finding of race/ethnic differences among volunteers can help significantly when developing volunteer programming. The differences among students who identify as White, Black, Hispanic, or another race in terms of volunteering may be due to cultural differences or the values of the national and local sorority/fraternity organizations. It is important to determine the cause of this finding and then tailor the volunteer opportunities to the populations' interests. For example, the National Multicultural Greek Council places emphasis on multicultural diversity; these organizations should identify service opportunities that are directly in line with this value to increase volunteerism among its members. One suggestion for such programming would be to work with non-profit organizations that have similar missions of

promoting multicultural diversity. Another example is the National Pan-Hellenic Council's value of service to community and others. From the focus groups, several of the NPHC members described their motivation to volunteer as giving back to the community where they came from, volunteering for issues that are pertinent to African Americans, and being able to show their success to others. In creating volunteer programs for this council, these motivations should be adhered to by allowing members to volunteer as mentors in at-risk schools, working with civil rights groups, or working with individuals who have similar backgrounds. For the Interfraternity Council and Panhellenic council, it is important to find service opportunities that would increase their interest or desire to volunteer. During the focus groups, several of the Panhellenic women mentioned that they were always more motivated to work for a cause that had significant meaning to them. One woman gave the example that if one of their sisters was affected by cancer, they would be more motivated to volunteer with an organization that benefits cancer patients. Community service can also provide an opportunity to promote relationships between and across the councils by providing projects that would unite the entire Greek community at a university.

Academic status and the number of years active in a Greek-letter organization were found significant, but were negatively correlated to volunteerism. This suggests that as members progress through their schooling or their time in the organization they become less inclined to volunteer. Several of the focus groups alluded to their increased responsibility to other organizations, academic commitments, job/internship searching, and social obligations as the reasons for the decline in volunteering. Volunteer programs should use these other time commitments as motivators to participate in community service. For example, several volunteer organizations can provide students with opportunities to develop and improve marketable career

skills for future employment. Many long-term volunteer commitments may turn into internship or job opportunities, which is an important motivation to convey to students. The major issue for many college students is their commitment to several organizations, many of which require or mandate some form of community service. Providing students with an opportunity to volunteer that would fulfill many organizations' requirements, but that would still be enjoyable, would increase an individual's desire to continue with their volunteer commitment.

The other findings point to the negative impact of mandatory volunteerism. This is supported in the literature and from this research. Thus, it is important for programs to continue to motivate members to volunteer without forcing them to participate. Several motivations that were significant in this study can help. Members expressed "setting an example" as a motivation to volunteer. Providing service opportunities where members can work with children as mentors may speak to that motivation. Another motivation that was significant in this study was members "enjoy serving the community." Offering a variety of different volunteer opportunities to students would be especially helpful because it would allow them to choose an area that is of particular importance to them. This would provide the students with a sense of ownership on the social issue and may increase their enjoyment of the project.

Providing service opportunities that are well organized and efficient will allow participants to enjoy their service project and focus on the impact they are making, rather than worry about details. In the focus groups, several members stated that they had participated in projects that were unorganized, and they felt their time could have better been spent elsewhere. Creating a project where the student would be greatly utilized and appreciated would allow the individual to find more enjoyment and satisfaction with volunteerism.

The motivations that were specific to membership in a Greek-letter organization can be especially helpful for Greek affairs professionals. It is important to capitalize on the inherent motivations that members have as a duty to volunteer. By providing successful and meaningful volunteer projects, members' inherent motivations will prompt their persistence with volunteerism.

Greek Affairs offices can use each of the recommended suggestions stated above to improve volunteerism among their members. Most importantly, it is essential to determine the areas of interest among the different organizations and use that information to provide service projects.

Public Policy

Although this study did not examine any specific policies, the results of this research can provide input toward future policies, specifically college, university, and Greek organization community service requirements. Higher education institutions are beginning to implement community service as a requirement of graduation. This is in response to the increased efforts to develop morally and civically involved students. This policy, however, is not supported by the literature or the findings of this study. In fact, Stukas et al. (1999) and this study found that volunteering as part of a requirement often leads to dissatisfaction or discontinuation with volunteer work. Other motivations that were found in this study and similar studies on college students' volunteer motivations should be examined when developing such policies. Such findings would help facilitate student volunteerism in a manner more conducive to long-term civic engagement.

Summary

Membership in a social Greek-letter organization is a personal choice that many students face when they first begin college. The effects of Greek life on a student's development are

often a topic of debate among school administrators, parents, students, and researchers. The negative perceptions of hazing, binge drinking, and sexual assault are startling; however, these eclipse the positive and often astonishing impacts of Greek organizations. This study examined the effects of demographic characteristics, level of involvement, and motivations on members' participation in individual volunteerism. The conclusions reached through this research have far-reaching implications for higher education institutions, social sororities and fraternities, researchers, and practitioners. This study has produced groundbreaking research on the effects of involvement within a social Greek-letter organization on an individual's engagement with volunteerism. It is the sincere hope of the researcher that studies on the positive contributions of social sororities and fraternities will continue to flood the research on this population, as well as contribute to the improvement of programming for these students as volunteers.

APPENDIX A INSTRUMENTATION

Informed Consent

Title of Project: **Volunteer Participation among Members of Social Sororities and Fraternities**

1. Purpose of the Study: To understand the motivations, values, and volunteer participation of members of social fraternities and sororities.
2. Procedures to be followed: You will be asked to answer approximately 15 questions in an interview/survey. You will be asked to answer the questions in relation to your opinions, attitudes, experiences, and familiarity with volunteer participation. You can choose to take part or decline participation.
3. Discomforts and Risks: There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions may appear personal but answers are held in strict confidentiality.
4. Benefits: This research will provide a better understanding of how and why members of social fraternities and sororities become involved in volunteerism. This information will be used as an educational resource to encourage students to participate in volunteer activities. There is no direct benefit to you for participating in this study. There is no compensation to you for participating in this study.
5. Duration: It will take about 10-15 minutes to complete the interview/survey.
6. Statement of Confidentiality and Anonymity: Because this is **anonymous**, no one will know your identity. You may be assured of **complete confidentiality**. There is no way you will be associated with your answers or statements
7. Security of Data, Interview Notes, and Tape Recordings: The project investigator (Adrienne Jaroch) will be the only person who will have access to questionnaires, interview notes and other research materials. These materials will be secured in locked file cabinets in 3002 McCarty Hall D, when not being analyzed. All materials will be destroyed upon completion of the project.
8. Right to Ask Questions: You can ask questions about the research. The person in charge will answer your questions. Contact Adrienne Jaroch at (352) 392-1778, ext. 229 or via email at <EMAIL> with questions. If you have questions about your rights as a research participant, contact the Institutional Review Board at (352) 392-0433.
9. Voluntary Participation: You do not have to participate in this research. You can end your participation at any time by telling the person in charge. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to consent to participate in this research study.

The informed consent procedure has been followed.

Adrienne Jaroch-Project Investigator

Date Survey

Figure A-1. Informed consent letter

Survey

***Social Sororities and Fraternities, Volunteering, and You
Thank you in advance for your time and participation. We very much appreciate your help!***

First, we would like to ask you about your life as a student and as a member in a social sorority or fraternity at the University of Florida.

How many years have you been in college?

- This is my first year
- This is my second year
- This is my third year
- This is my fourth year or more

Which Greek Council does your sorority or fraternity belong to?

- Interfraternity Council (IFC)
- National Pan-Hellenic Council (NPHC)
- Panhellenic Council (PC)
- Multicultural Greek Council (MGC)

How many years have you been a member of your sorority or fraternity?

- This is my first year.
- 1 year
- 2 years
- 3 years
- 4 years or more

Where do you live?

- I live on campus
- In a sorority or fraternity house
- With my parents
- In an apartment or house with roommates
- In an apartment or house by myself
- In an apartment or house with other Sorority or Fraternity members

Have you ever held an office within your sorority or fraternity? If so, please check which office(s) and write in the name of your office(s). (Check all that apply)

- President _____
- Other executive position _____
- Chair position _____
- Other position _____
- I have never held an office

Figure A-2. Survey

How often do you participate in...

	All of the time	Most of the time	Some of the time	Rarely	Never
Mandatory sorority or fraternity functions	<input type="radio"/>				
Non-mandatory sorority or fraternity functions	<input type="radio"/>				
Service events through your sorority or fraternity	<input type="radio"/>				
Social event through your sorority or fraternity	<input type="radio"/>				

In general, how would you describe your level of participation in your sorority or fraternity?

Not at all active

Very Active

Now we would like to ask about your volunteer activities. This participation EXCLUDES any course or class required volunteer experience.

People have many reasons for volunteering. How important would each of the following reasons be in your decision to take part in a volunteer activity?

	<u>Not at All Important</u>		<u>Very Important</u>
Monetary compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition or local prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To set an example for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that others will eventually return the favor for my efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good way to get acquainted with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a duty as a sorority/fraternity member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were asked by University leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were asked by the Greek Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were urged by friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to help me achieve my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting important people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure A-2. Survey, Page 3

IF YOU ARE INVOLVED in volunteer activities, please check the boxes that best describe why you decided to participate.

	<u>Not a reason</u>	<u>A slight reason</u>	<u>A strong reason</u>
Is it because...			
You are actively involved in your church	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You need to volunteer to maintain a scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a class or course requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You need to in order to maintain membership in an organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You receive personal satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You enjoy serving your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are committed to the cause your are serving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You enjoy the socialization with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure A-2. Survey, Page 2

My sorority or fraternity places strong emphasis on volunteerism?

<u>Strongly Agree</u>	<u>Strongly Disagree</u>
<input type="radio"/>	<input type="radio"/>

What effect did your family or youth experiences have on your current volunteering?

	<u>No Effect</u>	<u>Major Effect</u>
Participating in civic activities that promoted volunteering as a young child	<input type="radio"/>	<input type="radio"/>
Participating in civic activities that promoted volunteering in high school	<input type="radio"/>	<input type="radio"/>
Participating in educational activities that required volunteering in high school	<input type="radio"/>	<input type="radio"/>
My parents/guardians frequently volunteered	<input type="radio"/>	<input type="radio"/>

Figure A-2 Continued.

Overall, how would you describe your level of volunteer participation?

Not at all active

Very Active

Finally, we want to ask you a few questions about yourself. Responses are anonymous and we will have no way of linking you to your responses.

Are you: Male Female

How old are you? _____ years old

Which of the following best describes your racial or ethnic background?

- White/Caucasian
- African American
- Asian
- Hispanic/Latino
- Native American
- Other _____

Which of the following best describes your religious background?

- Protestant
- Catholic
- Muslim
- Jewish
- Other _____

In the space below, please tell us anything else you feel might allow us better understand your attitudes and opinions toward volunteering at the University of Florida.

Thank you for your time and participation.

Your responses will help us to better understand the important contribution that members of social sororities or fraternities make through volunteering and to build programs to meet their needs.

Figure A-2 Continued.

Pre-Survey Email

Dear Student,

Over the past year, a research study has been conducted to help understand the motivations, values and volunteer participation of members of social sororities and fraternities. This research will provide a better understanding of how and why members of social sororities and fraternities become involved in volunteerism. This information will then be used as an educational resource to encourage students to participate in volunteer activities.

Within the next couple of days you will be receiving a brief survey from the researcher at this same e-mail address. Your participation would be greatly appreciated. The survey will only take a few minutes to complete and by doing so you will help ensure that we have the best information possible. Participation will be completely anonymous.

If you have any questions, feel free to contact the researcher, Adrienne Jaroch, at <EMAIL>.

Thank you in advance for your cooperation.

Figure A-3. Pre-survey email

Email Survey Text

Here is a brief survey on volunteer participation among members of social sororities and fraternities which the researcher notified you about via e-mail a few days ago. The survey will take about 10 minutes to complete. This is an anonymous survey therefore no one will know your identity and you may be assured of complete confidentiality.

You must be 18 years of age or older to consent to participate in this study. By clicking on the link below you consent that you are of age to participate and that you understand the information above.

To take the survey click on the link below or copy and past it into your web browser.
<link>

Should you have any questions or concerns, feel free to contact me (Adrienne Jaroch) at <EMAIL>. You may also request a copy of the final research study. Thank you for your cooperation.

Figure A-4. Email survey text

Follow-up Email Text

If you have already completed this survey and have received this notice again, please do **not** resubmit your responses.

If you have not completed this survey please take a few short minutes to do so. Your input is vital to this study and the Office of Sorority and Fraternity Affairs. The short survey will take approximately 5 minutes to complete. You must be 18 years of age or older to consent to participate in this research study.

To complete the survey you may click on the link below or cut and paste it into your web browser. **By doing so, you consent that you are over the age of 18 and you agree to participate.**

<Link>

Should you have any questions, feel free to contact me (Adrienne Jaroch) by e-mail at <EMAIL>.

Figure A-5. Follow-up email text

Focus Group Email

Dear <participant's name>

Social sororities and fraternities have long been scrutinized by the public and the media for their negative impact on students. Many of these issues often involve hazing, sexual assault and binge drinking. However, it is also important for the UF administration and the general public to know of the good that social sororities and fraternities can provide to students and the community. You are invited to participate in a focus group discussion centered on a positive impact of the Greek community, volunteerism. The focus group will allow you to explore the motivations to volunteer and the difference in the students that participate.

The focus group, to be held on <date>, will include former chapter presidents from your specific Greek council. Chapter presidents serve in one of the most difficult and important leadership roles on campus. From this experience you have gained more knowledge and insight into this topic than anyone. I also realize now that your term has come to an end you may have a lot more time on your hands. *As a participant in the focus group, your views and experiences are extremely valuable to the Greek community and the University of Florida. Your input will also greatly help the Office of Sorority and Fraternity Affairs to better serve the Greek community.*

During this meeting, you will have the opportunity to share your experiences and thoughts about Greek volunteerism, in a casual environment and with complete confidentiality. Please be assured that anything you say during the focus group will be kept strictly confidential, and the researcher will not release any information that can be linked to you.

The focus group will be held on <date> from <time1> until <time2> at <place>. Drinks and snacks will be provided.

I will be contacting you by telephone to give you more details about this important event and to answer any questions you may have about the study. You are also welcome to e-mail me at <EMAIL>. I hope that you will be able to join in this important discussion.

Figure A-6. Focus group email

Focus Group Protocol

This focus group is designed to explore why college members of social sororities and fraternities volunteer. Today we will be focusing on their motivations for volunteering, and why they continue to volunteer.

You have all been asked to participate because you are an undergraduate student in a Greek organization and have served your chapter as the president.

Introductions: Facilitator, co-facilitator, and focus group participants

Does anyone mind if we tape record this for our records? We won't share the tapes with anyone this is solely for the researcher.

Confidentiality: All information gathered here will be held in the strictest of confidence. None of your names will be attached with any information you give us today. Throughout this focus group feel free to give your opinion; there is no right or wrong answer. This is more of a conversation than an interview. Keep in mind, to be respectful of others opinions or ideas. Please silence all cell phones. This should only take about 45 minutes to one hour.

Are there any questions before we start?

1. What would you say your reasons are for volunteering?
(Money, recognition, to set an example, others will return the favor, to get acquainted with people, duty as a Greek, asked by UF leaders, asked by OSFA, urged by friends, achieve career goals, meeting important people)
2. What would you say are your members' reasons for volunteering?
Are there differences between older and younger members?
What other differences did you see?
3. Do your members volunteer on their own or only for your chapter?
Are they civically active in general, are they volunteering because your organization expects them too, or both?
4. Does your chapter require volunteering?
What are your members' reactions?
5. What were some of the motivational techniques that your chapter used to get your members to volunteer?
What are some of the obstacles to getting your members to volunteer?

Is there anything else you would like to talk about?

Thank you! Again this information will better help us understand the motivations of volunteering.

Figure A-7. Focus group protocol

APPENDIX B
POST HOC COMPARISONS

Table B-1. Years active by volunteer scale

(I) Number of years active in sorority or fraternity	(J) Number of years active in sorority or fraternity	Mean Difference (I-J)	95% Confidence Interval			
			Std. Error	Sig.	Lower Bound	Upper Bound
This is my first year	1 year	-.54561	.40998	.778	-1.8113	.7201
	2 years	-.61745	.31142	.416	-1.5789	.3440
	3 years	.48573	.31761	.674	-.4948	1.4663
	4 or more years	1.24257*	.39214	.041	.0319	2.4532
1 year	This is my first year	.54561	.40998	.778	-.7201	1.8113
	2 years	-.07183	.42576	1.000	-1.3863	1.2426
	3 years	1.03134	.43030	.220	-.2971	2.3598
	4 or more years	1.78818*	.48791	.010	.2819	3.2945
2 years	This is my first year	.61745	.31142	.416	-.3440	1.5789
	1 year	.07183	.42576	1.000	-1.2426	1.3863
	3 years	1.10318*	.33773	.031	.0605	2.1458
	4 or more years	1.86001*	.40861	.000	.5985	3.1215
3 years	This is my first year	-.48573	.31761	.674	-1.4663	.4948
	1 year	-1.03134	.43030	.220	-2.3598	.2971
	2 years	-1.10318*	.33773	.031	-2.1458	-.0605
	4 or more years	.75684	.41334	.501	-.5193	2.0329
4 or more years	This is my first year	-1.24257*	.39214	.041	-2.4532	-.0319
	1 year	-1.78818*	.48791	.010	-3.2945	-.2819
	2 years	-1.86001*	.40861	.000	-3.1215	-.5985
	3 years	-.75684	.41334	.501	-2.0329	.5193

* The mean difference is significant at the 0.05 level.

Table B-2. Race by volunteer scale

Race	Race	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
		(I-J)			Lower Bound	Upper Bound
White	Black	-2.55137*	.56667	.000	-4.3008	-.8019
	Asian	-1.79423	.88287	.389	-4.5199	.9315
	Hispanic	-1.32020*	.39299	.024	-2.5335	-.1069
	Other	-3.07994	1.16293	.136	-6.6702	.5104
Black	White	2.55137*	.56667	.000	.8019	4.3008
	Asian	.75714	1.03416	.970	-2.4356	3.9499
	Hispanic	1.23117	.66668	.492	-.8271	3.2894
	Other	-.52857	1.28157	.997	-4.4852	3.4280
Asian	White	1.79423	.88287	.389	-.9315	4.5199
	Black	-.75714	1.03416	.970	-3.9499	2.4356
	Hispanic	.47403	.95017	.993	-2.4594	3.4075
	Other	-1.28571	1.44941	.940	-5.7604	3.1890
Hispanic	White	1.32020*	.39299	.024	.1069	2.5335
	Black	-1.23117	.66668	.492	-3.2894	.8271
	Asian	-.47403	.95017	.993	-3.4075	2.4594
	Other	-1.75974	1.21481	.718	-5.5102	1.9907
Other	White	3.07994	1.16293	.136	-.5104	6.6702
	Black	.52857	1.28157	.997	-3.4280	4.4852
	Asian	1.28571	1.44941	.940	-3.1890	5.7604
	Hispanic	1.75974	1.21481	.718	-1.9907	5.5102

*. The mean difference is significant at the 0.05 level.

Table B-3. Academic status by volunteer scale

(I) Academic Status	(J) Academic Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st year	2nd year	-.71469	.32262	.298	-1.7107	.2813
	3rd year	-.08451	.33028	.999	-1.1042	.9351
	4th year	.76248	.35101	.318	-.3212	1.8461
	5 year or more	.94444	.81527	.854	-1.5725	3.4614
2nd year	1st year	.71469	.32262	.298	-.2813	1.7107
	3rd year	.63018	.31236	.397	-.3342	1.5945
	4th year	1.47716*	.33421	.001	.4454	2.5090
	5 year or more	1.65913	.80818	.378	-.8359	4.1542
3rd year	1st year	.08451	.33028	.999	-.9351	1.1042
	2nd year	-.63018	.31236	.397	-1.5945	.3342
	4th year	.84698	.34161	.190	-.2077	1.9016
	5 year or more	1.02895	.81127	.807	-1.4757	3.5336
4th year	1st year	-.76248	.35101	.318	-1.8461	.3212
	2nd year	-1.47716*	.33421	.001	-2.5090	-.4454
	3rd year	-.84698	.34161	.190	-1.9016	.2077
	5 year or more	.18197	.81993	1.000	-2.3494	2.7133
5 year or more	1st year	-.94444	.81527	.854	-3.4614	1.5725
	2nd year	-1.65913	.80818	.378	-4.1542	.8359
	3rd year	-1.02895	.81127	.807	-3.5336	1.4757
	4th year	-.18197	.81993	1.000	-2.7133	2.3494

* The mean difference is significant at the 0.05 level.

Table B-4. Greek Council by volunteer scale

(I) Greek Council	(J) Greek Council	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
IFC	NPHC	-.07352	.48443	.999	-1.4306	1.2835
	PC	.96763*	.26687	.005	.2200	1.7152
	MGC	-1.33298	.68456	.286	-3.2506	.5847
NPHC	IFC	.07352	.48443	.999	-1.2835	1.4306
	PC	1.04115	.45299	.153	-.2278	2.3101
	MGC	-1.25945	.77627	.452	-3.4340	.9151
PC	IFC	-.96763*	.26687	.005	-1.7152	-.2200
	NPHC	-1.04115	.45299	.153	-2.3101	.2278
	MGC	-2.30061*	.66268	.007	-4.1570	-.4442
MGC	IFC	1.33298	.68456	.286	-.5847	3.2506
	NPHC	1.25945	.77627	.452	-.9151	3.4340
	PC	2.30061*	.66268	.007	.4442	4.1570

* The mean difference is significant at the 0.05 level.

Table B-5. Age by volunteer scale

(I) Age on last birthday	(J) Age on last birthday	Mean Difference (I-J)	95% Confidence Interval			
			Std. Error	Sig.	Lower Bound	Upper Bound
18	19	-.73364	.38801	.612	-2.0279	.5606
	20	-.50431	.37666	.877	-1.7606	.7520
	21	.56733	.38838	.830	-.7281	1.8628
	22	.56350	.49910	.937	-1.1013	2.2283
	23	-.53352	1.14613	.999	-4.3564	3.2894
19	18	.73364	.38801	.612	-.5606	2.0279
	20	.22933	.32135	.992	-.8425	1.3012
	21	1.30097*	.33502	.010	.1835	2.4184
	22	1.29714	.45880	.158	-.2332	2.8275
	23	.20011	1.12916	1.000	-3.5662	3.9664
20	18	.50431	.37666	.877	-.7520	1.7606
	19	-.22933	.32135	.992	-1.3012	.8425
	21	1.07164	.32180	.051	-.0017	2.1450
	22	1.06781	.44924	.343	-.4306	2.5662
	23	-.02921	1.12531	1.000	-3.7827	3.7243
21	18	-.56733	.38838	.830	-1.8628	.7281
	19	-1.30097*	.33502	.010	-2.4184	-.1835
	20	-1.07164	.32180	.051	-2.1450	.0017
	22	-.00383	.45912	1.000	-1.5352	1.5276
	23	-1.10085	1.12929	.966	-4.8676	2.6659
22	18	-.56350	.49910	.937	-2.2283	1.1013
	19	-1.29714	.45880	.158	-2.8275	.2332
	20	-1.06781	.44924	.343	-2.5662	.4306
	21	.00383	.45912	1.000	-1.5276	1.5352
	23	-1.09703	1.17199	.972	-5.0062	2.8121

* The mean difference is significant at the 0.05 level.

APPENDIX C
BIVARIATE ANALYSIS OF SELECTED VARIABLES

Table C-1. Age by how you attend mandatory functions

	Rarely	Some of the time	Most of the time	All of the time	Total
Age on last birthday	18	0	4	23	94 121
	19	1	3	37	160 201
	20	1	9	64	177 251
	21	2	16	69	115 202
	22	2	5	26	43 76
Total	6	37	223	595	861

F = 42.903, p <.000

Table C-2. Academic Status by how often you attend mandatory functions

	Rarely	Some of the time	Most of the time	All of the time	Total
Academic Status	1st year	1	6	32	157 196
	2nd year	0	4	56	192 252
	3rd year	1	14	59	150 224
	4th year	2	12	70	89 173
	5 years +	2	1	8	10 21
Total	6	37	225	598	866

F = 74.265, p <.000

Table C-3. Greek Council by how often you attend non-mandatory functions

	Never	Rarely	Some of the time	Most of the time	All of the time	Total
Greek Council	IFC	0	5	34	143	51 233
	NPHC	0	2	19	30	11 62
	PC	4	19	161	309	47 540
	MGC	0	0	5	18	4 27
Total	4	26	219	500	113	862

F = 44.895, p <.000

Table C-4. Gender by how often you attend non-mandatory functions

	Never	Rarely	Some of the time	Most of the time	All of the time	Total
Gender	Male	0	5	36	152	55 248
	Female	4	21	182	346	57 610
	Total	4	26	218	498	112 858

F = 41.976, p <.000

Table C-5. Years active by how often you attend service events

		All of the time					
		Never	Rarely	Some time	Most of the time	All of the time	Total
Number of years active in sorority or fraternity	First year	1	6	61	138	67	273
	1 year	0	3	17	38	33	91
	2 years	0	4	35	100	69	208
	3 years	0	11	51	83	49	194
	4 or +	0	14	31	39	18	102
	Total	1	38	195	398	236	868

F = 50.429, p <.000

Table C-6. Race by how often you attend service events

		All of the time					
		Never	Rarely	Some of the time	Most of the time	All of the time	Total
Race	White	1	34	180	345	164	724
	African American	0	1	2	14	21	38
	Asian	0	1	2	8	4	15
	Hispanic	0	2	11	26	40	79
	Other	0	0	0	4	5	9
	Total	1	38	195	397	234	865

F = 53.322, p <.000

Table C-7. Gender by how often you attend social events

		All of the time					
		Never	Rarely	Some of the time	Most of the time	All of the time	Total
Gender	Male	0	6	27	116	97	246
	Female	3	21	120	334	135	613
	Total	3	27	147	450	232	859

F = 30.834, p <.000

Table C-8. Greek Council by how often you participate in your sorority or fraternity

		Very active					
		Not at all active	Barely	Average	Moderate	Very active	Total
Greek Council	IFC	3	6	22	79	120	230
	NPHC	0	4	9	18	30	61
	PC	5	17	89	218	215	544
	MGC	0	0	4	1	22	27
	Total	8	27	124	316	387	862

F = 35.126, p <.000

Table C-9. Age by served as president of Chapter

Age	No	Yes	Total
18	121	0	121
19	197	4	201
20	236	15	251
21	186	16	202
22	65	11	76
Total	815	46	861

F = 27.245, p <.000

Table C-10. Academic status by served as president of Chapter

		No	Yes	Total
Academic Status	1st year	196	0	196
	2nd year	246	6	252
	3rd year	201	23	224
	4th year	156	17	173
	5 years +	20	1	21
	Total	819	47	866

F = 32.571, p <.000

Table C-11. Years active by served as president of chapter

		No	Yes	Total
Number of years active	This is my first year	273	0	273
in sorority or fraternity	1 year	89	2	91
	2 years	199	9	208
	3 years	171	23	194
	4 or more years	89	13	102
	Total	821	47	868

F = 44.364, p <.000

Table C-12. Greek Council by served as executive board member other than president

		No	Yes	Total
Greek Council	IFC	146	87	233
	NPHC	42	20	62
	PC	427	118	545
	MGC	10	17	27
	Total	625	242	867

F = 37.975, p <.000

Table C-13. Age by served as executive board member other than president

		No	Yes	Total
Age	18	121	0	121
	19	170	31	201
	20	167	84	251
	21	122	80	202
	22	39	37	76
	Total	623	238	861

F = 1.020, p <.000

Table C-14. Years active by served as executive board member other than president

		No	Yes	Total
Number of years active	This is my first year	267	6	273
in sorority or fraternity	1 year	70	21	91
	2 years	133	75	208
	3 years	105	89	194
	4 or more years	51	51	102
	Total	626	242	868

F = 1.536, p <.000

Table C-15. Gender by served as executive board member other than president

	No	Yes	Total
Gender Male	152	96	248
Female	470	145	615
Total	622	241	863

F = 20.107, p<.000

Table C-16. Academic Status by served as executive board member other than president

	No	Yes	Total
Academic Status 1st year	195	1	196
2nd year	191	61	252
3rd year	134	90	224
4th year	94	79	173
5 years +	10	11	21
Total	624	242	866

F = 1.249, p <.000

Table C-17. Age by served in chair position

	No	Yes	Total
Age 18	96	25	121
19	130	71	201
20	118	131	251
21	83	118	202
22	27	49	76
Total	459	399	861

F = 71.413, p <.000

Table C-18. Years active by served in chair position

	No	Yes	Total
Number of years active in sorority or fraternity This is my first year	211	62	273
1 year	46	44	91
2 years	101	106	208
3 years	71	122	194
4 or more years	35	67	102
Total	464	401	868

F = 1.042, p <.000

Table C-19. Academic Status by served in chair position

	No	Yes	Total
Academic status 1st year	157	39	196
2nd year	140	111	252
3rd year	91	132	224
4th year	67	105	173
5 years +	8	13	21
Total	463	400	866

F = 88.638, p <.000

Table C-20. Academic status by served in other position

		No	Yes	Total
Academic status	1st year	157	39	196
	2nd year	201	51	252
	3rd year	153	71	224
	4th year	108	65	173
	5 years +	13	8	21
	Total	632	234	866

F = 24.478, p <.000

Table C-21. Years active by served in other position

		No	Yes	Total
Number of years active	This is my first year	220	53	273
in sorority or fraternity	1 year	72	19	91
	2 years	154	54	208
	3 years	123	71	194
	4 or more years	64	38	102
	Total	633	235	868

F = 24.280, p <.000

Table C-22. Age by never held an office

	No	Yes	Total
Age	18	46	75
	19	114	87
	20	196	55
	21	173	29
	22	65	11
	Total	602	259
			861

F = 1.162, p <.000

Table C-23. Years active by never held an office

		No	Yes	Total
Number of years active	This is my first year	116	157	273
in sorority or fraternity	1 year	65	26	91
	2 years	165	43	208
	3 years	173	21	194
	4 or more years	89	13	102
	Total	608	260	868

F = 1.556, p <.000

Table C-24. Academic status by never held an office

		No	Yes	Total
Academic status	1st year	76	120	196
	2nd year	172	80	252
	3rd year	191	33	224
	4th year	148	25	173
	5 years +	19	2	21
	Total	606	260	866

F = 1.403, p <.000

Table C-25. Greek Council by volunteer if asked by university leaders

	Not important	2	3	4	Very important	Total
Greek Council IFC	46	30	82	41	27	226
NPHC	8	10	16	19	8	61
PC	37	78	155	185	87	542
MGC	5	1	8	12	1	27
Total	96	119	261	257	123	856

F = 53.328, p <.000

Table C-26. Gender by volunteer if asked by university leaders

		Not important	2	3	4	Very important	Total
Gender	Male	49	33	88	45	26	241
	Female	47	86	174	209	96	612
	Total	96	119	262	254	122	853

F = 45.100, p <.000

Table C-27. Academic status by volunteer if asked by university leaders

		Not important	2	3	4	Very important	Total
Academic status	1st year	10	23	64	53	45	195
	2nd year	16	32	77	92	32	249
	3rd year	35	27	68	63	28	221
	4th year	32	32	45	47	15	171
	5 years +	3	5	8	1	3	20
	Total	96	119	262	256	123	856

F=56.500, p<.000

Table C-28. Greek Council by volunteer if asked by Greek office

		Not important	2	3	4	Very important	Total
Greek Council	IFC	45	36	74	44	28	227
	NPHC	11	9	19	15	6	60
	PC	42	82	150	197	72	543
	MGC	4	3	11	7	2	27
	Total	102	130	254	263	108	857

F = 42.075, p <.000

Table C-29. Gender by volunteer if asked by Greek office

		Not important	2	3	4	Very important	Total
Gender	Male	49	39	81	47	27	243
	Female	53	91	173	213	81	611
	Total	102	130	254	260	108	854

F = 35.230, p <.000

Table C-30. Academic status by volunteer if asked by Greek office

Academic status	1st year	Not important				Very important	Total
		2	3	4			
	2nd year	9	17	65	62	42	195
	3rd year	21	33	72	92	32	250
	4th year	36	32	65	63	25	221
	5 year or more	31	43	46	43	8	171
	Total	5	5	7	2	1	20
		102	130	255	262	108	857

F = 75.518, p <.000

Table C-31. Age by volunteer if asked by Greek office

Age	18	Not at all important				Very important	Total
		2	3	4			
	19	6	7	45	36	26	120
	20	16	30	55	67	32	200
	21	31	35	69	84	28	247
	22	34	39	55	54	20	202
	Total	15	17	25	16	1	74
		102	130	253	260	107	852

F = 58.203, p <.000

Table C-32. Greek Council by volunteer because it is a course or class requirement

Greek Council	IFC	Not a reason			A slight reason	A strong reason	Total
		2	3	4			
	NPHC	157			45	23	225
	PC	35			8	18	61
	MGC	302			120	116	538
	Total	20			5	2	27
		514			178	159	851

F = 24.930, p <.000

Table C-33. Gender by volunteer because it is a course or class requirement

Gender	Male	Not a reason			A slight reason	A strong reason	Total
		2	3	4			
	Female	172			44	24	240
	Total	339			134	135	608
		511			178	159	848

F = 22.023, p <.000

Table C-34. Gender by volunteer for recognition or prestige

Gender	Male	Not important				Very important	Total
		2	3	4			
	Female	64	42	67	52	18	243
	Total	213	161	141	73	25	613
		277	203	208	125	43	856

F = 25.790, p <.000

Table C-35. Gender by volunteer to help me achieve career goals

Gender		Not at all important				Very important	Total
		1	2	3	4		
Male		18	15	33	86	89	241
Female		9	34	76	209	284	612
Total		27	49	109	295	373	853

F = 23.667, p <.000

Table C-36. Age by volunteer in order to maintain membership in an organization

Age		Not a reason	A slight reason	A strong reason	Total
		18	19	20	
		30	52	71	42
				123	69
					244
				65	58
					200
				33	13
					75
	Total	262	353	233	848

F = 31.971, p <.000

Table C-37. Religion by volunteer because actively involved in church

Religion		Not a reason	A slight reason	A strong reason	Total
		Protestant	Catholic	Jewish	
		121	191	126	51
					240
				7	32
					314
				3	136
				15	9
					155
	Total	569	181		95
					845

F = 1.081, p <.000

Table C-38. Religion by volunteer because of participating in civic activities as a child

Religion		No Effect	2	3	4	Major Effect	Total
		Protestant	Catholic	Jewish	Other		
		35	48	28	49	56	240
						52	312
						19	136
						19	156
	Total	160	113	217	208	146	844

F = 35.041, p <.00

Table C-39. Gender by where you live

Gender		On campus	In a sorority or fraternity house	With parents	In an apt or house with roommates	In an apt or house by myself	In an apt or house with sorority or fraternity members	Total
		Male	Female					
		40	146	0	70	8	35	245
				1	182	16	76	615
	Total	186	286	1	252	24	111	860

F = 7.595, p <.000

Table C-40. Age by where you live

	On campus	In a sorority or fraternity house	With parents	In an apt or house with roommates	In an apt or house by myself	In an apt or house with sorority or fraternity members	Total
Age 18	96	7	0	15	1	1	120
19	68	59	0	54	3	16	200
20	15	108	1	89	9	29	251
21	4	78	0	65	7	48	202
22	2	29	0	27	2	15	75
Total	185	285	1	251	24	112	858

F = 3.967, p <.000

Table C-41. Academic status by where you live

	On campus	In a sorority or fraternity house	With parents	In an apt or house with roommates	In an apt or house by myself	In an apt or house with sorority or fraternity members	Total
Academic status 1st year	155	11	0	23	3	2	194
2nd year	23	108	0	95	4	22	252
3rd year	4	99	1	77	7	36	224
4th year	4	61	0	53	8	46	172
5 years +	0	8	0	5	2	6	21
Total	186	287	1	253	24	112	863

F = 5.539, p <.000

Table C-42. Race by where you live

	On campus	In a sorority or fraternity house	With parents	In an apt or house with roommates	In an apt or house by myself	In an apt or house with sorority or fraternity members	Total
Race White	162	257	0	193	13	97	722
African American	4	2	1	25	4	2	38
Asian	3	2	0	7	2	1	15
Hispanic	13	25	0	25	3	12	78
Other	4	1	0	3	1	0	9
Total	186	287	1	253	23	112	862

F = 84.951, p <.000

Table C-43. Greek Council by where you live

	On campus	In a sorority or fraternity house	With parents	In an apt or house with roommates	In an apt or house by myself	In an apt or house with sorority or fraternity members	Total
Greek Council IFC	41	92	0	56	7	34	230
NPHC	15	4	0	37	2	4	62
PC	128	191	1	148	11	66	545
MGC	1	0	0	14	4	8	27
Total	185	287	1	255	24	112	864

F = 84.123, p <.000

LIST OF REFERENCES

- Anderson, J.C. & Moore, L.F. (1978). The motivation to volunteer. *Journal of Voluntary Action Research*, 7(3-4), 120-125.
- Anson, J. L., and Marchesani, R. F. (eds.). *Baird's Manual of American College Fraternities*. (20th ed.) Indianapolis, Ind.: Baird's Manual Foundation, 1991.
- Astin, A., Osegueda, L., Sax, L.J., & Korn, W.S. (2002). *The American Freshman: Thirty-Five Trends*. Los Angeles: Higher Education Research Institute, UCLA.
- Astin, A., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 22(2), 187.
- Astin, A. & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251.
- Babbie, E. (1998). *The Practice of Social Research*. Belmont, CA: Wadsworth.
- Babbie, E. (2007). *The Practice of Social Research*. (11th ed.) Belmont, CA: Wadsworth.
- Berger, J.B., & Milem, J.F. (2002). The impact of community service involvement on three measures of undergraduate self-concept. *NASPA Journal*, 40, No. 1 (<http://publications.naspa.org/naspajournal/vol40/iss1/art6>).
- Boeringer, S., Shehan, C., & Akers, R. (1991). Social contexts and social learning in sexual coercion and aggression: Assessing the contribution of fraternity membership. *National Council on Family Relations*, 40(1), 58.
- Brewer, J. & Hunter, A. (1989). *Multimethod Re-search: A Synthesis of Styles*. Newbury Park, CA: Sage.
- Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press.
- Burns, D. J., Reid, J., Toncar, M., Anderson, C., & Wells, C. (2008). The effect of gender on the motivation of members of generation Y college students to volunteer. *Journal of Nonprofit & Public Sector Marketing*, 19(1), 99-118.
- Bussell, H. & Forbes, D. (2001). Understanding the volunteer market: the what, where, who and why of volunteering. *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(3), 244-257.
- Canterbury, R. J., Gressard, C. F., Vieweg, W. V. R., Grossman, S. J., McKelway, R. B., & Westerman, P. S. (1992). Risk-taking behavior of college students and social forces. *American Journal of Drug and Alcohol Abuse*, 18(2), 213.

- Cantor, N. (1994). Life task problem solving: Situational affordances and personal needs. *Personality and Social Psychology Bulletin, 20*, 235-243.
- Carmines, E.G. & Zeller, R.A. (1979). *Reliability and validity assessment*. Beverly Hills: Sage.
- Carson, E. (1989). *The Evolution of Black Philanthropy*. Philanthropic Giving. New York: Oxford University Press.
- Cashin, J.R., Presley, C.A., Meilman, P.W. (1998) Alcohol use in the Greek system: follow the leader. *Journal of Studies on Alcohol, 59*
- Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality & Social Psychology, 74*(6), 1516-1530.
- Clary, E. G., & Snyder, M. (1999). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science, 8*(5), 156-159.
- Colby, A., Thomas, E., Beaumont, E., & Stephens, J. (2003) *Educating citizens: preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
- Copenhaver, S., & Grauerholz, E. (1991). Sexual victimization among sorority women: Exploring the link between sexual violence and institutional practices. *Sex Roles, 24*(1-2), 31.
- Cress, C., Astin, H., Oster-Zimmerman, K., & Burkhardt, J. (2001). Developmental outcomes of college students' involvement in leadership activities. *Journal of College Student Development, 42*(1), 15-27.
- de Vaus, D.A. (2001). Research Design in Social Research. SAGE Publications, London.
- Dillman, D.A. (2000). *Mail and Internet Surveys: The tailored design method*. New York, NY: Wiley and Sons.
- Dodge, S. (1990). Colleges urge students to do community-service work; some even require it. *Chronicle of Higher Education, 36*(38), 30.
- Earley, C. (1998). Influencing ethical development in Greek letter organizations. *New Directions for Student Services, 81*, 39.
- Eisner, D. (2005). The real challenge for Volunteerism. *Chronicle of Philanthropy, 17*(20): 51-52.
- Finkelstein, M. A. (2008). Volunteer satisfaction and volunteer action: A functional approach. *Social Behavior & Personality: An International Journal, 36*(1), 9-17.

- Finkelstein, M. A., Penner, L. A., & Brannick, M. T. (2005). Motive, role identity, and prosocial personality as predictors of volunteer activity. *Social Behavior & Personality: An International Journal*, 33(4), 403-418.
- Friend, R. (1993). Drinking practices and expectancies in undergraduate males as a function of ethnicity and fraternity membership. *Dissertation Abstracts International*, 48, 207-211.
- Foster-Bey, J., Dietz, N., & Grimm, R. (2006). College Students Helping America. Corporation for National and Community Service. Retrieved on January 15, 2006 from http://www.nationalservice.org/pdf/06_0503_mentoring_report.pdf.
- Giles Jr., D. E., & Eyler, J. (1994). The impact of a college community service laboratory on students' personal, social and cognitive. *Journal of Adolescence*, 17(4), 327.
- Goodwin, L. (1992). Alcohol and drug use in fraternities and sororities. *Journal of Alcohol and Drug Education*, 37(2), 52.
- Greeno, G.C. & Maccoby, E.E. (1993). How different is the "Different Voice"? *Journal of Women in Culture and Society*, 11, 310-316.
- Hayek, J.C., Carini, R.M., Patrick, O.T., & Kuh, G.D. (2002). Triumph or Tragedy: Comparing Student Engagement Levels of Members of Greek-Letter Organizations and Other Students. *Journal of College Student Development*, 43(5), 643-663.
- Henderson, A., Brown, S. D., Pancer, S. M., & Ellis-Hale, K. (2007). Mandated community service in high school and subsequent civic engagement: The case of the "Double cohort" in Ontario, Canada. *Journal of Youth & Adolescence*, 36(7), 849-860.
- Huck, S.W. & Cormier, W.G. (1996). *Reading statistics and research* (2nd ed.). New York: HarperCollins.
- Isaac, S., & Michael, W. (1997). *Handbook in Research and Evaluation*. San Diego, CA: EDITS Publishers.
- Johnson, C.S. (1972). *Fraternities in Our Colleges*. New York: National Fraternity Foundation.
- Kelly, K.S. (1998). Effective Fund-Raising Management. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Kim, J., & Mueller, C. (1978). *Factor analysis: Statistical methods and practical issues*. Beverly Hills, CA: SAGE.
- Latting, J.L. (1990). Motivational Differences between Black and White Volunteers. *Nonprofit and Voluntary Sector Quarterly*, 19, 121-36.

- Marks, H., & Jones, S. (2004). Community service in the transition: Shifts and continuities in participation from high school to college. *Journal of Higher Education*, 75
- Martin, M.W. (1994). Virtuous giving: Philanthropy, voluntary service, and caring. Bloomington, IN: Indiana University Press.
- Moffatt, M. (1991). College life: Undergraduate culture and higher education. *The Journal of Higher Education*, 62(1), 44.
- Mounter, C.T. (1985). A study of the degree of success of a volunteer program based on the motivations of volunteer and perceptions of these by agents. *Dissertations Abstracts International*, 45(1).
- Musick, M. A., Wilson, J., & Bynum, W. B. (2000). Race and formal volunteering: The differential effects of class and religion. *Social Forces*, 78(4), 1539-1570.
- National Center for Education Statistics (2007). Volunteering in the United States, 2007. Retrieved on February 9, 2008 from <http://www.bls.gov/news.release/volun.nr0.htm>
- Oesterle, S., Johnson, M. K., & Mortimer, J. T. (2004). Volunteerism during the transition to adulthood: A life course perspective. *Social Forces*, 82(3), 1123-1149.
- Omoto, A. M., Snyder, M., & Martino, S. C. (2000). Volunteerism and the life course: Investigating age-related agendas for action. *Basic & Applied Social Psychology*, 22(3), 181-197.
- Phillips, Michael. (1982). Motivation and Expectation in Successful Volunteerism. *Journal of Voluntary Action Research*, 11, 118-125.
- Plucker, J. A., & Teed, C. M. (2004). Evaluation of an alternative methodology for investigating leadership and binge drinking among sorority members. *Addictive Behaviors*, 29(2), 381-388.
- Preston, C. (2006). Volunteerism among American increased by nearly 12%, according to a new report. *Chronicle of Philanthropy*. 18(14):16.
- Pryor, J.H., Hurtado, S., Saenz, V.B., Lindholm, J.A., Korn, W.S., Mahoney, K.M. (2005). *The American Freshman: National Norms for Fall 2005*. Los Angeles: Higher Education Research Institute, UCLA.
- Putnam, R.D. (1995). Turning In, Turning Out: The Strange Disappearance of Social Capital in America. *Political Science and Politics*, 28(4), 664-683.
- Rattray, J., & Jones, M. (2007). Essential elements of questionnaire design and development. *Journal of Clinical Nursing*, 16; 234-243.

- Robson, J. (ed.) *Baird's Manual of American College Fraternities*. (19th ed.) Indianapolis, Ind.: Baird's Manual Foundation, 1963.
- Salant, P. & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley & Sons.
- Sax, L. J. (2004). Citizenship development and the American college student. *New Directions for Institutional Research, 2004*(122), 65-80.
- Serow, R. C. (1991). Students and voluntarism: Looking into the motives of community service participants. *American Educational Research Journal, 28*(3), 543-556.
- Shin, H. (2005). School Enrollment—Social and Economic Characteristics of Students: October 2003. Retrieved on February 13, 2008 from <http://www.census.biz/prod/2005pubs/p20-554.pdf>
- Shure, R.S. (1998). The identification of those most likely to volunteer: Characteristics of male volunteers in the Big Brothers/Big Sisters program. *Dissertation Abstracts International*.
- Smith, D. H. (1981). Altruism, volunteer, and volunteerism. *Journal of Voluntary Action Research, 10*, 21-38.
- Smith, D.H. (1994). Determinants of Voluntary Association Participation and Volunteering: A Literature Review. *Nonprofit and Voluntary Sector Quarterly, 23*, 243-263.
- Snyder, M. (1993). Basic research and practical problems: The promise of a "functional" personality and social psychology. *Personality and Social Psychology Bulletin, 19*, 251-264.
- Stukas, A. A., & Dunlap, M. R. (2002). Community involvement: Theoretical approaches and educational initiatives. *Journal of Social Issues, 58*(3), 411-427.
- Stukas, A. A., Snyder, M., & Clary, G. (1999). The effects of 'mandatory volunteerism' on intentions to volunteer. *Psychological Science, 10*(1), 59-64.
- The Franklin Square Group. (2005). A Call for Values Congruence. Retrieved on February 13, 2007 from http://www.aascu.org/media/pdf/05_values_congruence.pdf
- The National Multicultural Greek Council. Retrieved on February 15, 2007 from <http://www.nationalmgc.org/>
- Tabachnick, B.G. & L.S. Fidell. (1996). *Using multivariate statistics*. HarperCollins, New York, New York, USA.
- Tashakkori, A. & Teddlie, C. (1998) *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks, CA: SAGE.

- United States Bureau of Labor Statistics. (2007). Volunteering in the United States. Retrieved on April 3, 2008 from <http://www.bls.gov/news.release/volun.nr0.htm>
- University of Florida. (2007-2008). Office of Sorority and Fraternity Affairs, Annual Report.
- Volunteer Centers: A History in America. (2006). *Points of Light Foundation*. Retrieved on September 8, 2007 from <http://www.pointsoflight.org/downloads/doc/centers/resources/HistoryRevised22206.doc>.
- Wakefield, J.C. (1993). Is altruism part of human nature? Toward a theoretical foundation for the helping professions. *Social Service Review*, 67, 406-458/
- Wechsler, H. (1996). Fraternities, sororities and binge drinking: Results from a national study of american colleges. *National Association of Student Personnel Administrators Journal*, 33(4), 260.
- Whitford, A. B., & Yates, J. (2002). Volunteerism and social capital in policy implementation: Evidence from the long-term care ombudsman program. *Journal of Aging & Social Policy*, 14(3), 61.
- White, S. B. (2006). Volunteering in the United States. Monthly Labor Review. Pp.65-70. Retrieved August, 30, 2007, from www.bls.gov/opub/mlr/2006/02/ressum.pdf
- Wilson, J., & Musick, M. (1997). Who cares? Toward an integrated theory of volunteer work. *American Sociological Review*, 62(5), 694-713.
- Wilson, J. (2000). Volunteering. *Annual Review of Sociology*, 26(1), 215.
- Winniford, J. C., Carpenter, D. S., & Grider, C. (1997). Motivations of college student volunteers: A review. *National Association of Student Personnel Administrators Journal*, 34(2), 134.
- Wuthnow, R. (1994). God and Mammon in America. New York: Free Press

BIOGRAPHICAL SKETCH

Adrienne Michelle Jaroch was born and raised in the Northwest suburbs of Chicago, Illinois. In 2002, she moved to Gainesville, Florida to attend the University of Florida. She graduated with a B.A. in Political Science in May of 2006 and immediately entered the Master of Science program in the Department of Family, Youth and Community Sciences at the University of Florida. Throughout her graduate studies she worked as a graduate assistant for the Office of Sorority and Fraternity Affairs, which helped to guide her thesis research.