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How Bad Do You Want It?: The Personal Motivation of Joining a Sorority

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How Bad Do You Want It?:
The Personal Motivation of Joining a Sorority

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by

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Abstract

College campuses provide students with endless opportunities to become members of various student organizations that provide leadership, accountability, a sense of belonging, personal growth, and development. Many colleges have provided students with the opportunities to join social Greek fraternity and sorority organizations. The foundation of social fraternity and sorority organizations are built on principles such as sisterhood, brotherhood, scholarship, service, philanthropy, and leadership. Many traditional college-age women who desire to become members of a social sorority organization all participate in a formal recruitment process. There are various motivations that traditional college-age women have for joining social sororities on college campuses worldwide. The purpose of this study was to identify the personal motivations of traditional college-age women who joined Panhellenic sororities.

Data collected for this study used a quantitative approach through a paper survey created by the researcher and titled "The Survey of Sorority Membership." This study collected data from participants concerning individuals' personal motivations for participating in the formal Panhellenic recruitment process to join a sorority at a case study institution. The survey that was used in this study was created based on existing literature that discussed the importance of social sororities and literature related to the Personal Investment Theory. There were 1,150 participants who were members of a Panhellenic sorority that participated in this study.

The study used five research questions that guided this research. Data were analyzed and supported with descriptive statistics that displayed participants' responses based on the year they went through formal Panhellenic sorority recruitment. The data indicated that traditional college-age women who participated in the formal Panhellenic recruitment process were to meet new people, thought it would be fun, and wanted to be involved in a social sorority on campus. In

addition, the data showed that the top three personal motivations of traditional college-age women were to develop friendships, enhance their overall college experience, and the sisterhood aspects that sororities offer to students.

Results from this study are significant information for student affairs practitioners on college campuses who work directly with social sororities to understand the personal motivations that traditional college-age women have in participating in the formal Panhellenic sorority recruitment process. The findings in this study have essential implications for developing a model that benefits those who participate in the formal sorority recruitment process and those who develop the overall recruitment process.

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Dedication

I am often reminded of Isaiah 40:29-31, "He gives strength to the weary and increases the power of the weak. Even youths grow tired and weary, and young men stumble and fall; but those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint" (NIV). This work is dedicated to my family, friends, and loved ones who have supported me through my academic journey. Khloe and Micah, thank you for your love and patience as daddy has finally finished school. I also dedicated this study to my third-grade teacher, Ms. Vicki Steadman. Thank you for always showing me the importance of education and teaching me the importance of learning. To the young men and women who come from North Little Rock, Arkansas, especially in the community of Dixie Addition, never give up on your dreams or goals. This dissertation provides an example to understand and recognize that with God, all things are possible to those who believe in Him, who are dedicated, committed, and who work hard to fulfill the purpose that God has on your life.

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Table of Contents

List of Tables

Chapter 1. Introduction

A. Context of the Study

Many college students have a desire and various motivations to join a social Greek organization regardless of the controversial issues profiled on sorority and fraternity life (Kimbrough, 2003). Throughout the United States, sororities on college campuses provide students with experiences that have the potential to enhance their overall collegiate experience and increase their satisfaction with college. Virtually all higher education institutions provide their students with some form of activity, whether clubs, organizations, or even discussion groups to join during their time in college (Pike, 2000). And, there are a wide variety of social and academic organizations on college campuses; some of which focus on particular areas or topics, such as community service or philanthropy. Others are broader and incorporate a variety of activities and opportunities for students. Social Greek life organizations are examples of student-based run organizations that undertake a wide variety of activities that also work hard to build a sense of community. Most were founded and are guided by principles such as scholarship, leadership, philanthropy, community service, sisterhood, and brotherhood (Long, 2012).

Many future college women in particular think about joining a sorority even before they begin their first semester of college (Johansen & Slantcheva-Durst, 2018). Colleges and universities that allow for social Greek chapters provide women with the experiences of participating in what they term 'formal recruitment,' a process previously called 'rush.' This selection process allows for the sorority to select members who are consistent with the organization's values and preferences, and allows prospective members to understand the values and mission of each sorority that they explore joining. Throughout the formal recruitment

process, new college women network with others from different parts of campus as well as different geographic, racial, and academic backgrounds. Because of these networking and social opportunities, women are able to develop friendships that can last for a lifetime as well as provide them with important social and professional relationships (Long, 2012).

Participating in formal recruitment can be overwhelming and stressful as there are typically stringent rules involved, including no communication with family or friends during the process and having to meet potentially hundreds of women in order to be selected for membership (Hayek, et al., 2002). Despite this being a highly stressful experience, women want to be accepted and want to form a positive relationship with 'sisters' who can enhance their overall college experiences (Lambert, et al., 2013). Having a sense of belonging is essential in the life of college students, and many women join social Greek organizations to be a part of a bigger system than themselves (Lambert, et al., 2013). In addition to networking, being accepted and supported, and a part of an organization that has consistent and similar or re-enforcing values is an important part of women's social Greek organizations. The National Panhellenic Conferences (2021) noted that women who join an organization under their umbrella must be committed to building relationships focused on leadership, friendship, service, integrity, accountability, and trust. By joining a social Greek organization, students can learn, grow, and develop various skills that can help them become the future leaders of society (National Panhellenic Conference, 2021).

Joining a sorority on a college campus can be recognized as a highly visible and key part of an undergraduate experience, especially during a student's first-year of college (Walker, et al., 2015). And despite being a potentially stressful experience, sorority formal recruitment can be seen as something that interested women looked forward to before school starts (Walker, et al.,

2015). At the institution being studied, over 1,000 women prepare to participate in formal recruitment by filling out a registration form, paying a fee, requesting recommendation letters, and finding appropriate clothing to wear during the week of recruitment. Additionally, during the past two years, women who have gone through formal recruitment have had the added stress of the global COVID-19 pandemic (Walker, et al., 2015). Although formal recruitment is something that women look forward to each year, formal recruitment in 2020 was different than past recruitments (National Panhellenic Conference, 2021). Because of COVID-19, sorority formal recruitment was originally planned to be held in a hybrid model that would allow for both in-person and virtual components. Due to the number of positive COVID cases in the community of the case study institution, sorority formal recruitment was quickly transitioned to an entirely virtual model. Despite this, the number of women who participated in recruitment did not change from previous years.

College women who participate in sorority formal recruitment look for various things throughout the process. Women want to join a Greek organization for leadership opportunities, personal support, for career connections, friendship, sisterhood, and a find a home away from home. In contrast, others join to participate in social functions and to focus on having fun (Hevel, et al., 2014). Although many observe sororities for the positive aspects that they can produce, others negatively stereotype sororities because of what is observed in popular media and through the negative behaviors of some members.

The current study provided an in-depth exploration into the motivations of women who participated in formal sorority recruitment and joined one of the sororities at the case study institution. This type of information is critical to develop a formal understanding about why women join a sorority, specifically at the institution of study where Greek life is a major element

of the undergraduate student experience. Additionally, the study provided important data about the motivation of women to participate in recruitment even during a global pandemic. These types of findings can be critically important to institutional leaders who are looking for creative and effective ways to engage students with the campus, and importantly, understand the motivations of women who participate in Greek life specifically at the case study university.

B. Purpose of the Study

The study explored the personal motivations of women who decided to join a Greek-letter, social sorority. Specifically, the purpose for conducting the study was to describe the personal motivations of traditional college-age women who joined Panhellenic sororities, comparing these motivations over a four-year period. The period of time for the study was important as it included variations of the recruitment process due to the global COVID-19 pandemic.

C. Research Questions

In order to examine the motivations of traditional college-age women who joined Panhellenic sororities and compare them to those who joined at a different time, the following research questions were used to examine the following:

1. What was the profile for women who participate as members of Panhellenic sorority at a case study university located in the mid-southern United States?

2. What were the primary ways college students were informed about participating in the formal Panhellenic recruitment process?

3. What factors positively impacted traditional college women who participated in the Panhellenic sorority formal recruitment process?

4. What were the primary motivations that college women identify as reasons to join Panhellenic sororities?

5. Were there significant differences between the motivations and profiles of women who joined a Panhellenic sorority during a pandemic compared to those who joined at other times?

D. Definition of Terms

In the study, several terms were operationally defined, and it was also essential to understand the terms as they related to various sorority organizations in the United States.

Chapter: a chapter is a unit of a national organization and is often used to describe an organization on a college campus. Each chapter associated with the national organization is based on the process called an "extension." Through the extension process, the National Panhellenic extension committee must have a letter from the college or university to gain permission for a chapter to become established on a college campus (National Panhellenic Conference, 2021). Once a chapter has been established on campus and voted by the local Panhellenic chapter, the organization becomes a local council member. Chapters are supported by national consultants who are considered an alumni member of the national organization (National Panhellenic Conference, 2021). Each chapter has between 2 – 3 alumni members of the national organization who provide support and oversite for its organization's functions (National Panhellenic Conference, 2021).

College Panhellenic Council (CPC): is a governing body on a college campus that is comprised of chapters that are under the affiliated umbrella of the National Panhellenic Conference (National Panhellenic Conference, 2021).

Formal Recruitment: a period in which the College Panhellenic Council conduct recruitment for each sorority within the council. Also, this is a time when women are able to visit several chapters to gain a better understanding of what each chapter represents (National Panhellenic Conference, 2021).

Greek Life: the words 'Greek Life' are often used to describe a community of fraternities and sororities on a college campus. The word 'Greek' is not associated with a country or language (Brown et al., 2012).

Initiation: is a secret ritual that is performed at the end of a new member process that brings a new member to become an official member of the organization. When a person who has joined a sorority within the National Panhellenic Conference, they are ineligible to join another NPC sorority at any time (National Panhellenic Conference, 2021).

Membership Recruitment Acceptance Binding Agreement (MRABA): is a signed binding agreement document that is used during final preference round of the formal recruitment process. A potential new member that agrees by signing the MRABA form and does not accept a bid that is offered to them will become ineligible to join a Panhellenic sorority until the next academic school year. If a potential new member does not sign the MRABA or signs it and do not received a bid from a CPC sorority, the women is eligible to participate in continuous open bidding process (National Panhellenic Conference, 2021).

National Panhellenic Conference (NPC): is the umbrella for all 26 inter/national women's only sorority organizations in the world (National Panhellenic Conference, 2021). The National Panhellenic Conference is managed through the NPC board of directors that serves as a support to collegiate and alumni chapters to address various areas such as chapter extensions,

Panhellenic formal recruitment, release figure methodology specialist, and judicial appeals (National Panhellenic Conference, 2021).

Potential New Member (PNM): any woman that is eligible to participate in formal recruitment or continuous open bid (National Panhellenic Conference, 2021).

Sorority: is a women's social Greek letter organization that is built on sisterhood, friendship, scholarship, mission, vision, community service, philanthropy, and leadership (National Panhellenic Conference, 2021).

Values-Based Recruitment: is a recruitment that only focuses on the importance of a sorority's foundation such as scholarship, philanthropy, sisterhood, community service through conversations during formal recruitment (National Panhellenic Conference, 2021).

E. Assumptions

There were several assumptions that the study accepted, including:

1. The reasons that a college-aged woman would have regarding joining a sorority upon enrollment in college can be self-identified and measured.

2. College-aged women have the self-perspective to reflect on the idea of sorority membership and have the capacity to recognize and report this in a structured way.

3. College-aged women at the case study institution were fully aware of the pandemic as well as its serious health effects if contracted.

4. Traditional college-age women begin college with at least some interest in joining a sorority that fulfills their sense of belonging, and self-efficacy through their experiences, and in turn their motivation persist to become committed to their studies and the institution.

5. The investment that a college-aged woman would have in joining a sorority can be identified through one's perceived goals of becoming a member of a social Greek sorority.

6. College-aged women that participated in formal recruitment were fully aware of the risks and the process prior to signing up for formal recruitment.

F. Limitations

The study accepted several limitations, including that the study was limited to only one 4-year public research university located in the mid-southern United States. The Panhellenic Council was the only council that was focused on in the study. Councils and organizations such as the Interfraternity Council, National Pan-Hellenic Council (African American sororities), and the United Greek Council organizations were not be included. Also, participants who dropped their organization or formal recruitment were not included in the study. Additionally, only the participants who went through sorority formal recruitment within the past four years were included in the study. Therefore, generalizations on sorority recruitment motivation should be made with caution and the consideration of parameters of this unique environment.

G. Importance of the Study

Fraternities and sororities have existed over 230 hundred years throughout the world. Many social Greek organizations started from a foundation of debate clubs and literary societies (Johansen & Slantcheva-Durst, 2018). According to Whipple and Sullivan (1998), college fraternities and sororities have existed since the beginning of higher education. In 1776, during the American Revolution, Phi Beta Kappa, an honorary fraternity, was founded at the College of William and Mary by five college students. There are many organizations that have been established since the creation of Phi Beta Kappa and have followed their model, including the

creation of hand signs, Greek letters, symbols, secret ritual, beliefs, and values. Over decades, fraternities and sororities have changed the way they are viewed and have set foundational principles for their members to follow. Today, many organizations are founded on principals of scholarship, community service, philanthropy, leadership, brotherhood, and sisterhood (Lambert, et al., 2013).

College students today join social Greek organizations for a variety of reasons. Students join for friendship, leadership, scholarship, service, and an overall sense of belonging (Long, 2012). Although many students join various organizations on college campuses, many students believe in having a sense of belonging by developing relationships with those inside their organizations (Lambert et al., 2013). Many college students associate their sense of belonging by the meaningfulness of the relationships they have with their peers. Because of the relationships that students build inside and outside of their organizations, many find social Greek organizations appealing to join (Long, 2012).

The current study can provide essential information for Student Affairs professionals who currently work with collegiate Panhellenic college chapters, Vice Chancellor of Student Affairs, Dean of students, Chapter Advisors, and individual National Panhellenic Executive boards worldwide. Furthermore, the study findings can provide a clear understanding of the various motivations that college women have when thinking about joining a collegiate sorority. As a result of the study, many would recognize the number of motives that college women have and their desire to becoming members of a social Greek organization on a collegiate campus.

By identifying the motivations of women, recruitment can be streamlined and made more efficient, and even possibly, made to be less stressful. Those working in Greek Life might be

able to also target potential sorority members more efficiently and help educate them about what the sorority experience truly entails and how to navigate recruitment more easily.

For institutions with large Greek systems, and highly stressful recruitment programs, understanding the desires and motivations of women going through recruitment can add to their ability to offer counseling and related services that might help them. These might include online resources to create a better understanding of the process, providing counseling support for women who are going through recruitment or suffer from post-recruitment stress, and even help the sororities conducting the recruitment to be more efficient in their work.

And lastly, by identifying any unique attributes of women who completed recruitment during the COVID-19 pandemic, administrators, campus officials, and Greek Life leaders can be better prepared for future disruptions. Data from the current study can lend itself to their planning, and can be helpful at both the case study institution and other institutions as they develop plans that might consider a higher level of virtual participation.

H. Conceptual Framework of the Study

There are various studies and theories that exist in understanding motivation, including both the involvement and participation that focuses on internal psychological and external sociological perspectives (Astin, 1984; Braskamp, et al., 2016). One of the primary theories that has been tested and used with the general population and college students is the Personal Investment Theory (PIT) (Maehr & Braskam, 1986). Early studies into PIT were conducted to determine a student's motivation based on participation in programs and activities on campus (Braskamp et al., 2016). This approach has been re-enforced by a variety of scholars who have also studied and argued that understanding student engagement and the motivation for that engagement is critical to understanding student success and performance (King, Yeung, & Cai,

10

2019). Because of the need to understand how students grow and develop on campus, student affairs professionals must comprehend the importance of student motivations to engage on the contemporary college campus (Braskamp et al., 2016).

Personal Investment Theory posits three critical areas of a student's development from an overall holistic view (Maehr & Braskamp, 1986; Braskamp et al., 2016; & King et al., 2019). This theory is critical in understanding through the lens of a sense of self, facilitating conditions, and perceived goals of behavior (King et al., 2019). PIT includes a multi-faceted approach to understanding motivation, socio-cultural, and cross-cultural similarities and differences related to a person's participation (King et al., 2019). The PIT framework looks at a person's motivation through etic and emic dimensions (King & McInerney, 2014). Through the cross-cultural model of motivation achievement, it focuses on the investment of a person's time, energy, and tasks of performance (King & McInerney, 2014). Many invest their time in various activities and programs, depending on what is offered (Braskamp, 2009), and it is necessary to understand the importance of how the inner and outer motivations of a person are intertwined with one another (Braskamp, 2009).

The first element of the PIT is the importance of a sense of self (Who am I?), which looks at self-perceptions, beliefs, and feelings (King et al., 2019). Braskamp (2009) discussed the sense of self as having a sense of purpose, developing personal goals, and one's abilities and strengths. A sense of self is also referred to as a student's self-identity (Braskamp, 2009; & King & McInerney, 2014). Many have various personal goals, depending on their priorities and interests (Braskamp, 2009). Motivation is also tied to the dedication and effort to complete tasks or goals (Tinto, 2015). Goals are what one finds rewarding once they are achieved (Braskamp, 2009). The

11

goals of a person are often associated with their environment (King & McInerney, 2014), including social organizations for college students such as sororities.

Personal Investment Theory focuses not only on a person's individual goals, a sense of purpose, and strengths, but it also views the sociocultural norms of a person's environment (Braskamp, 2009; & King et al., 2019). The sociocultural environment focuses on a person's options and support available to them (King & McInerney, 2014). Researchers have found that support from peers, teachers, and parents are all predictors of students' motivation and engagement (Braskamp, 2009; King & McInerney, 2014; & King et al., 2019). A person's community has a significant impact on how one observes themselves (Braskamp, 2009), and in the current study, community includes sorority membership. Culture, curriculum, co-curricular, and communities all impact a student's motivation to participate in activities and programs (King & McInerney, 2014). Astin's (1993) theory developed conclusions on a person's involvement who participated in sororities or co-curricular activities related to their motivation for persistence.

The third facet focuses on a person's perceived goals, which looks at why one engages in an activity or program (King & McInerney, 2014). Personal investment theory examines the connection between one's commitment and their behavior (Braskamp, 2009). Student's growth and development are often acknowledged due to how students spend their time participating in a program or activity (Braskamp et al., 2016). Some researchers focus on goals that are recognized through four main areas: mastery, performance, social, and extrinsic (King et al., 2019). Because of the various ways student engagement is perceived, those who work with students must link programs and activities that involve students reaching their goals (Braskamp, 2009; King & McInerney, 2014; & King et al., 2019). As PIT looks at college student motivation, it inherently

includes the idea of involvement, as involvement builds community, creates goals and a normative culture, and provides tasks and activities for accomplishment.

I. Chapter Summary

The chapter outlined the purpose of the study which examined the personal motivation of college women to join a social Greek organization. The results of the study will provide student affairs professionals and higher education leaders with important information about the motivations of college women to join sororities, and subsequently, understand what these women are looking for and what they desire as they enter college. In addition, the study also highlights the stress that college women endure during their time of joining a social sorority. The chapter also includes the purpose of the study, research questions, definition of terms, assumptions, limitations, and importance of the study. The chapter concluded with a discussion of the conceptual framework that focused on understanding of Personal Investment Theory as it relates to college students and student involvement.

Chapter 2. Review of Related Literature

A. Introduction

Higher education institutions have existed for over 350 years with different missions, values, and student experiences that have shaped the world (Feldman & Newcomb, 1969; Thelin, 2011; Upcraft, Gardner, & Barefoot, 2005). Thelin (2011) noted that Harvard University, Yale University, Brown University, the College of William and Mary, and Dartmouth College are some of the oldest higher education institutions (Thelin, 2011). Since the creation of the oldest higher education institutions, many colleges and universities have been created to develop and significantly impact the lives of college students (Thelin, 2011). The impact of higher education can be viewed in many ways as it relates to developing students (Feldman & Newcomb, 1969). Some believe that people attend colleges and universities to obtain skills, knowledge, and development for one's professional training. In contrast, others believe that students attend college to build critical thinking, find their identity, pursue their passion, build leadership skills, and obtain a good-paying job (Feldman & Newcomb, 1969; Thelin, 2011). For many years, men had a highly significant interest in attending college, while women took care of children and house chores (Thelin, 2011). In the mid-1800's and early 1900's, women started to show a high interest in college and began to enroll in colleges (Thelin, 2011). Higher education institutions for many years were known as "seminaries," "colleges," and "literary" schools (Feldman & Newcomb, 1969; Thelin, 2011). Many students are developed based on their needs and interest (Thelin, 2011).

Although there are many colleges and universities that impact students in various ways, it is essential to understand the impact of student involvement and how it impacts the life of a college student (Upcraft et al., 2005). In the early years of higher education, institutions offered

14

groups such as debate teams, student government, sports clubs, literature groups, and Greek-letter sororities and fraternities (Feldman & Newcomb, 1969; Thelin, 2011). Involvement is essential in a student's life because of the development that takes place outside of the classroom (Feldman & Newcomb, 1969; Felten, Gardner, Schroeder, Lambert, & Barefoot, 2016; Upcraft et al., 2005). Higher education institutions offer students a variety of opportunities that helps with their overall development as a college student (Upcraft et al., 2005). Students observe attending college as a rite of initiation to have a sense of belonging with their family, friends, and student organizations (Thelin, 2011; Upcraft et al., 2005). According to Upcraft et al. (2005), "the American family is undergoing a transformation that is having a significant impact on today's students. The implications of the changing family have an enormous impact on higher education" (p. 22-23). Throughout the history of higher education, the needs of students are constantly changing (Thelin, 2011). Colleges and universities have made changes in adapting to the current times while also being grounded in the mission and vision of their institution (Feldman & Newcomb, 1969; Thelin, 2011; Upcraft et al., 2005). Over the years, higher education institutions have focused more on retention, student development, and student persistence (Upcraft et al., 2005).

On college campuses, student engagement is also essential to the overall success of college students (Upcraft et al., 2005). Student engagement is the responsibility of both the student and the institution (Feldman & Newcomb, 1969; Upcraft et al., 2005). According to (Upcraft et al., 2005). According to Upcraft et al. (2005), "student engagement is first student-driven by the amount of time and effort students put into their studies and other educationally purposeful activities. Student engagement is also institution driven by how a school deploys its resources and organizes curriculum, learning opportunities, and support services to induce

students to participate in activities that lead to the experiences and outcomes that constitute student success" (p. 87). The success of a college student not only depends on academics, engagement inside and outside of the class, but it also essential that students understand the importance of developing relationships with their peers and are involved in student groups (Upcraft et al., 2005; Routon & Walker, 2014). The experiences that college students receive are vital to their development throughout their time in college (Feldman & Newcomb, 1969; Upcraft et al., 2005).

B. The College Experience

Many view the idea of the college experience based on what one hears and what they see via media (Felten, Gardner, Schroeder, Lambert, & Barefoot, 2016). Through students' experience, many find themselves making their own decisions and finding a sense of independence (Felten et al., 2016). Many students who attend college are given the freedom to make their own class schedule, spend time with friends, study, wake up, eat, and spend time on social media without any responsibility (Felten et al., 2016; Upcraft et al., 2005). The college experience for students starts within one's first year of college (Felten et al., 2016; Upcraft et al., 2005). The topic of first-year college students is significant in higher education (Upcraft et al., 2005). Colleges and universities today focus on providing first-year students with a year packed with resources, events, activities, and information about scholarships (Upcraft et al., 2005). During the first year of college, many students have either found how to succeed (Felten et al., 2016), while others have failed because of not knowing how to adjust to a more independent environment (Upcraft et al., 2005).

Retention has also been a focal point of discussion among college administrators (Felten et al., 2016; Upcraft et al., 2005). Colleges and universities have retention programs and

activities led by faculty and staff (Upcraft et al., 2005). Retention programs on college campuses focus more on the overall aspects of student success and student persistence (Felten et al., 2016; Upcraft et al., 2005). While there is a significant focus on student success inside the classroom, institutions must also focus on creating programs, activities, and organizations to keep students involved on campus and within the community (Felten et al., 2016; Upcraft et al., 2005). Students who are often retained from year to year often find a sense of belonging on their campus (Upcraft et al., 2005). By providing students with a campus where they feel important, students are more likely to return the following year and ultimately graduate from the institution Felten et al., 2016; Upcraft et al., 2005).

Minority students on college campuses often find it challenging to find a sense of belonging because of what is offered to them and how they view themselves as outsiders (Upcraft et al., 2005). Many first-year minority students are likely to surround themselves with people who have the same morals, values, educational goals, and those with the same cultural background (Felten et al., 2016; Upcraft et al., 2005). How students view themselves and how they are treated on a college campus can impact future recruitment and enrollment numbers (Upcraft et al., 2005). Colleges and universities must understand and recognize the importance of diversity (Upcraft, 2005). Unfortunately, many students often come from various backgrounds with minimal understanding of diversity (Felten et al., 2016; Upcraft et al., 2005). Upcraft et al. (2005) noted that "educating all students for a pluralistic society involves the rethinking and restructuring of the curriculum to meet the needs of a pluralistic society, which must also consider its links to a share and connected global community" (p. 151).

While there are several things that administrators focus on as it relates to providing students with the best college experience possible, it is necessary for many to understand the

needs and wants of students (Felten et al., 2016; Upcraft et al., 2005). Universities and colleges

have various organizations on their campuses filled with various backgrounds and a place where

students feel like a part of the campus (Felten et al., 2016). For many years, a small percentage of

students find a sense of belonging by joining a fraternity or sorority (Upcraft et al., 2005). The

impact of social Greek organizations has been both positive and negative among college

campuses and the media (Upcraft et al., 2005). While there are negative issues involving social

Greek organizations, such as alcohol abuse, sexual assault, and hazing (Brown et al., 2012;

Kimbrough, 2003), many students often join for various reasons such as friendships, networking,

sense of belonging, community, accountability, and campus involvement, social engagement,

social status, family, and leadership which ultimately impacts their college experience in a

positive manner (Kimbrough, 2003; Upcraft et al., 2005).

C. Greek Life

There are many social fraternities and sororities throughout the world that are known as

Greek life organizations that provide students with a plethora of life experiences while being

undergraduate students (Walker, Martin, & Hussey, 2015). Today, many college students have

various views about college and the experiences that they want to receive (Walker et al., 2015).

Within the Greek life system of college campuses, there are several social fraternities and

sororities that belong to various councils (Kimbrough, 2003). The Greek life councils that

currently exist worldwide are the Panhellenic Conference, North American Interfraternity

Conference, National Pan-Hellenic Council, and National Association of Latino Fraternal

Organizations (Kimbrough, 2003). Although many believe that all social fraternities and sorority

organizations are the same, they all are unique in various ways (Brown et al., 2012). Worldwide,

more than 200 social fraternities and sororities exist on college campuses with distinct mottos

and values (Brown et al., 2012). Because of the history of Greek life and the significant organizations that are known as social fraternities and sororities, it is necessary to understand the importance of its history (Kimbrough, 2003).

Historical Context

Student organizations have existed since 1703 with various purposes (Brown et al., 2012). The purpose of the first student organization founded on the campus of Harvard University was to allow students to pray and operate under religious purposes (Brown et al., 2012). Many of the earliest student organizations all had prayer and other religious acts as their foundational principles (Brown et al., 2012; Kimbrough, 2003). Student organizations created in the early 1700's was mostly short-lived because of the ideas and principles of those who started the organization and later graduated from their institution (Brown et al., 2012). In the late 1700's student organizations created were known as literary societies and debate organizations attributed to political interest (Brown et al., 2012). Literary societies were organizations that were developed for students to enhance their reading, writing, and speaking skills (Brown et al., 2012; Kimbrough, 2003). Between the middle 1700's and 1800's, many literary societies had mottoes, secret handshakes, signals, badges, and initiation processes (Brown et al., 2012; Kimbrough, 2003).

For many years, the Greek life system has been observed with a rich and unique history (Kimbrough, 2003). The creation of Phi Beta Kappa was established by five college students during the American Revolution on the campus of the College of William and Mary in 1776 (Phi Beta Kappa, 2021). Phi Beta Kappa was created for students who had mature mindsets that would have serious debates and discussions about world issues (Phi Beta Kappa, 2021). Phi Beta Kappa (2021) noted that the organization was the first college society to identify its organization

with Greek letters, an oath of secrecy, badges, mottoes in Greek and Latin, and secret handshakes (Brown et al., 2012; Phi Beta Kappa, 2021). Two of the founding members of Phi Beta Kappa were members of the Masonic order (Brown et al., 2012), and function similar to how the Mason operated in handling business (Kimbrough, 2003). Although various literary societies existed during the 1700's and 1800's, Phi Beta Kappa was the only organization that expanded in multiple states (Brown et al., 2012; Phi Beta Kappa, 2021). Activities and membership in literary societies in the 1700's was often observed as more essential than academic curriculums (Brown et al., 2012). Phi Beta Kappa organization and Masons' establishment helped develop what many know as social Greek-letter organizations (Kimbrough, 2003).

Many of the social Greek organizations were created by those who had similar ideas and values related to their interest (Brown et al., 2012). The rise of the fraternity and sorority movement also took place because of the members of Phi Beta Kappa's who denied membership to students that sought interests (Kimbrough, 2003). While many may recognize Phi Beta Kappa as the first Greek life organization, it was not until the 1830's that the Greek life movement became established on college campuses (Brown et al., 2012). Because of the small number of women on college campuses, there were a limited number of organizations that women could become members of while being students on a college campus in the 1830's (Kimbrough, 2003).

As women's presence increased on college campuses, women started to find it necessary to create organizations that helped them to find a sense of belonging (Thelin, 2011). For many sororities that were founded in the mid-1800's, many of them operated as a fraternity (Kimbrough, 2003). The first women's organization known as an actual sorority was Gamma Phi Beta, founded on the Syracuse University campus in 1874 (Brown et al., 2012, Kimbrough,

2003). Although women's social Greek life organizations are known as sororities, organizations founded before 1872 still use the word "fraternity" within their official names (Kimbrough, 2003).

The beginning of the history of fraternities and sororities in the 1800's was filled with predominately white men and women (Brown et al., 2012). However, Greek life organizations had a significant role in the area of housing, student life, and many other essential areas on college campuses (Kimbrough, 2003). Although social Greek organizations played an essential role on college campuses, students of color found it challenging to find their place on the campus of predominately white campuses by being excluded for membership within the fraternities and sororities that existed (Kimbrough, 2003). Between 1905 and 1906, the first African American fraternity was founded (Brown et al., 2012, Kimbrough, 2003). On the campus of Cornell University, Alpha Phi Alpha Fraternity, Inc. was founded by seven African American students (Kimbrough, 2003). Alpha Phi Alpha Fraternity was initially formed as a study group in 1905 before officially becoming a fraternity for African American male students (Kimbrough, 2003). Moreover, the first African American sorority was established in 1908 on the campus of Howard University with the help of a member of Alpha Phi Alpha (Kimbrough, 2003). The creation of Alpha Phi Alpha and Alpha Kappa Alpha helped developed other predominately African American sororities and fraternity, such as Kappa Alpha Psi Fraternity, Inc. (1911), Omega Psi Phi (1911), Delta Sigma Theta Sorority, Inc. (1913), Phi Beta Sigma Fraternity, Inc. (1914), Sigma Gamma Rho Sorority, Inc., and Iota Phi Theta Fraternity, Inc. (1963).

Social Greek organizations all have had distinctive ways in the way they operate, recruit, retain, and guide students in their development (Brown et al., 2012). Because of the similarities and differences that all social Greek organizations have, governing councils were created (Brown

21

et al., 2012). The first social Greek council created was the National Panhellenic Conference in 1902 after several attempts of creating an organization that would help guide, aid, and assist collegiate women (Brown et al., 2012, Kimbrough, 2003). Because of the National Panhellenic Conference, the North-American Interfraternity Conference was created in 1909 to govern most fraternities on college campuses (Brown et al., 2012, Kimbrough, 2003). African American fraternities and sororities were excluded from becoming members of the National Panhellenic Conference and the North-American Interfraternity Conference (Brown et al., 2012). In response to the exclusion of African American fraternities and sororities, the National Pan-Hellenic Council was formed in 1929. While there is limited information and research that has been done on Latino fraternities and sororities, it is necessary to mention the National Association of Latino Fraternal Organizations, which was founded in 1998 for Latino fraternities and sororities that exist worldwide (Kimbrough, 2003).

Traditions

There are many similarities compared to the Masonic order and literary societies that social Greek organizations have implemented during the early part of the beginning of the fraternity and sorority movement across the United States on college campuses (Brown et al., 2012, Kimbrough, 2003). For example, traditionally, sororities and fraternities have pins, mottos, chants, secret initiation, badges, and secret handshakes (Brown et al., 2012, Kimbrough, 2003). Fraternities and sororities all have various traditions, from giving to philanthropies, hosting annual events, academic excellence, community service projects, step shows, initiations, and how they recruit through their new member processes (Kimbrough, 2003).

Although many national social Greek organizations have developed plans to eliminate old traditions, many of the local chapters have continued with pledging potential new members

22

that have resulted in hazing (Kimbrough, 2003). Hazing has been a significant issue over the past 100 years on college campuses (Kimbrough, 2003). Fraternity and sorority life researcher Kimbrough (2003) noted that many students find it pleasurable to participate in hazing events. Hazing has impacted the lives of the student and their family (Kimbrough, 2003). Hazing is not as prevalent in sororities as fraternity organizations' new member pledge process (Brown et al., 2012). Because of foul play and immaturity, the unofficial new member process has taken students' lives (Kimbrough, 2003). For over 60 years, there has been at least one death tied to hazing as a part of the new member process to become a member of a social Greek organization (Kimbrough, 2003). Because of the pledge process for many social Greek organizations, many fraternities and sororities have changed their new member processes due to students dying, lack of maturity, and risk management (Brown et al., 2012, Kimbrough, 2003). For example, the National Pan-Hellenic Council national presidents met in 1990 to address the hazing issue and removed the pledging process from their official new member process (Brown et al., 2012, Kimbrough, 2003). Due to the lack of national fraternity and sorority training, many higher education practitioners who work with students who are fraternities or sororities have found themselves training students on various issues, including hazing (Brown et al., 2012, Kimbrough, 2003; Thelin, 2011). Although hazing has been a significant issue in social Greek organizations over the past years, students still have a high interest in becoming a member of a sorority or fraternity (Brown et al., 2012, Kimbrough, 2003).

D. Sorority Foundations

Brown et al. (2012) noted that during the 1830's, many colleges that were predominantly white male colleges opted to become coeducational. By having coeducation higher education institutions, women were given access to attend college and encouraged to enroll in various

programs while being discouraged from other educational programs (Thelin, 2011). The origins of sororities began in the Midwest and South of the United States (Brown et al., 2012). In the 1700's and 1800's, women were considered the minorities on college campuses (Brown et al., 2012). Although women had a presence on college campuses with unparalleled opportunities, women were not allowed to hold student leadership positions that were male-dominated organizations (Thelin, 2011). Because of the treatment that women received as members of student organizations, women started developing their own groups, which later became social Greek life organizations specific to women (Thelin, 2011). Similar to men's fraternities, women sororities have distinctive pins, rituals, Greek letters, and secret handshakes for members only (Thelin, 2011).

Over 200 social Greek life organizations currently exist worldwide; only 101 higher education institutions have national organizations founded on their campuses (Brown et al., 2012, Kimbrough, 2003). Sororities first established their presence on college campuses in 1851 and 1852 (Brown et al., 2012, Kimbrough, 2003). The first sororities, Phi Mu and Alpha Delta Pi operated as literary societies that focused on supporting and developing women (Brown et al., 2012). Later on, the women of Alpha Delta Pi and Phi Mu changed their names to Greek letters (Kimbrough, 2003). In 1836, Wesleyan College was known as the first women's college under the guidance of the Methodist church and the founding place for both Alpha Delta Pi and Phi Mu (Kimbrough, 2003). Before 1882, sororities did not use Greek letters as their symbols (Brown et al., 2011). Greek letters were being implemented in social Greek organizations due to the influence of Dr. Frank Smalley, a Latin professor on the campus of Syracuse University in 1882 (Kimbrough, 2003). Sororities that currently exist all have values that they live by, including sisterhood, scholarship, community service, and philanthropy (Kimbrough, 2003).

Sisterhood

Sororities around the world focus on a variety of things within each chapter (Handler, 1995). Sisterhood still remains at the top of the motivations of why female college students join a sorority (Handler, 1995). Being affiliated with a sorority, students can develop lifelong friendships (Handler, 1995). Sororities provide a strong foundation of sisterhood that ultimately provides students with a sense of family (Handler, 1995). According to Handler (1995), various strategies that sororities develop within each chapter provide students with the support they need. Handler (1995) noted that sisterhood depends on the commitment, dedication, loyalty, trust, and respect of those who join a specific organization. In the case study that was done by Handler (1995) at an eastern state university, they focused on how sorority members develop relationships with students who received bids after participating in formal recruitment. Handler (1995) performed interviews with 26 students that covered the benefits of joining a sorority, relationships between sorority members, and the various types of relationships that members had with students who were members of a fraternity (Handler, 1995). The researcher found through a qualitative study that it is necessary for women to created friends and bonds among women while understanding the importance of identity (Handler, 1995). She also noted that "sororities provide college women with a social universe in which their friendships with each other are valorized, and a form of sisterhood is created" (p. 252).

Biddix, Singer, and Aslinger (2018) noted that sorority membership provides women with sisterhood and helps with the retention of first-year students. Biddix et al. (2018) investigated the impact of joining a sorority within a student's first year of college. The researchers gathered data from 86 collegiate sorority chapters using records from sixteen four-year higher education institutions (Biddix et al., 2018). In the researchers' study, they had a data

set with 4,243 cases, which included both students who identified as members of a sorority and those who were non-sorority members (Biddix et al., 2018). It focused on the retention of college students and the perspectives from students who were Greek affiliated and those who were not (Biddix et al., 2018). In this study, 2,104 students were identified as Greek affiliated and 2,139 students who were not involved in Greek life (Biddix et al., 2018). The researchers found that students involved in a sorority had a higher retention rate (92.5%) than students who were not Greek affiliated (81.8%). Biddix et al. (2018) also noted that students who were members of a sorority as a freshman and sophomore had a 3.06 % higher retention than non-Greek members.

Physical activity also impacts sisterhood among sororities (Turek, Wragge, Bice, & Ball, 2017). According to Turek et al. (2017), the motivation of physical activity as a sisterhood develops a stronger bond among sorority members. For example, sorority members become closer by participating in exercise activities and intramural sports (Turek et al., 2017). The researchers examined relationships among students and their time doing physical activities together (Turek et al., 2017). In their study, Turek et al. (2017) used the Self Determination Theory to understand the motivations students had that involved physical activities. Turek et al. (2017) had 218 students who were members of a social Greek organization at the University of Nebraska-Kearney. The instrument that the researchers used was the exercise motivation inventor survey and the international physical activity questionnaire that assessed students' motivation for participating in physical activities (Turek et al., 2017). Their findings showed significant associations between students' physical activities and their social Greek affiliation (Turek et al., 2017). Male fraternity students believed that their association in a fraternity was their motivator to exercise, while female sorority students associated social recognition as their motivation (Turek et al., 2017). The researchers noted students who were members of a social

Greek organization on average participate in physical activity at least three days per week (Turek et al., 2017).

Scholarship

Academics are an essential component of social Greek organizations on college campuses (Long, 2012). In a study that focused on the effects of membership among fraternities and sororities, Hevel, Martin, Weeden, and Pascarella (2015) used a national dataset to examine students' educational outcomes during their fourth year of college. Hevel et al. (2015) used data from the Wabash National Study of Liberal Arts Education. The researchers noted that "the WNS is a multi-institutional, longitudinal investigation of the effects of liberal arts experiences on outcomes associated with a liberal arts education (Hevel et al., 2015)." Participants in this study consisted of 4,193 students from 17 higher education institutions with initial and follow-up collections (Hevel et al., 2015). There were 2,212 students who participated in the follow-up collection in the study, which provided the researchers with a 52.8 % response rate (Hevel et al., 2015). The researchers used the Ryff Scales of Psychological Well-Being instrument that consisted of 54 items that focused on how one sees themselves, sense of growth and development, the belief of a meaningful life, quality of others, the ability to manage a person's life and surroundings, and the sense of determination (Hevel et al., 2015). The researchers attained no significant effect on students' educational outcomes with their association as Greek life students (Hevel et al., 2015).

In a similar article, DeBard, Lake, and Binder (2006) examined students who were Greek-affiliated and their academics as well as their first-year experience. Participants within this research were both females (65.7%) and males (34.3%) from a Midwestern state university (DeBard et al., 2006). The researchers found significant differences between students who were

Greek affiliated and those who were non-Greek (DeBard et al., 2006). Students who were non-Greek had higher grades than those identified as social Greek life members (DeBard et al., 2006). Although non-Greek life members had higher grade point averages than those who were Greek affiliated, DeBard et al. (2006) found that Greek students had a higher retention rate compared to their peers that were non-Greek.

In contrast, Bowman and Holmes (2017) examined the connection between students' academic success and those who were Greek-affiliated. Bowman and Holmes (2017) also obtained data from the Wabash National Study of Liberal Arts Education similar to Hevel et al. (2015). The sample in this study consisted of 46 four-year higher education institutions with different backgrounds (Bowman and Holmes, 2017). 2,391 first-year college students participated in this study and were examined over three different periods (Bowman and Holmes, 2017). After obtaining data from the participants in this study, the researchers focused on students who exemplify college satisfaction, college achievement, and those who graduated on time (Bowman and Holmes, 2017). While there was no significant difference among male students who were Greek affiliated and those who were not, the researchers found that female students who were Greek affiliated rates of retention and graduating on-time which were observed increased grade point averages over time (Bowman and Holmes, 2017). In addition, in this study sorority membership had a significant positive correlation between grade point averages and retention (Bowman and Holmes, 2017).

Sorority membership has had a continuous impact on students' persistence and the time they obtain their degrees. Biddix, Singer, Bureau, Nicholson, and Ishitani (2019) explored a study that focused on the impact of sorority membership and its effects on a student graduating from college. This study used Astin's (1993) I-E-O framework to examine how students were

28

affected based on the input, which focuses on the student's experiences, the environment of a student and their interactions, and output that focuses on the end results (Biddix et al., 2019). The researchers in this study defined each component of Astin's (1993) I-E-O framework. In this study, there were 4,243 participants, 2,104 were members of a social Greek organization, and 2,139 were not Greek affiliated. This study represented 86 National Panhellenic Conference chapters and 24 national sorority organizations (Biddix et al., 2019). The researchers found that sorority members graduated at a higher rate (12.5%) than those who did not belong to a social Greek organization in a four-year time frame. Biddix et al. (2019) also examined the persistence of students who graduated in five and six years. Although students who were Greek affiliated graduated at a slightly higher rate than non-Greek students in year five, non-Greek students graduated at a higher rate (1.3 %) than those who were members of a sorority in year six (Biddix, 2019). Overall, Biddix et al. (2019) found that being affiliated with a sorority, students graduated at a higher rate (83.9%) compared to those who were non-Greek (70.5%). The authors believed that students who were members of a sorority were influential in completing their degree (Biddix et al., 2019).

Community Service

There is limited research on the connection between students who are involved in social Greek organizations and service. Although there is limited information about the importance of students and the relationship of service, it is an essential part of the sorority experience in giving back to the community (Long, 2012). Those involved in sororities put a significant amount of time, energy, and money within communities and charities that make a difference throughout the world (Kimbrough, 2003; Long, 2012). Students involved in social Greek organizations participate in various service projects filled with hands-on experience. Service projects that

students participate in are writing letters to military members that are deployed, highway and street clean-ups, building homes with habitat for humanity, developing a community garden, and volunteering at local food banks (National Panhellenic Conference, 2021). Many often associate community service with philanthropy. Sorority members worldwide often raise a significant amount of money through their philanthropy efforts (National Panhellenic Conference, 2021). For example, many sororities host can food drives, donate can goods to food pantries, raising money for cancer awareness, purchase food for the less fortunate, and hosting 5k walks and runs (National Panhellenic Conference, 2021).

Community service is vital to sororities and fraternities in National Pan-Hellenic Council. Sororities such as Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Zeta Phi Beta Sorority, Inc., and Sigma Gamma Rho Sorority, Inc. focus on providing community service to African American communities (Brown et al., 2012). Although the National Pan-Hellenic Council sororities focus on providing community service to the African American community, it is essential to note that they raise money for worthy causes that are prevalent issues that the world deals with at a particular time (Brown et al., 2012). Those involved in social Greek organizations are mostly required to obtain a certain number of service hours by the end of each academic semester. Long (2012) noted that sororities are often involved in friendly competitions related to community service hours and philanthropy dollars. In his study, Long (2012) found that students who are Greek affiliated rated their experiences as exceptional in the areas of critical thinking, peer interaction, and community service.

Diversity

Sororities are filled with students from various ethnic and social-economic backgrounds. The importance of culture is significant among students, staff, faculty, and administrators on

college campuses. For many years, students only joined college organizations based on observing other people who looked like themselves (Hughey, 2010). Students of color who join socal Greek organizations often feel isolated because of their experiences and perspectives (Hughey, 2010). As a result, many female students are often discouraged from joining organizations that do not display friendship or sisterhood. According to Hughey (2010), "nonwhite membership in white Greek-letter organizations is often hailed as a transformative step toward equality and unity" (p. 653). In the mid-1960s, many predominately white sororities removed stipulations that hindered women of color from being in their organizations (Hughey, 2010). Although many predominately white organizations changed their process of accepting students for membership, sororities within the National Pan-Hellenic Council and the Latino Council also changed how they invited women who were non-African American and Latino Americans to join their organizations (Brown et al., 2012).

Latino and African American student organizations serve in critical roles on the campuses of predominately white intuitions (Arellano, 2020). In a study that focused on Latino college students' motivations and interest in joining social Greek organizations, Arellano (2020) explored why Latino college students join Greek-letter Latino organizations at a large size higher education institution located in the South of the United States. The researcher used a qualitative method approach to understand Latino college students and their success in academics, brotherhood and sisterhood, service, accountability, and cultural congruency (Arellano, 2020). The researcher also used Astin (1993) theory of student involvement, which focuses on how students' behavior often affects their involvement level (Arellano, 2020). In this study, ten individuals were participants (nine students and one advisor). The majority of the participants were female college students. Arellano (2020) focused on the experiences of freshmen,

31

sophomores, juniors, and senior Latino students. The researcher found that culture, social isolation, sense of belonging, and Greek life has a significant impact on the lives of those who participated in his study (Arellano, 2020). Networking, support, guidance, and accountability are essential for students, especially students of color (Kimbrough, 2003). Because of the multiple interests that students have in participating in formal recruitments, it is necessary to understand students' motivations for joining social Greek organizations, specifically those who join sororities.

E. The Motivations for Joining a Sorority

There are various motivations college students have when attending college, especially in Greek life. Many college students are motivated to join a sorority for many reasons (Brown et al., 2012). For example, college students join social Greek organizations because of their friends, family, brotherhood or sisterhood, and other essential reasons. The motivation for joining an organization is often time-based on a student's experiences (Tinto, 2015). Some college students motivation come from extrinsic components (e.g., education, money, exotic vacations, etc.). In contrast, other student's motivation comes from an intrinsic standpoint (e.g., leadership development, learning, sense of belonging, etc.) why they attend college (Tinto, 2015). Those who participate in sorority formal recruitment often find themselves wanting a sense of belonging, campus involvement and engagement, and leadership.

Sense of Belonging

Cheng (2004) noted that the sense of belonging is often associated with a person's feelings, values, and social life. In his quantitative study, Cheng (2004) examined the various aspects of college life that students experience on a college campus. Cheng's (2004) study consisted of 1,457 students who participated in his survey. In his study, the participant's

classifications were upperclassmen (juniors and seniors) at a private university in New York City, with 95% of undergraduate students who live on campus. Cheng's (2004) study was designed to help people understand the experiences that students receive on campus, their satisfaction level in how the institution provides them with various opportunities, and their feelings about the campus. The researcher found that students' sense of belonging was based on how the institution valued them as students. However, Cheng (2004) found that the most negative influence on a student's sense of belonging was due to students' loneliness on campus.

The sense of feeling accepted by peers is essential to college students (Maehr & Braskamp, 1986). Students often invest in the things that often benefit them in their overall identity and development. Many researchers have used the personal investment theory as a conceptual framework to understand the various motivations that college students have worldwide (Maehr & Braskamp, 1986, King & McInerney, 2014; King, Yeung, & Cai, 2019). Maehr and Braskamp (1986) believe that personal investment depends on what one does as an act of their behavior through activities of their interest. Moreover, a student's sense of belonging comes from how students feel and interactions with their peers (Tinto, 2015; King & McInerney, 2014). For example, students often invest their time attending formal sorority recruitment and joining sororities because of how they see themselves as members of a particular organization (Kimbrough, 2003). Tinto (2015) believes that a student's "sense of belonging is shaped by a complex array of forces, not the least of which are the person's own perceptual frame that is a product of past experience and their perception of how others in the environment perceive them" (p. 8). Through a student's sense of belonging, purpose, and accountability often intertwine with one another related to a student's interest and development (Maehr & Braskamp, 1986; Lambert et al., 2013; Goldman & Hogg, 2017; King et al., 2019).

Through an analysis of data that Strayhorn (2018) used from a college student experiences questionnaire that contained 191 items, he noted that "students who report being frequently involved in meaningful college activities also tended to report a greater sense of belonging in college" (p. 146). According to Strayhorn (2018), many students find a sense of belonging by engaging with their peers in activities, clubs, and organizations. Involvement and engagement often help students find their sense of belonging and purpose (Strayhorn, 2018). In a study that Strayhorn (2018) conducted in previous years, he found that students' sense of belonging was connected to their motivation to be involved on campuses. Strayhorn (2018) also noted that students involved in organizations on college campuses often associated themselves with those who share the same values and interests.

Campus Involvement and Engagement

College students involved and engaged in student organizations are often connected to the overall sense of student success (Schweinle & Helming, 2011). There is a significant amount of research that has been done that focuses on the involvement of students who belong to the National Panhellenic Conference and the National Interfraternity Council (Goldman & Hogg, 2016; Strayhorn, 2018; Walker, et al., 2015; Hayek, et al., 2002; Pike, 2003). There is limited research that has been done in the area of involvement and engagement for students who are members of the National Pan-Hellenic Council and the National Association of Latino Fraternal Organization. Involvement in student organizations is often related to those who have a strong sense of connectivity on college campuses (Strayhorn, 2018). Students involved in organizations on college campuses associate themselves with people who share similar interests, values, cultures, and identities where they are affirmed by their peers (Goldman & Hogg, 2016; Strayhorn, 2018).

Student engagement is also a significant factor because of the overall development in the lives of college students (Hayek et al., 2002; Pike, 2003; Saeed & Zyngier, 2012; Ahren, et al., 2014). The result of student engagement on college campuses is often related to the time that students spend in activities outside of the classroom (Ahren et al., 2014). The researchers found that Greek-affiliated students who were engaged in activities outside of the classroom self-reported higher in the areas of integrative learning, reflective learning, and higher-order thinking than non-Greek students. However, Ahren et al. (2014) indicated that time spent engaged in organization activities obtained lower grade point averages of first-generation college students who were Greek affiliated than their peers who were not Greek.

Many researchers use the National Survey of Student Engagement to measure various areas of student engagement on college campuses (Hayek et al., 2002; Pike, 2003; Ahren et al., 2014). Hayek et al. (2002) conducted research that compared student engagement of Greek-affiliated students compared to non-Greek students. The researchers found that students who were Greek affiliated tend to have better engagement academically than students who were not Greek (Hayek, et al., 2002). Pike (2003) found similar results as Hayek et al. (2002) and found that Greek affiliated students' personal development was significantly higher than non-Greek students. Due to using the National Survey of Student Engagement, the researchers only focused on students who were freshmen and seniors and could not assess those classified as sophomores and juniors (Hayek, 2002, Pike, 2003).

Leadership

Sorority organizations have a foundation grounded in leadership development since the founding of Phi Beta Kappa (Bureau, Sasso, Barber, De Freitas, Ray, & Ryan, 2021). Many higher education institutions with social Greek organizations on their campus tend to emphasize

the importance of leadership development within the fraternity and sorority community (Martin, Hevel, Pascarella, 2012). Researchers such as Martin et al. (2012) have studied social Greek organizations in socially responsible leadership. In their study, the researchers examined the effects of social Greek membership on first-year college students (Martin et al., 2012). Their study consisted of 4,549 first-year undergraduate students between 2006 and 2009 who attended four-year higher education institutions that participated in the Wabash National Study of Liberal Arts Education (Martin et al., 2012). The research instrument that Martin et al. (2012) used to collect data was known as the socially responsible leadership scale, which focused on the experiences of first-year college students that were Greek affiliated and those who were non-Greek. Martin et al. (2012) found that significant differences between those who were Greek affiliated and those who were not involved in Greek life in the area of citizenship, change, and purpose. The authors also found that Greek-affiliated students had a significant belief in maintaining relationships with the community than those who were not Greek (Martin et al., 2012).

In a later study, Hevel, Martin, and Pascarella (2014), using the same data from their previous study Martin et al. (2012), did not find any significant differences between students who were Greek affiliated and those who were not during students fourth year of college. The researchers used the National Survey of Student Engagement and the Wabash National Study of Liberal Arts Education to evaluate students' growth and development of non-Greek and those who were members of a social Greek organization. Hevel et al. (2014) used the social change model of leadership, a developed model that focuses on leadership development. Hevel et al. (2012) found that students were provided a significant amount of experience related to responsibility and interdependence during their first year in college compared to their fourth year

36

on campus. The majority of Hevel et al. (2014) data consisted of students involved in the National Panhellenic Conference and those of the National Interfraternity Council. Many female students of color join National Pan-Hellenic Council sororities to obtain leadership skills to become well-rounded students, especially on predominantly white campuses (Kimbrough, 1995). In a study that focused on the roles of predominately black fraternities and sororities, Kimbrough (1995) found that leadership is an essential component of why students of color join sororities and fraternities within the National Pan-Hellenic Council. Kimbrough (1995) found that members of the National Pan-Hellenic Council community were provided with essential leadership skills more often than their peers who were members of primary White organizations.

F. Chapter Summary

Fraternity and sorority life are significant for college students who are involved. When entering college, many students have a desire to become a member of the Greek community before arriving at college. This literature review provided information covering the importance and affects that fraternity and sorority life offers college students. Most of the research that I found consisted of students classified as freshmen and seniors on college campuses. In this chapter, essential information that was found provides guidance to those who are Student Affairs practitioners on why students are interested in joining social Greek organizations. Many female college students are attracted to social Greek organizations because of various things such as sisterhood, accountability, leadership, sense of belonging, involvement, engagement, and social status. Furthermore, this chapter shows the various areas of why students are interested in joining a social Greek organization. Students' motivation to join social Greek organizations is based on intrinsic and extrinsic motivational factors (Tinto, 2015). Because of the importance of student development and growth, it is necessary to find the motivations of college students that one

37

works with to understand what drives them to obtain a sense of belonging and to be a part of something bigger than themselves (Tinto, 2015).

In conclusion, there are various reasons why students join social Greek organizations on college campuses. The motivations of college students plays an essential role in why students join sororities on college campuses. There is limited research that currently exists that focuses on the motivations of why college students join sororities. However, research that has been published that is related to social Greek organizations focused on leadership, identity, academics, hazing, pledging, alcohol, sense of belonging, involvement, and engagement (Kimbrough, 2003; Brown et al., 2012; Goldman & Hogg, 2016; Strayhorn, 2018; Biddix et al., 2019). This chapter focused on students' college experiences, Greek life history and traditions, sorority foundations, and the motivations for joining a sorority. Moreover, college students join specific social Greek organizations based on their values, principles, culture, and beliefs (Goldman & Hogg, 2016; Strayhorn, 2018). As noted above, although there has been negative attention worldwide about fraternities and sororities due to hazing and alcohol-related incidents, many college students still have a high interest in joining a sorority and being a member of the Greek life community (Kimbrough, 2003; Brown et al., 2012; Johansen & Slantcheva-Durst, 2018).

Chapter 3. Methods

The purpose of conducting the study was to describe the personal motivations of traditional college-age women who joined Panhellenic sororities, comparing these motivations over four-year period of time. The study was important because college and university leaders need to formally understand why college women decide to go through the highly stressful activity of sorority recruitment, and in developing this understanding, they can better identify what students might be needing as they enter college. The study examined the involvement of women who are affiliated with social sororities at a case study institution, which was a large, research university in the mid-southern United States.

As some research has been conducted nationally about sorority membership, a quantitative methodological approach was selected for the current study. This approach, along with the sample, data collection, and data analysis have been presented in the current chapter.

A. Focus of the Study

The focus of the study was to identify the self-reported motivations that traditional college-aged women had for joining social Greek organization. The study examined the various reasons why women participated in the Panhellenic Council formal recruitment process. There has been a great deal of research on the topic, with the majority of it focusing on the negative aspects of joining social Greek organizations (Callais, 2002; Cimino, 2013; Goldman & Hogg, 2016). However, a small amount of information has been related to the various motivations, both positive and negative, of women who join Panhellenic sororities. Due to the high number of women who participate in sorority recruitment, there is a need to understand their motivations, as well as use this identification of motivations to better understand what new college students might be looking for when they begin their college careers.

B. Research Design

In the current study, a quantitative approach will be used. Quantitative research methods are appropriate when drawing a sample from a larger population to study, and these methods also provide an opportunity to compare data in an objective manner. Quantitative research methods also allow for the generation and testing of theories (Field, 2018). The current study compared those who went through the Panhellenic formal recruitment process in the fall 2020 semester with those who completed recruitment in the fall of 2021, fall 2019, and fall 2018 semesters.

Quantitative Approach and Instrumentation

Quantitative research methods allow for data to be collected from a sample and then generalized to a larger population. The current study made use of this approach, and in particular, collected data from women in sororities at the case study institution. Specifically, the study made use of a research-developed survey to collect participant data concerning the motivations as to why they went through the Panhellenic formal recruitment process to join a sorority. Data were collected through a survey that was created by the researcher and was titled "*The Survey of Sorority Membersh*ip" (see Appendix C).

There are a variety of methodologic approaches that researchers use in conducting research (Ponto, 2015). Survey research has been used for collecting a large amount of data (Ponto, 2015) from subjects in an anonymous format, proving to be particularly helpful when the large number of subjects are disbursed. Survey data can provide multiple modes for responding to questions due to surveys being completed via email, phone calls, text messages, paper, and the internet (Dillman, et al., 2014). According to Dillman et al. (2014)

> the strength of a sample survey is that it allows one to collect data from only a sample of the population but generalize results to others, thus saving considerable time, money, and effort that would be incurred if one had to survey everyone in the population (p. 4).

40

Examples of survey research include questions that could ask about personal interests and opinions of any number of topics (Ponto, 2015). Ponto (2015) noted that "large census surveys obtain information reflecting demographic and personal characteristics and consumer feedback surveys are prime examples of survey research" (p. 168). Survey research is a beneficial and significant approach to research that has a clear understanding of exploring variables and common interest between participants (Ponto, 2015). Further, Dillman et al. (2015) noted that the data collected from surveys are intended to gather necessary information from participants who fill out surveys using pre-determined response categories that can be chosen from, making this type of data collection the best approach for the study.

The survey used in the current study was developed based on existing literature about sorority membership as well as literature related to the Personal Investment Theory. The first section of the survey included five items about the individual completing the survey. The second section of the survey included three sections: seven items about how the individual heard about sorority recruitment, six items about why the individual self-reported going through sorority recruitment, and 20 items about the individuals motivation to participate in Greek Life. Questions in the second section of the survey asked respondents to complete the questions using a Likert-type response that would include, for example, very important, important, neutral, somewhat unimportant, and not important. Rutkowski and Svetina (2014) reported that Liker-type scoring of items can be effective in helping respondents think through and accurately report their self-perceptions.

The survey was originally developed based on literature and then was distributed to students not participating in the study to clarify wording and survey structure. Following those adjustments to the survey, a version was then provided to staff members working with Greek

Life to help ensure face validity of the instrument. Finally, the survey was pilot tested with students not participating in the study, resulting in further modifications to assure the validity and reliability of the instrument.

Research Participants/Sample

Ponto (2015) noted that "the goal of sampling strategies in survey research is to obtain a sufficient sample that is representative of the population of interest" (p. 169). In order to obtain essential information for the study, a convenience sample was utilized. First, permission was sought from the Office of Greek Life at the case institution to obtain approval for the data collection. Once this permission was received and the survey instrument was approved by the university's Institutional Research Board (see Appendix E), sorority presidents were contacted by email and in-person to request the physical distribution of the survey instrument at one of their chapter meetings early in the Fall 2021 semester. The total number of sorority chapters that were surveyed was seven. Based on the number of chapters surveyed and the timing in the academic semester, it was anticipated that approximately 1,000 women would participate in the study.

As a convenience sample, only those members present at their respective chapter meetings were available and eligible to participate in the study. This introduces the limitation that some characteristics, perspectives, or attitudes might not be fully recognized. However, such sampling techniques are common in educational research, and as an exploratory, comparative study, and considering the size of the sample, the limitation was accepted.

The case study institution enrolled approximately 29,000 students, including both undergraduate and graduate, and online and on-campus students. The institution has a full range of academic programs organized across academic colleges, and through these academic

programs and other interest groups, reports over 300 registered student organizations. The

institution hosts15 chapters of national sororities (see Table 1) that have an approximate average

enrollment of 400 for each chapter.

Table 1.
Case Study Institution Sororities

Case Study Institution Sororities	Case Study Institution Established Year	National Founding Date	Approximate Average Chapter Size
Chi Omega	1895	April 5, 1895	420
Zeta Tau Alpha	1903	October 15, 1898	410
Pi Beta Phi	1909	April 28, 1867	416
Delta Delta Delta	1913	November 27, 1888	416
Kappa Kappa Gamma	1925	October 13, 1870	409
Alpha Delta Pi	1957	May 15, 1851	407
Delta Sigma Theta Sorority, Inc. *	1974	January 13, 1913	14
Alpha Kappa Alpha Sorority, Inc. *	1976	January 15, 1908	12
Zeta Phi Beta Sorority, Inc. *	1978	January 16, 1920	4
Kappa Delta	1989	October 23, 1897	411
Alpha Omicron Pi	2006	January 2, 1897	402
Hermandad de Sigma Iota Alpha, Inc. **	2011	September 29, 1990	8
Alpha Chi Omega	1961	October 15, 1885	400
Phi Mu	1923	March 4, 1852	413
Delta Gamma	1930	December 25, 1873	400

*Historically African American Sororities
** Latina-based Sorority

Data Collection

Following the approval from the University of Arkansas IRB office, sorority presidents were contacted to request their chapter's participation in the study. For the seven chapter presidents who agreed to participate in the study, each were given paper copies of the survey instrument (Appendix C) along with a script to be read prior to the distribution of the surveys (Appendix D). The surveys were distributed at each chapters first meeting in September 2021. Each chapter was also given a sealed box, so that once the paper survey was completed, the sorority member could return the survey with her responses being held in complete confidence. The researcher distributed 1,200 paper surveys to chapter presidents. Upon completion of the data collection, all paper surveys were manually entered into a statistical software data file and subsequently checked for accuracy.

Data Analysis

The data analysis included the responses from students who joined a sorority in the Panhellenic Council. Each question was analyzed and supported with descriptive statistics to display participants' responses based on the year that they went through formal Panhellenic sorority recruitment.

<u>Research Question One</u>

What was the profile for women who participate as members of Panhellenic sorority at a case study university located in the mid-southern United States?

Research question one was answered by using data from survey questions 1-3. The survey items provided the researcher an understanding of the profile of women who participated in the formal Panhellenic recruitment process at the case study institution. Data related to this research question will help the researcher recognize the various aspects of women who have

participated in the formal recruitment process (i.e., student classification, recruitment class, and racial identity). Based on the categorical nature of the research questions and the resulting data, descriptive statistics were used to answer the question.

<u>Research Question Two</u>

What were the primary ways college students were informed about participating in the formal Panhellenic recruitment process?

Research question 2 was answered by using data from survey items number 6-12. The survey items helped the researcher with an understanding how students were informed about the Panhellenic sorority formal recruitment processes (i.e., email, social media, family, word of mouth, etc.). Data from questions 6-12 were reported using a Likert-type scale, where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree. Data was reported using mean scores, ranges, and standard deviations.

<u>Research Question Three</u>

What factors positively impacted traditional college women who participate in the Panhellenic sorority formal recruitment process?

Research question 3 was answered by using survey items 13-18. These six survey items focus on why women choose to participate in the sorority formal recruitment process. A Likert-type scale was used to assess why college women choose to participate in formal recruitment, using the 1-to-5 scale of 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree. Data was reported using mean scores, ranges, and standard deviations.

<u>Research Question Four</u>

What were the primary motivations that college women identify as reasons to join

Panhellenic sororities?

Research question 4 used items 19-38 from *the Survey of Sorority Membership*. Survey

items 19-38 focuses on the motivation for why women joined a sorority. The researcher will

gather data using a Likert-type scale where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree,

and 5=Strongly Disagree. Data was reported using mean scores, ranges, and standard deviations.

<u>Research Question Five</u>

Were there significant differences between the motivations and profiles of women who

joined a Panhellenic sorority during a pandemic compared to those who joined at other

times?

Research question 5 was answered by using survey items 2, 3, and 19-38. Survey items 2

and 3 focused on when a student participated and the racial identity that a student closely

identifies with on their campus. Items 19-38 focused on a student's motivation for why they

joined a sorority. After obtaining all data from each survey, the researcher compared the mean

scores from students who went through the formal sorority recruitment process in 2020 to other

years using a one-way Analysis of Variance and subsequent pairwise comparison if significant

differences were identified.

C. Role of Researcher

There are many researchers who use a quantitative approach for research (Daniel, 2016).

In using a quantitative approach, it is noted that it is useful for studying things that are known,

instead of focusing on those things that are unknown (Daniel, 2016). One of the unique factors of

using a quantitative approach is producing and concentrating on things that focus on facts.

Throughout the study, the researcher focused on obtaining data that could produce facts for

higher education practitioners and college administrators to understand the decisions that

traditional college-aged women make in joining a Panhellenic sorority.

In the study, the researcher held a unique perspective on this topic. Through my personal

experiences and knowledge in the field of higher education, particularly in the area of Greek life,

I have been able to gain knowledge and understanding of Greek life processes. During my time

as an undergraduate student, I had various opportunities to learn about the process of joining a

Panhellenic sorority because of the experience that my former Greek life advisor provided me

with because of my desire to become a Greek life advisor. Also, during my time as a member of

a social Greek organization since 2005, I have had the ability to understand people's desires to

become a members of a social fraternity or sorority. Additionally, I had a significant amount of

support from professors and higher education practitioners from the field of higher education

who work with students who are members of social Greek organizations.

Further, I had the opportunity to work at several higher education institutions located in

the United States' southern region in various roles that involved advising students who are

members of a sorority or fraternity. In working with a variety of diverse students, I had the

opportunity to understand them as individuals and being able to assist and guide them throughout

their time as undergraduate students. While working with various students, I learned that they

have all had innumerable reasons for being a member of their organizations.

In this process of preparing this dissertation and the experiences that I have had in the

area of Greek life both as a student and a higher education practitioner, I have spent countless

hours working on understanding why students join social Greek organizations. As one who has

worked in Greek life during a worldwide pandemic, I have observed a significantly large number

of women who have gone through the Panhellenic formal recruitment process. Due to my experience, reviewed literature, professional development, and understanding of students who are currently enrolled in college at the case study institution, it has provided me with a strong foundation to conduct the study and understand the motivations of traditional college-aged women as to their reasons for joining a Panhellenic sorority.

D. Chapter Summary

In the chapter, the proposed study's methodology was presented, which included a quantitative design being used to conduct the study to understand why traditional-aged college women join social Greek organizations. After reviewing literature and other tools that currently exist, the researcher created a survey to identify the motivations of college women who join Panhellenic sororities. Further, the chapter discussed the focus of the study, research design, research participants, sampling, instrumentation, data collection, data analysis, and researcher's role and bias in the study.

Chapter 4. Findings

The study was designed to explore the motivations of traditional college-age women to participate in sorority membership and to compare these motivations over a four-year period. The study sought to understand the various reasons why women join Panhellenic sororities on the campus of a case study institution. Many students today seek and join social organizations on college campuses to develop a sense of belonging, involvement, friendship, and a bond among women who have similar values, although most of this research has been anecdotal. The findings of the study may be beneficial to those who are student affairs professionals who work directly with social sororities on a college campus. Additionally, the findings of the study provide direction to those directly involved with Panhellenic formal recruitment, college panhellenic organizations, students who desire to become a member of a Panhellenic organization and participate in the formal recruitment process, parents, and other essential stakeholders.

The chapter begins with a summary of the study, including the purpose of the study, the discussion of the data collection, findings from the research that was done, and concluded with data analysis. The summary of the study provides an overview of the importance of the study, the purpose, and the methodology used. In addition, the results of the data collection and procedures used to analyze the responses from the survey instrument used in conducting the study have been presented here. The chapter then provided each research question followed by the findings found after data were collected from those who participated in the study. Finally, the chapter was concluded with a chapter summary.

A. Summary of the Study

Social sororities have existed on college campuses for over 120 years and on many campuses, have a prominent and highly visible role for undergraduates. Sororities can play a

significant role in student growth and development, as they provide a supportive environment for social development, social support, and experimentation (Whipple & Sullivan, 1998). Many sororities pride themselves on sisterhood, leadership, community service, philanthropy, and the overall development of becoming a woman with high morals and values (National Panhellenic Conference, 2021). Although sororities receive negative publicity via social media, newspapers, and local news stations, many college-age women are highly interested in joining social sororities on college campuses (Brown et al., 2012).

Today, many college-age women join social sororities for various reasons and participate in the overall formal sorority recruitment process. Many students participate in the formal sorority recruitment process to meet new people, develop a sense of identity, network, leadership, service, and belonging (Long, 2012; Lambert et al., 2013). The purpose for conducting the study was to examine the personal motivations of traditional college-age women who participated and joined a sorority within the Panhellenic council. In addition, the study explored the personal motivations of college-age women who join social Greek-letter sororities while comparing student motivations for joining over time. This study also identified the demographics of students who participated in formal sorority recruitment as well as how traditional college-age women were informed about participating in sorority recruitment.

The study was comprised of five research questions designed to explore the personal motivations of traditional college-age women who participated in the formal recruitment process. The study used a quantitative research approach to understand students' motivations to become members of a social Greek-letter organization. The study made use of a researcher developed survey instrument that was administered to a convenience sample of women in seven sorority chapters at the case study institution in the fall of 2021. The instrument was distributed in person,

50

and participants completed the pencil-and-paper survey in their chapter meetings. The Director

of Greek Life approved access to participants and the survey and methods were approved by the

Institutional Review Board.

The data for the current study may be beneficial to those working in student affairs in

higher education and those working with Greek Life in particular. In addition to providing

important information about why women decide to participate in a sorority, their self-reported

motivations might provide some insights into what new college students are thinking or are

concerned about as they arrive on campus.

B. Data Collection

Data for the study were collected using a one-page paper survey known as *The Survey of

Sorority Membership*. The researcher contacted Panhellenic chapter presidents to request

permission to distribute the one-page paper survey during their chapter meetings. In addition, the

researcher hand delivered 1,200 one-page paper surveys to seven chapter presidents who granted

permission for surveys to be distributed to their members. Once the surveys were completed, the

chapter president contacted the researcher to retrieve all paper surveys. After the researcher

received all surveys, data was entered for 1,150 paper surveys completed by those who

participated in the study. The research project made use of SPSS on a secured computer that

required a passcode to assess the information entered into the system.

C. Data Analysis

Research Question One: What was the profile for women who participate as members of

Panhellenic sorority at a case study university located in the mid-southern United States?

Research question one was answered using data from survey items number 1-3 (see Table

2) The intent of the question was to understand who was participating in sorority recruitment,

including student classification, recruitment class, and racial identity. The demographic

information was collected from women who participated in formal sorority recruitment during

the academic years of 2018, 2019, 2020, and 2021. In the study, 36.5% of traditional college-age

women were considered freshmen, 30.5% of students who identified as sophomores, 20.2% of

women were juniors, and 12.8% identified as seniors. There were $n =133$ women who went

through the formal sorority recruitment process in 2018, $n = 214$ women who participated in

formal recruitment in 2019, $n = 354$ of women who went through the recruitment process in

2020, and $n = 449$ of women participated in the formal sorority recruitment process in 2021.

There were 8 different categories of racial identification that were analyzed in this study,

including White ($n = 1{,}022$), American Indian ($n = 12$), African American or Black ($n = 2$),

Multiracial ($n = 49$), Asian ($n = 22$), Hispanic or Latinx ($n = 40$), Native Hawaiian or Pacific

Islander ($n = 2$), and those who would identify as Other ($n = 1$). Therefore, the majority of

sorority members participating in the study were White, first-year students who had gone

through the recruitment process in 2021.

Table 2.
Demographics of Women who Participated in the Formal Sorority Recruitment Process

Characteristic	n	%
Student Classification		
Freshman	420	36.5
Sophomore	351	30.5
Junior	232	20.2
Senior	147	12.8
Year Student Participate in the Formal Sorority Recruitment Process		
2021	449	39
2020	354	30.8
2019	214	18.6
2018	133	11.6

Table 2. continued

Demographics of Women who Participated in the Formal Sorority Recruitment Process

Characteristic	n	%
Primary Racial Identification		
White	1022	88.9
American Indian	12	1
African American/Black	2	.1
Multiracial	49	4.3
Asian	22	1.9
Hispanic / Latinx	40	3.5
Native Hawaiian / Pacific Islander	2	.2
Other	1	.1

Research Question Two: What were the primary ways college students were informed about participating in the formal Panhellenic recruitment process?

Research question two was answered using data from survey items number 6-12 (see Table 3). The survey items helped the researcher understand how students were informed about the Panhellenic sorority formal recruitment processes (i.e., email, social media, family, word of mouth, etc.). Survey questions 6-12 used a Likert-type scale to measure each item using the choices Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). This research question also addressed how informed students were when they participated in the Panhellenic council formal recruitment process and if they had intentions of participating in sorority recruitment while a senior in high school.

Table 3 displays the results from college women who went through sorority formal recruitment and who participated in the study. They identified that they agreed most strongly that friends ($\bar{x} = 1.74$), social media ($\bar{x} = 1.91$), and word of mouth ($\bar{x} = 2.07$) were how they were informed about sorority recruitment. The respondents had the least agreement that they were informed were through email ($\bar{x} = 3.70$), neighbors ($\bar{x} = 3.74$), and teachers ($\bar{x} = 3.93$). Data

shown in Table 4 that women who went through the formal sorority recruitment process were very informed (*n*= 287), were informed (*n* = 383), or somewhat informed (*n* = 382), about the process, nearly 100 (*n* = 98) noted that they were not informed at all about the recruitment process. Also, data showed that 78% (*n* = 905) of traditional-age college women had intentions to participate in the formal recruitment process while they were still in high school, and nearly 10% (*n* = 98; 8.5%) did not have any intention of participating in the sorority recruitment process. At the same time, they were seniors in high school, and 12.8% (*n* = 147) of women who participated in this study were uncertain whether they wanted to participate in sorority recruitment.

Table 3.
How Women was Informed About Formal Sorority Recruitment

Characteristic	Mean	Range	SD
Friends	1.74	4	1.17
Social Media	1.91	4	1.29
Word of Mouth	2.07	4	1.30
Family	2.26	4	1.46
Email	3.70	4	1.42
Neighbors	3.74	4	1.47
Teachers	3.93	4	1.39

Research Question Three: What factors positively impacted traditional college women who participated in the Panhellenic sorority formal recruitment process?

Research question three was answered by using survey items 13-18, shown in Table 5. Survey items focused on why women choose to participate in the sorority formal recruitment

process. A Likert-type scale was used to assess why college women decided to participate in formal recruitment with options for students to choose from strongly agree, agree, neutral, disagree, and strongly disagree. Women who went through sorority formal recruitment and who participated in the study identified that they wanted to meet new people ($\bar{x} = 1.30$), thought it would be fun ($\bar{x} = 1.37$), and wanted to be involved ($\bar{x} = 1.45$) as the top reasons why they chose to participate in formal sorority recruitment The least agreed upon reasons identified by women who participated in recruitment were because of social purposes ($\bar{x} = 1.51$), because of friends ($\bar{x} = 1.91$), and because of family ($\bar{x} = 2.57$).

Table 4.
Women Who Were Informed About the Formal Sorority Recruitment Process and Their Intentions to Participate in the Formal Recruitment Process as a High School Senior

Characteristic	n	%
Students Informed About Panhellenic Formal Recruitment		
Very Informed	287	25
Informed	383	33.3
Somewhat Informed	382	33.2
Not Informed	98	8.5
Students Intentions to Participate in the Panhellenic Formal Recruitment Process		
Yes	905	78.7
No	98	8.5
Uncertain	147	12.8

Research Question Four: What were the primary motivations that college women identify as reasons to join Panhellenic sororities?

Research question four was addressed using data from survey items 19-38 (see Table 6), which focused on the motivations for why women joined a sorority. Respondents again used a Likert-type scale, indicating their agreement that each item was a motivator for them to join a

sorority (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree). The

top agreed upon motivations why women joined their sororities were because of their desire to

develop friendships ($\bar{x}$ = 1.40), to enhance their college experience ($\bar{x}$ = 1.48), and because of the

sisterhood aspects that sororities had to offer ($\bar{x}$ = 1.54). Respondents agreed least strongly with

the motivations to join a sorority of family who are or were in a sorority ($\bar{x}$ = 2.87), having easy

access to parties ($\bar{x}$ = 2.92), and because of the desire to participate in intramural sports ($\bar{x}$ =

3.30).

Table 5.
Why Women Choose to Participate in Formal Sorority Recruitment

Characteristic	Mean	Range	SD
Meet new people	1.30	4	.928
Thought it would be fun	1.37	4	.887
Wanted to be involved	1.45	4	1.03
Social purposes	1.51	4	.975
Because of friends	1.91	4	1.26
Because of family	2.57	4	1.52

Research Question Five: Were there significant differences between the motivations and

profiles of women who joined a Panhellenic sorority during a pandemic compared to

those who joined at other times?

The research question was answered by using survey items 2 and 19-38 (see Table 7).

Survey items 2 and 3 focused on when a student participated and the racial identity that a student

closely identifies with on their campus. Items 19-38 focused on a student's motivation for why

they joined a sorority. After obtaining all data from each survey, the researcher compared the

responses from students who went through the formal sorority recruitment process in 2020 and compared their responses to those who joined at other times; results are presented in Table 8. Data were first separated by recruitment participation year (2018, 2019, 2020, and 2021), with mean scores computed and reported for each item. Following this identification of categories of mean scores, an Analysis of Variance was conducted, using a .05 level of significance. For the items that were found to be significantly different, a Tukey post hoc test was conducted to identify the differences between student groups.

The statistically significant differences in motivations for why women joined their sorority were because of family between those who participated in the formal recruitment process in 2018 and those who participated in 2020. There were also significant differences in motivations for women who participated in 2020 and those who participated in 2021 in joining their organization due to having a sense of belonging, enhancing their college experience, sisterhood aspects. Data showed significant differences in motivations of those who participated in the 2020 sorority recruitment process compared to those who participated in 2018 and 2021, which was due to developing friendships, the ability to have friends after college. Data results showed statistically significant differences between those who went through the sorority recruitment process in 2020 and those who participated in 2018 to better obtain a job after college. Differences in motivations were found between those who participated in the sorority recruitment process in 2020 compared to those who participated in the 2018 and 2021 academic years because of the importance that sororities put on community service and philanthropy. Data results showed significant differences in motivations of those who participated in the 2020 sorority recruitment process compared to those who participated in 2019 and 2021 because of

accountability purposes. Lastly, data showed significant differences in the motivation of those

who participated in 2020 compared to those in 2021 in the ability to develop leadership skills.

Table 6.
Motivations for Why Women Joined Their Sorority

Characteristic	Mean	Range	SD
To develop friendships	1.40	4	1.40
To enhance my college experience	1.48	4	1.48
Because of the sisterhood aspects	1.54	4	1.54
To have fun in while being in college	1.64	4	1.00
Because of the ability to have friends after college	1.76	4	1.13
To develop leadership skills	1.82	4	1.05
Because of having a sense of belonging	1.83	4	1.83
To network	1.88	4	1.88
To build resume	2.00	4	1.10
Because of the importance that sororities put on philanthropy	2.02	4	1.13
To have a sense social identity	2.16	4	2.16
Because of accountability purposes	2.16	4	1.19
Because of the importance that sororities put on community service	2.17	4	1.18
Because of diversity and inclusion	2.35	4	1.29
To better have a chance at obtaining a job after college	2.40	4	1.34
Because of social status	2.72	4	1.41
Because of family	2.81	4	2.81
Because of family who are/were in a sorority	2.87	4	1.60
Because of easy access to parties	2.92	5	1.44
To participate in intramural sports	3.30	4	1.45

Table 7.

Means of Data from Survey Questions of Women's Motivations Who Participated in Sorority Formal Recruitment During 2018, 2019, 2020, 2021 Academic Years.

Survey Question	Students Participated in Sorority Formal Recruitment 2018 *n=133*	Students Participated in Sorority Formal Recruitment 2019 *n=214*	Students Participated in Sorority Formal Recruitment 2020 *n=354*	Students Participated in Sorority Formal Recruitment 2021 *n=449*	Total
Because of family	2.38	3.01	2.82	2.83	2.81*
Because of having a sense of belonging	1.99	1.76	1.95	1.74	1.83*
To enhance my college experience	1.78	1.47	1.60	1.31	1.48*
Because of the sisterhood aspects	1.82	1.58	1.67	1.32	1.54*
To develop friendships	1.77	1.40	1.51	1.20	1.40*
To network	1.92	1.87	1.88	1.86	1.88
To have a sense social identity	2.26	2.12	2.20	2.13	2.16
Because of the ability to have friends after college	2.28	1.73	1.86	1.56	1.77*
To better have a chance at obtaining a job after college	2.77	2.45	2.34	2.31	2.40*

Table 7. continued
Means of Data from Survey Questions of Women's Motivations Who Participated in Sorority Formal Recruitment During 2018, 2019, 2020, 2021 Academic Years.

Survey Question	Students Participated in Sorority Formal Recruitment 2018 *n=133*	Students Participated in Sorority Formal Recruitment 2019 *n=214*	Students Participated in Sorority Formal Recruitment 2020 *n=354*	Students Participated in Sorority Formal Recruitment 2021 *n=449*	Total
To participate in intramural sports	3.43	3.43	3.30	3.21	3.30
Because of family who are/were in a sorority	2.61	3.05	2.88	2.85	2.87
Because of the importance that sororities put on community service	2.72	2.46	2.21	1.83	2.17*
Because of the importance that sororities put on philanthropy	2.56	2.33	2.11	1.64	2.02*
Because of accountability purposes	2.41	2.48	2.20	1.90	2.16*
To develop leadership skills	2.20	1.96	1.93	1.56	1.82*
To build resume	2.29	2.07	2.03	1.87	2.00
Because of diversity and inclusion	2.80	2.46	2.40	2.19	2.35*

Table 7. continued
Means of Data from Survey Questions of Women's Motivations Who Participated in Sorority Formal Recruitment During 2018, 2019, 2020, 2021 Academic Years.

Survey Question	Students Participated in Sorority Formal Recruitment 2018 $n=133$	Students Participated in Sorority Formal Recruitment 2019 $n=214$	Students Participated in Sorority Formal Recruitment 2020 $n=354$	Students Participated in Sorority Formal Recruitment 2021 $n=449$	Total
Because of easy access to parties	2.74	2.66	2.76	3.23	2.92*
Because of social status	2.38	2.41	2.53	3.13	2.72*
To have fun in while being in college	1.73	1.49	1.74	1.60	1.64*

*Significant differences at p < .05

Table 8.

Tukey Post-Hoc Test That Compares Significant Differences Between the Motivations of Women Who Participated in Recruitment During the Pandemic in 2020 Compared to Those Who Joined During Non-Pandemic Years.

Motivation	Year	SE	Sig.
Because of family	2018	.15521	.023
Because of having a sense of belonging	2021	.07708	.034
To enhance my college experience	2021	.06602	< .001
Because of the sisterhood aspects	2021	.06628	< .001
To develop friendships	2018	.09854	.033
Because of the ability to have friends after college	2018	.11313	.001
	2021	.07906	.001
To better have a chance at obtaining a job after college	2018	.13578	.009
Because of the importance that sororities put on community service	2018	.11561	< .001
	2021	.08079	< .001
Because of the importance that sororities put on philanthropy	2018	.10980	< .001
	2021	.07674	< .001
Because of accountability purposes	2019	.10091	.035
	2021	.08283	.001
To develop leadership skills	2021	.07286	< .001

Table 8. continued
Tukey Post-Hoc Test That Compares Significant Differences Between the Motivations of Women Who Participated in Recruitment During the Pandemic Compared to Those Who Joined During Non-Pandemic Years.

Motivation	Year	SE	Sig.
Because of diversity and inclusion	2018	.12984	.010
	2021	.09074	.010
Because of easy access to parties	2021	.10085	$< .001$
Because of social status	2021	.09770	$< .001$
To have fun in while being in college	2019	.08635	.017

D. Chapter Summary

The focus of the study was to understand the motivation of women to participate in the

formal Panhellenic recruitment process and their interest in joining a sorority. The study used

data from those who participated in the Panhellenic formal recruitment process during the years

of 2018, 2019, 2020, and 2021 from one four-year higher education institution. Using a 38-item

researcher-developed survey instrument that was manually distributed to sorority members, data

were analyzed using a statistical software package. There were 1,150 students who participated

in the study. This chapter discussed and displayed the top reasons why women participated in

formal sorority recruitment and joined their sorority organization.

The chapter included a data analysis in which each research question was answered using

items from the instrument that the researcher created. The chapter reported group means, ranges,

and standard deviation scores for those who participated in the study. This chapter also included

one-way ANOVA, including a post hoc Tukey test to compare the significant differences among

students who participated in the Panhellenic formal recruitment process over the last four

academic years.

Chapter 5. Conclusions and Recommendations

Many colleges look at data to understand a variety of student activities and actions on campus, including why women decide to participate in any number of activities, including sorority membership. Research has demonstrated that there are multiple motivations that college-age women have for joining a sorority, and understanding these motivations better enables college leaders to not only design responsive recruitment programs, but also sheds light on what new college students who are women are thinking about and what motivates them to get involved on campus. The current chapter provides a summary of the study, including the purpose of conducting this study, its design, and the survey results. Also, the chapter provides a discussion of the conclusions drawn from the data analysis, recommendations for further study and practice, and a discussion of the study findings. The chapter ends with a chapter summary.

A. Summary of the Study

There are various reasons why college-age women join social sororities on college campuses. Social sororities provide college-age women with a number of growth and development opportunities that can help them become successful as students on college campuses (Lambert, et al., 2013). Many traditional college-age women participate in the formal Panhellenic sorority recruitment process to develop meaningful relationships, network, develop a sense of belonging, and become involved on campus (Long, 2012; Lambert et al., 2013). The purpose for conducting the study was to examine the personal motivation of college-age women for participating in the formal Panhellenic sorority recruitment process. The study also explored the personal motivation of college-age women who joined a Panhellenic sorority and the reasons why they joined.

Data were collected through a one-page paper survey comprised of 38-items and completed by college women who participated in the formal Panhellenic sorority recruitment process over the past four academic years. The survey focused on variables such as their year in school, the year they participated in the formal sorority recruitment process, their intentions of participating in the formal recruitment process, how they were informed about recruitment, and their motivations for joining a sorority. There was a total of 1,150 surveys completed by participants from 7 sororities, representing a 95.8% response rate from the projected population of possible participants. Five research questions guided the study:

Research Question One: What was the profile for women who participate as members of Panhellenic sorority at a case study university located in the mid-southern United States?

There were 36.5% of respondents who identified as freshmen, 30.5% of respondents who were considered sophomores, 20.2% of college-age women were juniors, and 12.8% were considered seniors. In 2018, there were $n=133$ college-age women who participated in the Panhellenic formal recruitment process, $n=214$ in 2019, $n=354$ in 2020, and $n=449$ in 2021. There were 88.9% of college-age women who identified as White, 4.3% identified as Multiracial, 3.5% identified as Hispanic / Latinx, 1.9% identified as Asian, 1% identified as American Indian, .2% identified as Native Hawaiian / Pacific Islander, .1% identified as African American / Black. There were .1% of college-age women who identified as Other.

Research Question Two: What were the primary ways college students were informed about participating in the formal Panhellenic recruitment process?

The top primary ways that traditional college-age women who participated in the study were informed about the formal Panhellenic recruitment process were through friends, social media, and word of mouth. Results from data that were collected also showed how informed

women were about the sorority recruitment process. Those who participated in this study and who went through the Panhellenic recruitment process, 25% of students noted that they were very informed, 33.3% of students said that they were informed, 33.2% of students believed that they were somewhat informed, and 8.5% of students noted that they were not informed about the recruitment process. In addition, 78.7% of college-age women who participated in this study had plans to participate in the Panhellenic sorority recruitment process.

Research Question Three: What factors positively impacted traditional college women who participated in the Panhellenic sorority formal recruitment process?

There were several ways that women were positively impacted in participating in the Panhellenic sorority formal recruitment process. The data results indicated that the primary factors that positively impacted traditional college-age women who participated in the formal sorority recruitment process were meeting new people, thought that it would be fun, and wanted to be involved.

Research Question Four: What were the primary motivations that college women identify as reasons to join Panhellenic sororities?

There were several primary motivations that traditional college-age women identified as to why they joined a Panhellenic sorority. The data indicated that the top three motivations why traditional college-age women joined their sororities were their desire to develop friends, to enhance their overall college experience, and because of the sisterhood aspects that sororities had to offer.

Research Question Five: Were there significant differences between the motivations and profiles of women who joined a Panhellenic sorority during a pandemic compared to those who joined at other times?

The final research question compared differences between the motivations and profiles of women who joined during a pandemic year and compared them to traditional college-age women who joined at other times. Using a one-way ANOVA to determine the differences between those who joined in 2020, which was during the pandemic, and compared them to those who participated in the formal recruitment process during the 2018, 2019, and 2021 academic school years. Results showed that there were several statistically significant differences in motivations among traditional college-age women who joined their sororities. Because of the significant differences, a Tukey post hoc test was performed and identified the differences between traditional college-age women motivations who participated in 2020 compared to those who participated at other times.

The significant differences in motivations for women who participated in the formal Panhellenic sorority recruitment were; (a), because of family, (b), because of having a sense of belonging, (c), to enhance their college experience, (d), because of the sisterhood aspects, (e), to develop friendships, (f), the ability to have friends after college, (g), to better obtain a job after college, (h), because of the importance that sororities put on philanthropy, (i), because of the importance that sororities put on community service, (j), because of accountability purposes, (k), and the ability to develop leadership skills.

B. Conclusions

1.   There were various ways that traditional college-age women are informed about the formal Panhellenic recruitment process. Many traditional college-age women were informed about the sorority formal recruitment process through word of mouth, friends, and social media platforms. These women had intentions of participating in the Panhellenic formal sorority recruitment process while they were seniors in high school.

2. There are factors that positively impact students who participate in the formal sorority recruitment process. Traditional college-age women who participated in Panhellenic formal sorority recruitment believed that meeting new people was significant. Also, women participate in the formal sorority process because they believe that it is fun. Furthermore, women participate in the Panhellenic recruitment process because they want to be involved in their prospective college campus.

3. Many women who have various motivations about why they participate in the Panhellenic formal sorority recruitment process. The top reasons traditional college-age women participate in the formal sorority recruitment process are to develop friendships with other women, enhance their overall collegiate experiences, and the various sisterhood aspects that sororities offer students.

4. Women who participated in the formal Panhellenic sorority recruitment process during a pandemic (2020) had various motivations that were significantly different from those who participated in recruitment during non-pandemic years. The study showed significant differences in motivations for why women participated in the formal recruitment process. Many students who participated in the formal recruitment process were due to family, a sense of belonging, the ability to have friends after college, obtaining a job, accountability purposes, and to develop leadership skills. Data results show statistically significant differences between those who participated in sorority recruitment in 2020 compared to those who participated in 2018, 2019, and 2021.

C. Recommendations for Practice

1. Student affairs practitioners who work with local and national collegiate social Greek

70

sorority organizations should review the information in the study and evaluate the current formal Panhellenic recruitment process. In particular, these practitioners might be able to adjust or modify their practices to more accurately correspond to the needs and motivations of new students.

2. Student affairs professionals who work directly with students involved in social Greek organizations can use the results of the study to focus on providing future students with the best experience possible.

3. Fraternity and sorority life professionals should evaluate the motivations that traditional college-age women have for participating in the formal sorority recruitment process at least every five years to understand students' desires for joining a sorority and to use data such as this as an initial baseline for understanding changing student needs.

4. Student affairs practitioners who work directly with the formal Panhellenic sorority recruitment process should use the study to create their formal recruitment rounds that focus on the reasons why traditional college-age women participate in the formal recruitment process.

5. College administrators should provide support to fraternity and sorority life professionals who oversee all social Greek organizations on their perspective campuses. Student affairs professionals need support in advertising the formal Panhellenic sorority recruitment process to all incoming students, including those who are considered sophomores, juniors, and seniors.

6. Fraternity and sorority life professionals should consider collaborating with other campus partners to make sure that students are aware of the formal sorority recruitment application, recruitment week, and the importance of being involved.

7. Campus leaders should review the data here and explore what programming might exist

to help students find what they are looking for as they enter college. Many of the variables listed in the study as motivators might be accessible in organizations other than sororities. The response to these motivators might be seen as reflective of what students are looking for in general as well as in specific, and administrators need to continue exploring what helps students be successful in college.

D. Recommendations for Further Research

1. The study should be replicated at multiple colleges in the United States with social Greek sororities on their campuses, and possible even with those who are not going through recruitment. There are various motivations that many traditional college-age women have for joining a sorority today and what they are looking for as they enter college. Future researchers should use various assessments to understand many women's motivations for participating in student organizations broadly, and the formal Panhellenic recruitment process in particular. Surveys in the future should also assess additional demographic characteristics of students who join social Greek sororities.

2. The study should be extended to sororities within other councils such as the National Pan Hellenic Council, the National Association of Latino Fraternal Organizations, and the National Asian Pacific Islander Desi American Panhellenic Association who have unique recruitment processes.

3. Future researchers should work to identify individual students' experiences in the Greek life, possibly through qualitative research, and should work to understand if the initial motivations of joining a sorority are actually met through participation in a chapter.

4. The study could be extended to fraternities within the Interfraternity Council, National

Pan-Hellenic Council, and Multicultural Councils to examine the various reasons why men

participate in different formal recruitment processes.

5. The study could be replicated on the various Historically Black Colleges and Universities

to understand students' motivations for joining a fraternity and sorority on an HBCU

campus. Similarly, the study could be replicated at Hispanic Service Institutions (HSI) to explore

differences among those student populations as well.

6. Future research should explore the motivations of traditional college-age women and men

who participate in the continuous open bidding process and not formal recruitment process and

other alternative recruitment programs.

E. Discussion

Collegiate social Greek organizations provide students with many opportunities for

personal development and growth. Many traditional college-age women think about participating

in the formal Panhellenic sorority recruitment during their senior year in high school (Johansen

& Slantcheva-Durst, 2018), suggesting that they could be nervous about finding community in

college, or conversely, have a high level enthusiasm for joining a social organization. The

findings of the current study confirm that over two-thirds of women during their senior year of

high school had intentions of participating in formal sorority recruitment. Many students who

participate in the formal sorority recruitment process have various personal motivations for

joining a sorority. Findings from the study show that the top three reasons why women

participate in the formal Panhellenic sorority recruitment process are because of their personal

motivation to (a) develop friends with those within a sorority, (b) to enhance their overall college

experience, and (c), because of the sisterhood aspects that is within an organization. Findings

from this study support the National Panhellenic Conference values. The National Panhellenic

73

Conference (2021) noted that their foundational core values are built on friendship, leadership, trust, and integrity.

Sororities provide opportunities for students to get involved in campus activities, and this involvement has typically been noted as a positive element in building campus engagement, social support networks, and develops responsibility, time management, and a greater commitment to college. Sorority recruitment has been noted as a highly stressful experience, and by better understanding why women go through the process, there is an opportunity for campus leaders to reduce the stress and help make it a more educational process that might better correspond to individual student needs. Although students encountered many challenges in the past year due to a worldwide pandemic, many students have been committed to participating in formal recruitment regardless of the current world climate. During the worldwide pandemic, 1,535 traditional college-age women participated in the formal recruitment process. This study is supported by (Goldman & Hogg, 2016) who discussed students' behaviors related to being involved in student organizations.

Many have various motivations for being involved in student organizations on college campuses. Although multiple theories focus on involvement and engagement (Astin, 1984; Braskamp, et al., 2016), this study focused on the personal investment that many have for participating in the formal sorority recruitment process. The conceptual framework for this study was based on the Personal Investment Theory to understand the various motivations that traditional college-age women have for participating in the formal Panhellenic sorority recruitment process and why they joined their perspective organization. Maehr and Braskamp (1986) note that personal investment theory has three critical areas of a student's development. The personal investment theory is significant in understanding the perceived goals of behavior,

sense of self, and conditions that students participate in that are facilitated (Maehr & Braskamp, 1986). The personal investment theory framework looks at a person's motivation, both intrinsic and extrinsic outcomes (King & McInerney, 2014). Many students invest their time and energy in things offered to them (Braskamp, 2009).

Student affairs practitioners who work directly with social Greek sororities must offer students the best experience possible during the formal Panhellenic sorority recruitment process. This study shows that traditional college-age women participate in the formal Panhellenic sorority recruitment process to enhance their overall college experience. Student affairs practitioners, college and university administrators, and support staff must understand the importance of developing a formal sorority recruitment that produces fun and impactful experiences for students who participate in formal sorority recruitment.

There are current research trends that focus on sisterhood within sororities, involvement, scholarship, leadership, friendship, service, and motivation (Kimbrough, 2003; Upcraft et al., 2005; Brown et al., 2012). Findings from this study show that students are informed about the Panhellenic sorority recruitment process through word of mouth, friends, and social media. This study also shows that one of the main reasons traditional college-age women participated in the formal sorority recruitment process was the various sisterhood aspects that sororities offer. Those involved in social Greek sororities understand that sororities offer women a sense of belonging, sisterhood, friendship, leadership opportunities, and a community that enhances their overall development as women (National Panhellenic Conference, 2021).

Maehr and Braskamp (1986), noted that "people invest themselves in certain activities depending on the meaning the activities have for them" (p. 62). The outcomes of personal investment for people are different depending on the person. Maehr and Braskamp (1986) noted

that the outcomes of personal investment are focused on achievement, personal growth, and life satisfaction. Achievement can be defined in many ways; Maehr and Braskamp (1986) believe that one must not ignore the various ways that one defines achievement. Many traditional college-age women who participate in sorority recruitment may define achievement by being invited to multiple chapters through multiple rounds of formal sorority recruitment. Personal growth also focuses on the outcomes of personal investment (Maehr & Braskamp, 1986).

Personal investment can lead to the desire of traditional college-age women who participate in sorority recruitment which takes time to focus on their desires to belong to one specific organization. Lastly, life satisfaction focuses on what makes a person happy (Maehr & Braskamp, 1986). Traditional college-age women who participate in the formal recruitment process are generally happy at the end of the formal Panhellenic sorority recruitment process. The findings from this study show that the goal of those who participated in the formal sorority recruitment process was to enhance their overall college experience. Through the experiences that many students have that participate in the formal sorority recruitment process, there were a significant amount of people who participated in this study who displayed significant interest in meeting new people and who thought the recruitment process would be fun.

The study showed similar results from participants who participated in the formal Panhellenic sorority recruitment process. Although findings showed similarities, there were significant differences among those who participated in various years of recruitment. The results from the study might suggest that students who join Panhellenic sororities do not have the same motivations overall as traditionally college-age women.

The study could have been improved by adding a section on the motivations that help student retention from one year to the next. Also, the study could have been improved by

providing student affairs professionals with information on the motivations why traditional college-age women choose to participate in the continuous open bidding process and choose not to participate in the formal sorority recruitment process.

F. Chapter Summary

The chapter included a summary of the study, which included answers that addressed each of the five research questions. This study also presented five conclusions that were observed in the research. There were six recommendations outlined for future practice and six recommendations for future research. Lastly, a discussion was used that incorporated findings from the study with a relevant literature review. The discussion also discussed the conceptual framework used in this study that focused on the personal investment theory to address the personal motivation that traditional college-age women have who participate through the formal Panhellenic sorority recruitment process and reasons why they joined a sorority.

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Appendices

Appendix A: Formal Sorority Recruitment Week Schedule

Recruitment Orientation

6:00 PM	PNM Registration
7:15 PM	Orientation begins
8:45 PM	Small Group Meetings

Round One Open Parties – Day 1

7:00 AM	Morning Meetings with ΓΧ
7:45 AM	PNM roll call at sorority house
8:00- 8:15 AM	Party 1
8:30 -8:45 AM	Party 2
9:00-9:15 AM	Party 3
9:30-9:45 AM	Party 4
10:00-10:15 AM	Party 5
10:30-10:45 AM	Party 6
11:00-11:15 AM	Party 7
11:30-11:45 AM	Party 8
12:00-1:15 PM	LUNCH
1:30-1:45 PM	Party 9
2:00-2:15 PM	Party 10
2:30-2:45 PM	Party 11
3:00-3:15 PM	Party 12
3:30-3:45 PM	Party 13
4:00-4:15 PM	Party 14
4:30-4:45 PM	Party 15
5:00-5:15 PM	Party 16
5:30-5:45 PM	Party 17
6:00 PM	Small Group Meetings

Round One Open Parties – Day 2

7:00 AM	Morning Meetings with ΓΧ
7:45 AM	PNM roll call at sorority house
8:00- 8:15 AM	Party 18
8:30- 8:45 AM	Party 19
9:00-9:15 AM	Party 20
9:30-9:45 AM	Party 21
10:00-10:15 AM	Party 22
10:30-10:45 AM	Party 23

11:00-11:15 AM	Party 24
11:30-11:45 AM	Party 25
12:00-1:15 PM	LUNCH
1:30-1:45 PM	Party 26
2:00-2:15 PM	Party 27
2:30-2:45 PM	Party 28
3:00-3:15 PM	Party 29
3:30-3:45 PM	Party 30
4:00-4:15 PM	Party 31
4:30-4:45 PM	Party 32
5:00-5:15 PM	Party 33
5:30-5:45 PM	Party 34
6:00 PM	Small Group Meetings

Round Two Philanthropy – Day 1

6:50 AM	Morning Meetings with ΓΧ
7:30 AM	PNM roll call at sorority house
7:45-8:15 AM	Party 1
8:40-9:10 AM	Party 2
9:35-10:05 AM	Party 3
10:30-11:00 AM	Party 4
11:25-11:55 AM	Party 5
11:55-1:00 PM	LUNCH
1:00-1:30 PM	Party 6
1:55-2:25 PM	Party 7
2:50-3:20 PM	Party 8
3:45-4:15 PM	Party 9
4:40-5:10 PM	Party 10
5:35-6:05 PM	Party 11
6:20 PM	Small Group Meetings

Round Two Philanthropy – Day 2

6:50 AM	Morning Meetings with ΓΧ
7:30 AM	PNM roll call at sorority house
7:45-8:15AM	Party 12
8:40-9:10 AM	Party 13
9:35-10:05 AM	Party 14
10:30-11:00 AM	Party 15
11:25-11:55 AM	Party 16
11:55-1:00 PM	LUNCH
1:00-1:30 PM	Party 17
1:55-2:25 PM	Party 18
2:50-3:20 PM	Party 19

3:45-4:15 PM	Party 20
4:40-5:10 PM	Party 21
5:35-6:05 PM	Party 22
6:20 PM	Small Group Meetings

Round Three Sisterhood – Day 1

6:50 AM	Morning Meetings with ΓΧ
7:30 AM	PNM roll call at sorority house
7:45-8:25 AM	Party 1
8:50-9:30 AM	Party 2
9:55-10:35 AM	Party 3
11:00-11:40 AM	Party 4
11:40-1:00 PM	LUNCH
1:00-1:40 PM	Party 5
2:05-2:45 PM	Party 6
3:10-3:50 PM	Party 7
4:15-4:55 PM	Party 8
5:20-6:00 PM	Party 9
6:25-7:05 PM	Party 10
7:30-8:10 PM	Party 11
8:25 PM	Small Group Meetings

Round Three Sisterhood – Day 2

6:50 AM	Morning Meetings with ΓΧ
7:30 AM	PNM roll call at sorority house
7:45-8:25 AM	Party 11
8:50-9:30 AM	Party 12
9:55-10:35 AM	Party 13
11:00-11:40 AM	Party 14
11:40-1:00 PM	LUNCH
1:00-1:40 PM	Party 15
2:05-2:45 PM	Party 16
3:10-3:50 PM	Party 17
4:15-4:55 PM	Party 18
5:20-6:00 PM	Party 19
6:25-7:05 PM	Party 20
7:15 PM	Small Group Meetings

Final Round Preference Day

7:00 AM	Morning Meetings with ΓX
7:30 AM	PNM roll call at sorority house
7:45-8:40 AM	Party 1
9:00-9:55 AM	Party 2
10:10-11:05 AM	Party 3
11:05-12:30 PM	LUNCH
12:40-1:35 PM	Party 4
1:55-2:50 PM	Party 5
3:10-4:05 PM	Party 6
4:25-5:15 PM	Party 7
5:35-6:30 PM	Party 8
6:50-7:45 PM	Party 9

Bid Day

9:00 AM	Meet ΓX in meeting spot and walk to Greek Theatre
10:00 AM	Bid Day Ceremony Begins
10:25 AM	Bids go out
2:30 PM	Formal Recruitment is OVER!!!

Appendix B: Membership Recruitment Acceptance Binding Agreement (MRABA)

Name:	
Campus Name:	
Campus Address:	
Phone number/Email:	

MEMBERSHIP RECRUITMENT ACCEPTANCE BINDING AGREEMENT

<u>Introduction: Agree to binding electronic contract and electronic signature.</u>
Initial each statement.

_____ This form is called the Membership Recruitment Acceptance Binding Agreement, or "MRABA." I understand that it is a contract with the National Panhellenic Conference ("NPC").

I choose to complete this MRABA because I participated in the primary membership recruitment process ("Recruitment") at _____.
[Campus Name]

ELECTRONIC SIGNATURE ONLY

_____ *I consent to this electronic contract. I agree to electronically sign the MRABA. These terms are defined by the Electronic Signatures and Global and National Commerce Act ("E-Sign") and the Uniform Electronic Transactions Act ("UETA").*

_____ *I agree that this MRABA and my electronic signature is valid, enforceable, and binding under E-Sign and UETA.*

Next Step: Continue to Part 1.

<u>Part 1: Withdrawing or Continuing in Recruitment.</u>
Initial one of the following options:

_____ **I want to withdraw from Recruitment.**
I will not join a sorority now. I could join a sorority in the future by participating in the continuous open bidding ("COB") process. I will not complete this contract.

Next Step: Continue to Part 5.

_____ **I am continuing in Recruitment.**

Next Step: Continue to Part 2.

<u>Part 2: Show that you understand the ranking process.</u>
Initial each statement.

By signing the MRABA, I understand and agree that each of these statements is true:

_____ I am willing to accept an invitation to membership ("bid") from any sorority I list in Part 4.

_____ I will rank each sorority in the order of my preference for receiving a bid.

_____ If I attended a sorority's preference event, and I would not accept a bid from that sorority, I do not have to rank that sorority.

_____ I understand that if I choose to rank fewer sororities, I might not receive a bid through Recruitment.

Appendix C: Instrument

SURVEY OF SORORITY MEMBERSHIP

The purpose for conducting this study is to better understand the motivation of college women to join a sorority at the ▮▮▮▮▮▮▮▮▮. *All information collected will be kept confidential to the extent allowed by law and University policy. There is no personal identifying information being collected, and you retain the right to withdraw from the study at any time. Should you have any questions about the research or its findings, please contact me (Garry Butler* ▮▮▮▮▮▮▮▮▮▮▮▮*) or my doctoral advisor Dr. Michael Miller (*▮▮▮▮▮▮▮▮▮▮*). Additionally, Ro Windwalker, who works with the compliance and approval of research such as this for the University of Arkansas, can be reached at (479)575-2208.*

Please answer each question to the best of your ability by circling the most appropriate answer. When completed, please return your survey to the closed, sealed box at the front of the room.

PART I: ABOUT YOU

1. **What is your current year in school (in the Fall of 2021)**
   - Freshman
   - Sophomore
   - Junior
   - Senior

2. **When did you participate in formal sorority recruitment at the University of Arkansas?**
   - Fall 2021
   - Fall 2020
   - Fall 2019
   - Fall 2018

3. **Please indicate the racial identity you most closely identify with.**
   - White
   - American Indian
   - African American/Black American
   - Multiracial
   - Asian
   - Hispanic/Latinx
   - Native Hawaiian/Pacific Islander
   - Other

4. **How informed where you when participated in PC formal recruitment?**
   - Very Informed
   - Somewhat Informed
   - Informed
   - Not Informed

5. **Did you have intentions of participating in sorority recruitment in college while you were a senior in high school?**
   - Yes
   - No
   - Uncertain

PART 2: ABOUT YOUR RECRUITMENT

How do you hear about Panhellenic recruitment?
Please rate your agreement on the following 1-to-5 Likert-type scale, where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree.

6. Email	1	2	3	4	5
7. Social media	1	2	3	4	5
8. Family	1	2	3	4	5
9. Friends	1	2	3	4	5
10. Word of Mouth	1	2	3	4	5
11. Neighbors	1	2	3	4	5
12. Teachers	1	2	3	4	5

Why did you choose to participate in formal recruitment?
Please rate your agreement on the following 1-to-5 Likert-type scale, where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree.

13. Meet new people	1	2	3	4	5
14. Thought it would be fun	1	2	3	4	5
15. Social Purposes	1	2	3	4	5
16. Because of friends	1	2	3	4	5
17. Because of family	1	2	3	4	5
18. Wanted to be involved	1	2	3	4	5

What are your motivations for joining a sorority?
Please rate your agreement on the following 1-to-5 Likert-type scale, where 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, and 5=Strongly Disagree.

I joined a sorority….

19. because of family	1	2	3	4	5
20. because of having a sense of belonging	1	2	3	4	5
21. to enhance my college experience	1	2	3	4	5
22. because of the sisterhood aspects	1	2	3	4	5
23. to develop friendships	1	2	3	4	5
24. to network	1	2	3	4	5
25. to have a sense social identity	1	2	3	4	5
26. because of the ability to have friends after college	1	2	3	4	5
27. to better have a chance at obtaining a job after college	1	2	3	4	5
28. to participate intramural sports	1	2	3	4	5
29. because of family who are/were in a sorority	1	2	3	4	5
30. because of the importance that sororities put on community service	1	2	3	4	5
31. because of the importance that sororities put on philanthropy	1	2	3	4	5
32. because of accountability purposes	1	2	3	4	5
33. to develop leadership skills	1	2	3	4	5
34. to build resume	1	2	3	4	5
35. because of diversity and inclusion	1	2	3	4	5
36. because of easy access to parties	1	2	3	4	5

37. because of social status	1	2	3	4	5
38. to have fun in while being in college	1	2	3	4	5

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY!

Appendix D: Introduction to the Survey Script

Dear (participant),

You have been chosen to participate in this study of the personal motivations that college women have for joining a sorority. The purpose for conducting the study is to better understand the motivation of college women who join a sorority. The survey will be completed in a paper format and should only take no longer than 3 – 5 minutes to complete.

Participation in this study is voluntary. There is no personal identifying information being collected in this study. Individual responses will be completely confidential, and only group data will be reported. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time.

Thank you, in advance, for your time in participating in this study. If you have any questions or concerns about the study or would like a copy of the findings, please contact Garry Butler by email at ████████████ or by phone at ███████████ or my doctoral advisor, Dr. Michael Miller, by email at █████████████ or by phone at ████████████. For questions or concerns about your rights as a research participant, please contact Ro Windwalker by phone at 479-575-2208 or by email at irb@uark.edu.

Sincerely,

Garry Butler
Associate Director of Greek Life
University of Arkansas
Doctoral Candidate | Doctor of Philosophy, Higher Education Administration
███████████████████████

Appendix E: Institutional Review Board Approval

UNIVERSITY OF ARKANSAS

To:	Garry E Butler
From:	Justin R Chimka, Chair IRB Expedited Review
Date:	08/20/2021
Action:	**Exemption Granted**
Action Date:	08/20/2021
Protocol #:	2108348255
Study Title:	Survey of Sorority Membership

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Michael T Miller, Investigator