

Family Influence and Community Influence on Self-Management and Prosocial Relationship Skills: A Path Model

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Abstract

The path model by Morrissey and Werner-Wilson (2005) was tested. Morrissey and Werner-Wilson argued that Family and Community Influence directly affects participation in organized groups and the consequent developmental outcomes. Furthermore, participation mediates the influence of Family and Community. A survey was conducted and yielded 322 respondents (94 males and 228 females) who were exclusively involved in school clubs (72.4%), sports clubs (14.2%) and involved in both school and sports clubs (13.4%). Results show that active membership (as measured by the Hours Spent per Week) in any organized youth groups in school leads to enhanced Self-Management and Prosocial Relationship skills. Also, both Family Influence and Community Influence predict developmental outcomes. But only Community Influence had a significant effect on both Self-Management and Prosocial Relationship. Finally, only Community Influence is mediated by Hours Spent per Week as it affects Self-Management and Prosocial Relationship. Findings have an impact on a deeper understanding of youth development in organized groups and agents that provides support to the youth.

Keywords: Organized Youth Organizations, Positive Youth Development

Higher Educational Institutions (HEI) aims to holistically develop its students to become competent individuals. Among the many opportunities given to students is a chance to participate in academic and co-curricular organizations. It is not clear, however, how students develop in these loci and in what ways do these organizations serve the Mission-Vision of the university.

A cliché assumption is that students learn leadership, interpersonal and communication skills in school. However, it is not clear if students really acquire these skills and in what context do they acquire these skills. These expected outcomes (i.e. skills) should be supported by empirical evidence. Specifically, these skills should not be imposed by adults (usually administrators and/or faculty advisers). In addition, it is possible that there are many more developmental outcomes experienced by the students that are not visible to the eyes of the governing adults.

Youth groups, either formal or informal, are important venues for their development. In investigating how the youth develops in school groups, Dworkin, Larson and Hansen (2003) were able to identify six recurring developmental processes. It was proven that in any activity, youth enhance their identity, initiative, basic skills (emotion regulation, cognitive abilities, & physical abilities), interpersonal relationships, teamwork and social skills, adult networks and even managing negative experiences (Dworkin, Larson, & Hansen, 2003; Dworkin & Larson, 2006).

In the Philippines, a notable contribution to ensure the holistic development of the youth is the establishment of the National Youth Commission (NYC). Among NYC's guiding principles, the following are important with respect to the present study (NYC, 2011):

(a) Promotion and protection of the physical, moral, spiritual, intellectual and social well-being of the youth to the end that the youth realize their potential for improving the quality of life;

(c) Encouragement of youth involvement in character-building and development activities for civic-efficiency, stewardship of natural resources, agricultural and industrial productivity, and an understanding of world economic commitments on tariffs and trade and participation in structures for policy-making and program implementation to reduce the incidence of poverty and accelerate socioeconomic development; and

(d) Mobilization of youth's abilities, talents and skills and redirecting their creativity, inventive genius and wellspring of enthusiasm and hope for the freedom of our people from fear, hunger and injustice.

These principles highlight youth's holistic development. Programs other than the usual classes are therefore needed to realize these goals. Participation of students in these programs may pose a challenge. For this reason, I argue, that the goal of developing students holistically in general and the subsequent objective of encouraging them to participate in programs in school are shared by many other sectors in the country. Family, school, and the community are no exceptions.

School, Student Participation and Youth Development

Participation in school does not only predict pro-social behavior as it was already emphasized by Dworkin, Larson and Hansen. In fact, Fredricks and Eccles (2005) corroborates the importance of participation in youth development. Fredricks and Eccles found out in their survey of 498 9-12th graders that participation in extra-curricular activities in school (academic clubs or sports) increased school belongingness, school affect and lowered depression and involvement in risky behaviors (e.g cutting classes, getting into fights etc.) Involvement in organized youth groups in school is therefore crucial for the youth's positive development at present and in the future. It is also regarded as an important marker both here and abroad.

Bernardo (2007), for example, suggest that student development may be explained by the interplay of various meaningful interactions in the context of the school and other social factors. For example, in the level of the family, individuals

learn the basic ideas of morality, gender roles, and other norms. In the level of the academic and co-curricular organizations in school, individuals "interact" at various levels in various situations (i.e. student leaders to constituents, student leader-adviser, student leader to community members). These interactions contribute to their development.

In addition to social factors, Bagas (2002), suggests that student themselves may play a crucial role in their development and how they would contribute to nation building. For this reason, they are advocating an earlier developmental program for student leaders. This fact is corroborated by an earlier study by Castro (2001) who compared 78 respondents without leadership roles in their respective university to 71 with leadership roles in their respective university. Castro highlighted that those who were involved in youth organizations as students did well in their career because they are used to dealing with high levels of stress. Again, the interplay of student agency and school was highlighted.

Abroad, McGee, Williams, Howden-Chapman, Martin, and Kawachi (2006) found out in their longitudinal, predictive study involving a total of 896 economically disadvantaged students who were participating in sports and cultural groups that participation is influenced by the attitude of their parents (recreational-oriented vs. cultural-political oriented). Participants, during their adolescent years were involved more in sports when their parents were recreationally oriented. This pattern was reverse when they became 18 years old. McGee et al explained that the change was due to the changing interest of the participants. What is highlighted here is the interplay between the family, community and agency of the participants.

Family, Community, Youth Participation and Youth Development

Both locally and internationally, family is regarded as an influential agent of development for the youth. Lanuza (2003) and Salazar (2004) argued that the family is the primary context wherein the youth initially develops as an individual. There is a "guided process" occurring in the homes which extends to other contexts like the community and school. In fact Simpkins, Vest and Price (2011) argued that parents' valuing of activities for the youth determines the continued participation of the youth and the consequent positive development.

Community was found to be negatively related to substance abuse in the multi-level, longitudinal study of 1,315 youth in Chicago, USA (Fauth, Roth, & Brooks-Gunn, 2007). The protective effect of community according to Fauth and her colleagues lies in the existence of youth groups like sports club, church clubs and other community-based youth groups.

Family, community and agency in participation of the youth were also captured by the study of Morrissey and Werner-Wilson (2005). They proposed an explanatory (path) model that sought to explore how family and community influence involvement in youth groups in school. They surveyed 305 students (between Grade 6-12) and found out that Family Support was fully mediated by participation on its effect on Pro-social Behavior. Moreover, Morrissey and Werner-

Wilson found out that Community Support was partially mediated by participation on its effect on Pro-social Behavior. How the interactions of Family, Community contribute to their development and what developmental outcomes arise from it will be re-investigated in the present study.

An illustration of how the variables are assumed to be related in the model adapted from Morrissey and Werner-Wilson is presented in Figure 1. The model suggests that family has an influence on community. Both family and community dictate participation of youth in organized groups in school. Also, both family and community has a direct effect on the developmental outcome of the youth. Finally, the model suggest that youth participation mediates the effect of family and community on youth developmental outcomes. However, different measures were used because of the difficulty of finding the exact measures used by Morrissey and Werner-Wilson.

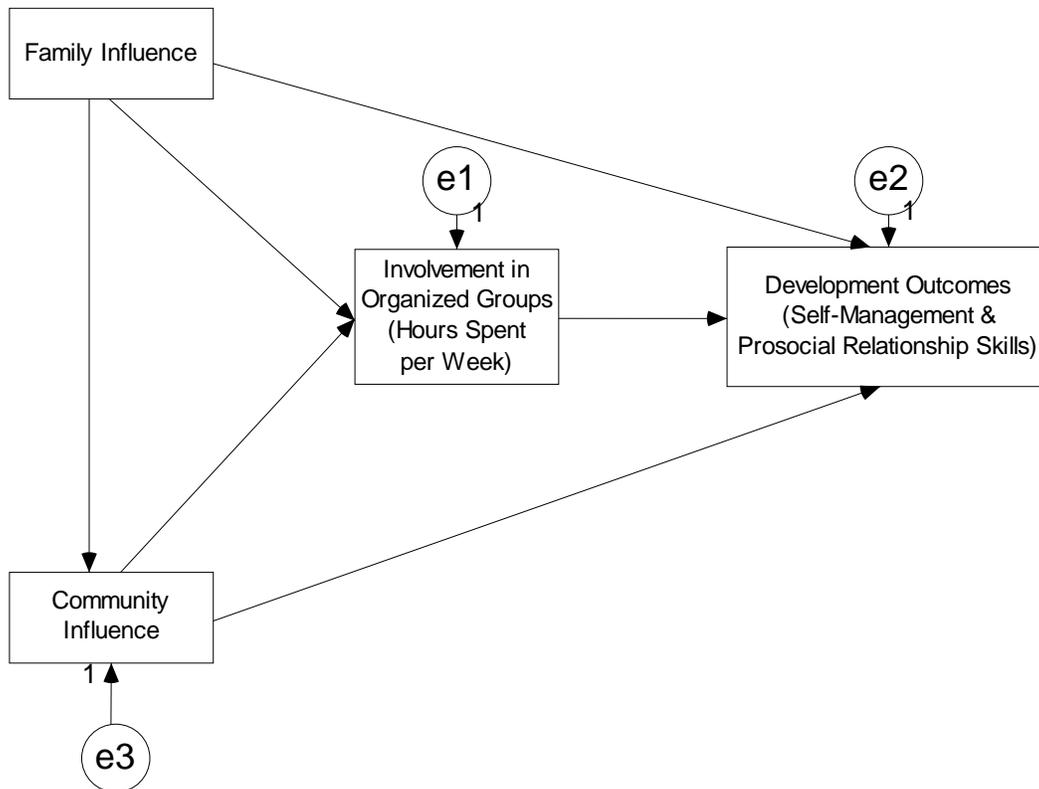


Figure 1. Path Model for Family and Community Influence on Developmental Outcomes

In the interest of the study, Pro-social behavior was replaced by Prosocial Relationship, a portion Youth Experience Survey version 2.0 by Hansen and Larson (2005). Theoretically, it was deemed a good replacement because the items pertain to the same altruistic behaviors. In addition to the Prosocial Relationship, Self-Management (as measured by Xue & Sun, 2011) was added to test a separate model. The addition of another measure of developmental outcome is based on the

argument of Xue & Sun that students need skills in balancing their activities in school. Furthermore, this scale was deemed important for the target participants, i.e. active students in organized groups in school.

Method

Design

The present study sought to test the model of Morrissey and Werner-Wilson (2005). Specifically, the present study tested whether Family Influence and Community Influence significantly have an effect involvement in school organizations (as measured by Hours Spent per Week). The present study also sought to investigate the direct effects of Family Influence and Community Influence on the two developmental outcomes, i.e., Self-Management and Prosocial Relationship. Finally, the present study sought to examine the indirect effects of Family Influence and Community Influence on Self Management and Prosocial Relationship with Hours Spent per Week as the mediating variable. It is a cross-sectional, explanatory study (Johnson, 2001).

Participants

From at least 20 classes (with an estimated total of 800 students) who were emailed to answer the survey, only 322 students (94 males and 228 females) participated in the study. Majority (55%) of the participants was between 18-19 years old and has spent, on the average, 1.5 years in their respective youth organization. Involvement in school organizations ranked first (72.4%), followed by sports organization (14.2 %) and lastly by those involved in both school and sports organization (13.4 %). Participants were students from Far Eastern University, De La Salle University, St. Paul University-Manila, and St. Paul University-Quezon City.

Instruments

There were six adapted measures used in the study namely; Activity Involvement (Fredericks & Eccles, 2005), Family Influence (FI) (Morrissey & Werner-Wilson, 2005), Sense of Community Index (Long & Perkins, 2003), Self Management Scale (SMS) (Xue & Sun, 2011), and Positive Interpersonal Relationships (PIR) (Hansen & Larson, 2005). For reference, all the scales and their respective items are appended with this paper.

The mediating variable of the study, activity involvement by Fredericks and Eccles, is measured by a direct question “how time do you spent in your organization?” Higher scores suggest that respondents spent longer time in their respective student organization.

FI by Morrissey and Werner-Wilson is a 5-item test that measures the degree of agreement based on a 5-point Likert-type scale with an internal consistency of .69. SCI by Long and Perkins is an 8-item test that asks respondents to indicate whether each item is mostly true or mostly false about their community (Cronbach's $\alpha = .75$). These measures represent the exogenous variables of the study.

Lastly, SMS and IR are the two endogenous variables of the study. SMS by Xue & Sun is a 21-item test made up of two components namely performance management (PM) with 11 items and relationship management (RM) with 10 items. All items are rated on a 5-point Likert-type scale based on respondent's degree of agreement to each one. Internal consistency for the overall scale (.86) and the two components (PM are both acceptable (.86)). The internal consistencies of the components (PM Cronbach's $\alpha = .90$; RM Cronbach's $\alpha = .83$) are also acceptable. PIR by Hansen and Larson is an 8-item test that measures respondents' interpersonal relationships. Each item is rated on a 4-point Likert-type scale based on the extent of experience of the items by the respondents (Cronbach's $\alpha = .86$).

Procedure

An online survey questionnaire was developed using Google docs. This technology-facilitated approach helped hasten data collection. A letter of request (see Appendix) to prospective respondents was sent via the personal email addresses of the students and Yahoo groups. In the letter, a brief background of the study was discussed and voluntary participation was solicited. More importantly, confidentiality was stressed to encourage respondents to participate. Finally, a statement of appreciation for students' voluntary participation and the researcher's contact information were included in the letter.

A link to the online survey questionnaire was included in the email message. Students, presently involved in any organized groups in school, were encouraged to voluntarily participate. The survey started from November 23 until December 14, 2011. The slow response rate prompted the use of Facebook. At the middle of the data gathering process, Facebook was utilized to tap students who were mostly online. Colleagues from different universities were also tapped to help complete the required number. In the end, an estimated response rate of 40% was achieved. The low response rate was due to the fact that some students were not involved in any organized group. This fact was corroborated by the students themselves.

The online survey feature of Google docs consolidates the responses in MS Excel format and allows users to download data. After downloading the data, demographic variables such as gender, year level, and type of involvement were numerically coded. Items SC2 and SC3 of SCI and all the items of PIR were reversed coded to facilitate consistent interpretations of the scales (i.e. higher scores mean high on the construct). Data were imported to Statistical Packages for the Social Sciences (SPSS) version 15.

Analysis

Means, standard deviations, correlation coefficients, internal consistency indices and parameter estimates for the Path Analysis were computed using SPSS version 15 with AMOS version 15.

In determining goodness of fit of the path model, the following indices were used: χ^2 , df, χ^2/df , GFI, AGFI, RMSEA, BCC, BIC, and AIC. Like the first set of statistics, these indices were computed using SPSS version 15 with AMOS version 15.

Results

Descriptive statistics, reliability analyses and correlations for each of the study variables are presented in Table 1. As seen on the table, all measures used in the present study obtained an acceptable internal consistency (i.e. Cronbach's alpha $\geq .70$) except for Community Influence which obtained a slightly lower value (i.e. Cronbach's alpha = .69). Hours Spent per Week in an organized group did not qualify for the analysis because it only has one item.

Table 1
Descriptive statistics, Reliabilities and Correlations of Study Variables (n= 323)

	1	2	3	4	5
1 Family Influence					
2 Community Influence	.155(**)				
3 Prosocial Relationship	0.069	.210(**)			
4 Self Management	.295(**)	.198(**)	.290(**)		
5 Hours Spent per Week	-0.011	.123(*)	.210(**)	.147(**)	
Cronbach's alpha	0.83	0.69	0.74	0.89	--
Mean	19.52	12.20	26.75	80.64	5.21
Standard Deviation	4.28	2.09	3.59	10.86	6.88
Items	5	7	8	21	1

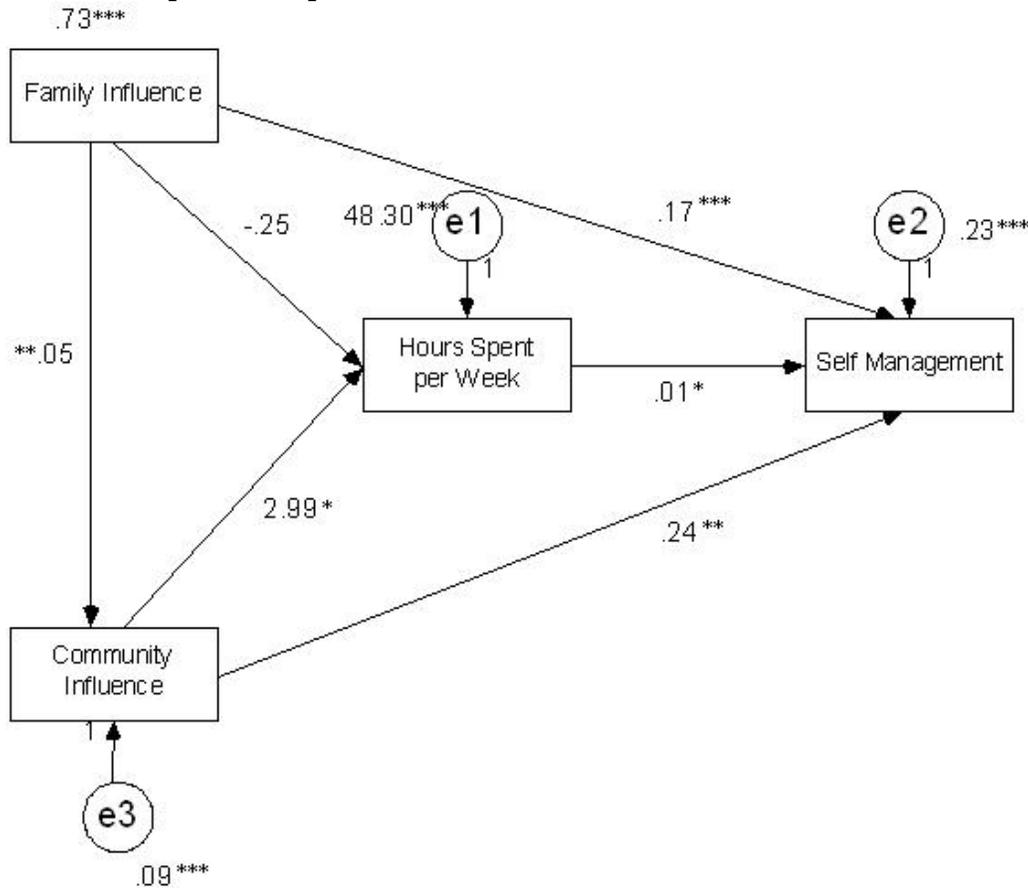
** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Family Influence was significantly related to Community Influence ($r = .155$, $p < .01$), and Self-Management ($r = .295$, $p < .01$) but not to Prosocial Relationship ($r = .069$, *n.s.*) and Hours Spent per Week ($r = -.011$, *n.s.*) in organized groups. Community influence was significantly related to all the rest of study variables, i.e. Prosocial Relationship ($r = .210$, $p < .01$), Self-Management ($r = .198$, $p < .01$), and Hours Spent per Week ($r = .15$, $p < .05$). Positive Intepersonal Relationship was also significantly related to Self-Management ($r = .290$, $p < .01$) and Hours Spent per

Week ($r = .198, p < .01$). Finally, Self-Management was also found to be significantly related to Hours per Week ($r = .147, p < .01$).

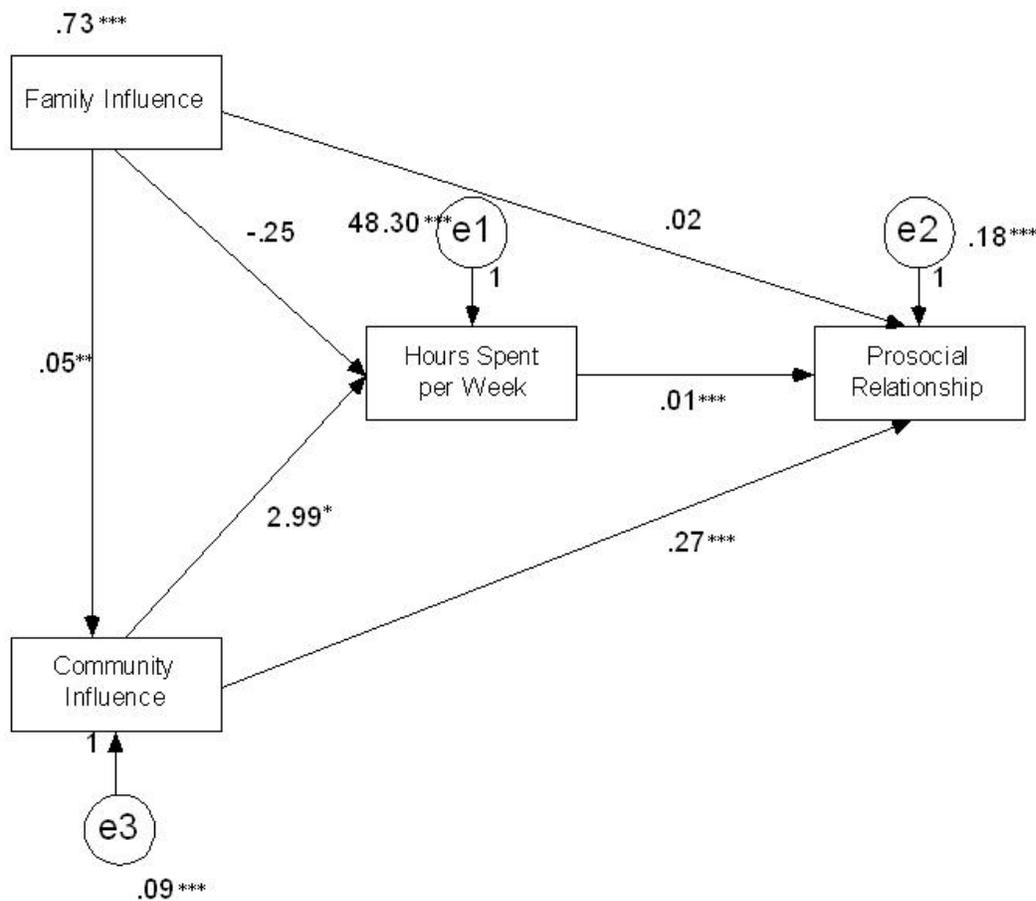
Path analysis was used to determine the influence on each exogenous variable on the endogenous variables, i.e. developmental outcomes as seen on the proposed model in Figure 1. Figures 2 and 3 reflect the results of the separate analysis of the influence of family, community and participation on the developmental outcomes self-management and prosocial relationships as mediated by the influence of prosocial peers.



* Significant at .05 level of significance
 ** Significant at .01 level of significance
 *** Significant at .001 level of significance

Figure 2. Family and Community Influence on Self-Management as mediated by Hours Per week

As seen in Figure 2, Family Influence had a direct significant effect on Community Influence ($\beta = .05, p < .01$). Only Community Influence had a direct significant effect participants Hours Spent per Week ($\beta = 2.99, p < .05$). Both Family Influence ($\beta = .17, p < .001$) and Community Influence ($\beta = .24, p < .01$) had a direct significant effect on Self-Management. Finally, Hours Spent per Week significantly mediated the effects of Community Influence on Self-Management ($\beta = .01, p < .05$).



* Significant at .05 level of significance
 ** Significant at .01 level of significance
 *** Significant at .001 level of significance

Figure 3. Family and Community Influence on Prosocial Relationship as mediated by Hours Per week

As seen in Figure 3, Family Influence had a direct significant effect on Community Influence ($\beta = .05, p < .01$). Similar to the model in Figure 2, only Community Influence had a direct significant effect participants Hours Spent per Week ($\beta = 2.99, p < .05$). Unlike the model in Figure 2, only Community Influence had a direct significant effect on Prosocial Relationship ($\beta = .27, p < .01$). Still similar to the model in Figure 2, Hours Spent per Week significantly mediated the effects of Community Influence on Prosocial Relationship ($\beta = .01, p < .001$).

Table 2 below shows the fit indices for Model 1 with Self-Management as the developmental output and for Model 2 with Prosocial Relationship as the developmental output. The discrepancy χ^2 tests ($p < .001$) for both models and discrepancy χ^2 to df values ($> .20$) the indicate a poor fit. Even the RMSEA values for both models indicate a poor fit ($> .80$). Similarly the RMSEA for both resulted to

poor fit ($> .08$). Only GFI and AGFI yielded good fit ($> .90$) to moderate fit ($> .80$). Finally, all three remaining indices of fit (i.e. AIC, BCC, BIC) favors Model 2 as a better model that approximates the data.

Table 2
Model fit indices for comparing Model 1 with Self-Management and Model 2 with Prosocial Relationship as the respective developmental outputs

Measures of fit	Models	
	Model 1 Self-Management	Model 2 Prosocial Relationship
χ^2	56.921	39.885
df	6	6
p -value	$< .001$	$< .001$
Discrepancy/ df	9.487	6.647
GFI	0.915	0.938
AGFI	0.858	0.897
RMSEA	0.163	0.133
AIC	64.921	47.885
BCC	65.047	48.011
BIC	80.019	62.983

Discussion

Consistent in both models in Figures 2 and 3, Family Influence has a significant effect on Community Influence. This means that the encouragement a student gets from his/her family leads to a perception that the community provides support to one's interest (i.e. in the present study, this refers to involvement in school organizations), enhances one's social connections and sense of community. The result corroborates the findings of Morrissey and Werner-Wilson (2005). Belongingness in any context is achieved better when meaningful support exists (Dworkin, et al. 2006). The most important source of this support is the family (Lanuza, 2003, Salazar, 2004, Simpkins et al., 2003).

Also consistent in both models in Figures 2 and 3, Community Influence has a significant effect on Hours Spent per Week, a direct measure of students' involvement in school organizations. This suggests that perception of high community support leads to longer Hours Spent per Week in organized youth groups in school. Again, this is consistent with the findings of Morrissey and Werner-Wilson. The continued participation may also be due to the protective effects of the community (Fauth et al., 2007).

In the context of the present study, the community may not really refer to the bigger community (i.e. Metro Manila) but the school community where opportunities for involvement in various organized groups abound. Bagas (2002) and Castro (2001) stressed that the experience in these contexts is important. However, I personally think that these opportunities should be seen as available to

all students. That is, opportunities / challenges faced by the students leaders that paved the way to their development is also present to those who are not actively involved in organized groups. It is a matter of choice, i.e., agency of the individuals.

Only Community Influence has a direct significant effect on Self-Management and Prosocial Relationship in both models in Figures 2 and 3. This suggest that perception of community support leads to enhanced Self-Management Skills that in turn enables one to reach one's goals (e.g. balancing the demands of course load and the duties in the organizations). Half of the result corroborates with Morrissey and Werner-Wilson's study, i.e. only on prosocial relationship. The other half is the unique feature of the present study, i.e. it involves another and a more person-centered outcome. That is, Xue and Sun (2011) reiterated that Self-Management enables one to operate well as part of the community. Hence, there are factors in the community that enables one to development Self-Management. Dworkin, Larson and Hansen (2006) argued that existing groups in the community (in the context of the participants, their school) provide the opportunity to develop such outcomes/skills.

Similarly, perception of community support leads to more diverse peer interactions (e.g. relating with other nationalities, gender, age groups etc.) and prosocial behaviors (e.g. helping others, volunteering to the community, .etc.). Again, this result corresponds to the study of Morrissey and Werner-Wilson. Specifically, it verifies their main point, i.e., family and community contributes to the development of the youth as better individuals when they relate to others. This is supported by Long and Perkins (2003) who suggested that high sense of community reinforces behaviors that benefit the community.

Active and continued participation (as measured by Hours Spent per Week) leads to enhanced Self-Management and Prosocial Relationship skills. This confirms the earlier findings of Morrissey and Werner-Wilson and the other studies the promote participation in organized groups because it leads to developmental outcomes (Carlos, 2001; Dworkin, et al., 2003; Fredricks & Eccles, 2005; McGee et al., 2006). It also confirms my earlier assumption that participation in youth organizations facilitate other developmental outcomes.

It is interesting to note however, that Family Influence only had a direct significant effect on Self-Management and not to Prosocial Relationship. This is consistent with the findings of McGee et al. but it indirectly contradicts the findings of Morrissey and Werner-Wilson. Family influences the youth to become helpful, respectful and decent individuals. However, the finding suggests that family (particularly the parents/guardians) may give more importance to the student's development that is directly related to academic performance. Management, as a skill, is therefore, seen by the participants as valued more by their parents.

With the aforementioned results, it is not surprising why only Community Influence, and not Family Influence, was significantly mediated by the Hours Spent per Week. Being part of a school organization entails both academic and non-academic benefits (e.g. athletes gets free tutorials and peer support while school club members gets advanced lectures and also peer support). Simpkins et al

explained that the perception of parents' valuing of activities may determine continued, discontinued, or non-participation. Similar to the previous paragraph, family influence was also highlighted as the determinant.

In summary, highlighted in the results is the fact that active membership (as measured by the Hours Spent per Week) in any organized youth groups in school leads to enhanced Self-Management and Prosocial Relationship skills. Also, both Family Influence and Community Influence predict developmental outcomes. But only Community Influence had a significant effect on both Self-Management and Prosocial Relationship. It is also interesting to note that only Community Influence is mediated by Hours Spent per Week as it affects Self-Management and Prosocial Relationship.

Implications and Recommendations

The present study has shown that various agents of development, particularly family, community and school play an important role in students' development. Specifically, life skills such as Self-Management and Prosocial Relationship Skills are enhanced by the aforementioned agents. This finding supports the objective of any HEI in developing their students holistically in preparation for experiences/challenges outside of the "safe" walls of the HEI.

A path established in the analyses may explain why some parents do not readily permit their adolescents to activities related to building/enhancing "just" interpersonal relationship skills. Participants may perceive their parents to value developmental outcomes related to increase academic achievement. Therefore, immersion projects such as community work and any social gatherings like general assembly of students (A.K.A. parties) are not well received by some students. In may be argued, however, that some students really participate in these kinds of activities but only if they are given extra credit for it. Those who voluntarily join activities of school organizations may therefore benefit more than those who participate for extra credit.

The theory of positive youth development through active participation in school organizations as proposed by Morrissey and Werner-Wilson was enhanced because of the present study. Specifically, it was found that participants' family influence is not always mediated by involvement in school organizations (as measured by Hours Spent per Week). The mediation effect of involvement in school organizations may depend on the development outcome of interest.

The present study is limited by the availability of the measures. Specifically, other researchers should look deeper into family influence by focusing on the other dynamics in the family like parent-child relationship, family climate and the like. The measure of involvement in organized groups should be expounded. The single-item direct measure involvement in the study may not be a sufficient measure.

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Appendix A

Letter

Dear students,

Good day!

I am writing to you as a researcher and as a Ph.D. student. I am currently doing a study entitled “PREDICTORS AND OUTCOMES OF YOUTH INVOLVEMENT IN ORGANIZED GROUPS.” It is primarily aimed at understanding youth involvement in organized youth groups like sports and school organizations (e.g. student government, academic clubs, performing arts club). Consequently, I also want to explore what possible outcomes may arise from your involvement in these organized youth groups.

IF YOU HAVE PARTICIPATED IN AT LEAST ONE (1) IN ANY ORGANIZED YOUTH GROUPS IN YOUR UNIVERSITY DURING THIS SCHOOL YEAR, THEN YOU ARE QUALIFIED TO ANSWER THIS ONLINE SURVEY. There are no benefits or risks involved in participating. In completing this online survey form, I assure you that everything will be kept confidential. The online survey form usually takes about 10-15 minutes to complete. If you agree to participate, please click on this link to **PROCEED TO THE ONLINE FORM.**

Thank you for spending time answering this online survey form. With your help, I am now a step closer in completing the required number of 300 participants. Please feel free to contact me via mobile (09178532304) and/or email (jomadiestrojr@yahoo.com.ph) anytime if ever you have questions about this study.

Sincerely,

Jose Maria A. Diestro, Jr.

Appendix B

Path Model Measures

DEMOGRAPHIC VARIABLES

Gender

Age

Current Year in School

Grade Point Average

Length of stay in the group:

Nature of participation (ref?)

Activity Involvement (Fredericks & Eccles, 2005)

() Team Sports, pls. specify

* On the average, how much time do you spend in organized sports?

() School involvement, pls. specify

* On the average, how much time do you spend in school clubs and/or organization?

Years of involvement recoded to:

0 to .99 years = 1

1 to 1.99 years = 2

2 to 2.99 years = 3

3 to 3.99 years = 4

4 and above = 5

Hours spent recoded to:

0 to 5 hours = 1

5.1 to 10 hours = 2

10.1 to 15 hours = 3

15.1 to 20 hours = 4

20.1 and above = 5

PREDICTORS

Family Influence (Morrissey & Werner-Wilson, 2005)

Degree of agreement based on a 5-point scale

Cronbach's alpha of .69

My parent(s) know where I am after school

I tell my parent(s) who I'm going to be with before I go out

When I go out at night, my parent(s) know where I am

My parent(s) think it's important to know who my friends are

My parent(s) know how I spend my money

Sense of Community Index (Perkins, 2005)

T/F : respondents were instructed to indicate whether the statement is mostly true or mostly false about their street block

I can recognize most of the people who live on my block.
Very few of my neighbors know me.
I have almost no influence over what this block is like.
My neighbours and I want the same things from the block.
If there is a problem on this block people who live here can get it solved.
I think my block is a good place for me to live.
People on this block do not share the same values.
It is very important to me to live on this particular block.
I expect to live on this block a long time.
I feel at home on this block.
I care about what my neighbours think of my actions.
People on this block generally don't get along with each other.

OUTCOMES

Self Management Scale (Xue & Sun, 2011)

Degree of agreement based on a 5-point scale: (1) totally disagree – (5) totally agree
Cronbach's alpha of .86

Performance Management

I make a to-do list everyday.
I try to finish tasks on time.
I make schedules to help myself finish tasks on time.
I always finish my tasks on time.
I get all the help I can to help me reach my goals.
I often think about how to better manage my time.
I pay particular attention to developing skills that will be important to my future career.
I set long-term goals for myself.
I am almost always on time.
I reward myself immediately after I reach my goal.
I do not like disorderly working environment.

Relationship management

I get well along with most people.
When I communicate with other people, I can understand them very well.
Friends always seek my help when they are in trouble.
I control my mood very well.
I am good at finding other peoples' strengths.
I often give my friends constructive suggestions to help them improve their lives.
I control my emotions very well, even when I am angry with someone.
I take a positive view of my situation even when I am in trouble.

When I get depressed, I do something to make myself happy.
I am good at handling problems that come up in my relationships with other people.

Interpersonal Relationships (Hansen & Larson, 2005)

Extent of experience based on a 4-point scale: (1) Yes, definitely (2) Quite a bit (3) A Little (4) Not at all

Obtained a Cronbach's alpha .87

Diverse Peer Relationships

Made friends with someone of the opposite gender

Learned I had a lot in common with people from different backgrounds

Got to know someone from a different ethnic group

Made friends with someone from a different social class (someone richer or poorer)

Prosocial Norms

Learned about helping others

I was able to change my school or community for the better

Learned to stand up for something I believed was morally right

We discussed morals and values