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DEPARTMENT OF MARKETING

EXAMINING STUDENT MOTIVATIONS AND IDENTITIES
TO PROMOTE PHILANTHROPIC INVOLVEMENT

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Abstract

Undergraduate students volunteer with philanthropies differently, in terms of types of involvement and rates of involvement, than their younger and older counterparts. Research indicates that college-aged individuals are generally less philanthropically-oriented than high school students or recent graduates; however, despite the national trends, some student-run organizations garner widespread support. Finding patterns in students' motivations and identities as volunteers can provide insight into encouraging philanthropic involvement among individuals at this life stage. This particular research focuses on the Penn State IFC/Panhellenic Dance Marathon (commonly known as "THON"), which promotes itself as the largest student-run philanthropy in the world. With over 15,000 volunteers participating throughout the university's main campus and commonwealth campuses in a year-long commitment, 17.4% of the entire enrolled student population at Penn State is involved in this philanthropy alone. THON's success, in combination with its wide membership base, suggests that large student-run philanthropies must appeal to a variety of demographic and psychosocial segments of members. This research indicates that a number of "profiles" of motivations and identities exist within the THON community and that involvement mechanisms differ significantly according to organizational affiliation. As a result, successful student-run philanthropies of any size must identify the needs of the causes they support and actively target the segments of students who can meet those needs.

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Chapter 1

Introduction

In the United States, philanthropic involvement has grown significantly over the past few decades. In 2009, the National Center for Charitable Statistics at the Urban Institute reported that more than 1.4 million philanthropies were registered with the Internal Revenue Service (IRS), which reflects a growth of 19% over the past decade (Roeger, 2011). In 2010, 26% of adults in the United States volunteered through an organization, contributing over 15 billion hours throughout that year. This amount of volunteering is equivalent to \$283.84 billion in working wages (Roeger, 2011). Extensive research has been conducted on adult volunteering and giving behaviors, particularly in the corporate context; however, these volunteer rates do not necessarily translate to all segments of the population.

Students engage in philanthropic behavior at different rates than their younger and older counterparts. College-aged individuals are generally less philanthropically-oriented than high school students or recent graduates (Helms, 2007). In 2006, 18% of 19 to 24-year-olds were engaged in volunteering activities (Helms, 2007). In comparison, 29% of 16 to 18-year-olds and 28% of adults older than 25 reported philanthropic involvement during the same year (Helms, 2007). This decrease in volunteering activities indicates that college students' interest in philanthropic work wanes during this stage of life but does not explain why that trend occurs. This thesis seeks to address this question.

Many universities promote volunteering to students during their college career, and despite the national trends, some schools report successful results. Examples of these events take multiple forms and exist on different scales, from days of service to year-long commitments. Some events were originally founded by students and have expanded to include the surrounding

communities, such as The Big Event at Texas A&M University (About The Event, 2012). For one day each year, students commit to providing service to community members as a token of gratitude. In 2011, this event drew over 15,600 student volunteers (About The Event, 2012). Many nonprofit organizations also invite undergraduate participation by hosting events at universities around the nation, such as the American Cancer Society's Relay For Life (Student Relays, 2012). Over five hundred universities host Relay For Life events, which involve over 300,000 students nationally (Student Relays, 2012).

This particular research will focus on the Penn State IFC/Panhellenic Dance Marathon, which promotes itself as the largest student-run philanthropy in the world (Penn State IFC/Panhellenic Dance Marathon, 2012). This event combines aspects of the aforementioned approaches, in that it was founded by students at an individual university but has partnered exclusively with another nonprofit organization, the Four Diamonds Fund at Hershey Medical Center. With over 15,000 volunteers participating throughout the university's main campus and commonwealth campuses in a year-long commitment, 17.4% of the enrolled students at Penn State are involved in this philanthropy alone (Penn State IFC/Panhellenic Dance Marathon, 2012 and Fall to Fall Enrollment Comparison, 2011). The success of THON and other undergraduate philanthropic efforts indicates that students' energy can be effectively channeled into volunteering; the question is how and why.

Why are some student philanthropic efforts more successful than others? How can volunteer efforts appeal to more students, and how can involvement mechanisms be tailored to meet students' motivations? To understand why college students do not participate in philanthropy and to build strategies to promote increased involvement, research must be conducted on organizations that *do* effectively build membership. Articulating students'

motivations for joining a philanthropic cause, their identity within that philanthropy, and their chosen methods of involvement will begin to explain why certain organizations succeed. From this research, other philanthropies can better position themselves to engage students based on their wants and needs.

This study begins with background information on the Penn State Dance Marathon and will then review existing research on volunteers' motivations and identities. The specific measures of motivation and identity utilized in this research will be explained, and the role that these two factors may play in students' volunteering will be explored. Next, the research method will be described, along with analysis of the results. Finally, conclusions and areas for future research will be outlined.

1.1 The Penn State IFC/Panhellenic Dance Marathon

The Penn State IFC/Panhellenic Dance Marathon (commonly known as "THON") is a forty-six hour no sitting, no sleeping dance marathon held each February at the University Park campus of the Pennsylvania State University. While the philanthropy was created in 1973, it became affiliated with the Four Diamonds Fund at the Hershey Medical Center in 1978 (Penn State IFC/Panhellenic Dance Marathon, 2012). The Four Diamonds Fund supports families fighting pediatric cancer medically, financially, and emotionally. THON has grown significantly since its inception to support the Fund. The students participating in THON have donated over \$88 million to the Hershey Medical Center, which includes \$10.6 million raised during the 2011-2012 fundraising season (Penn State IFC/Panhellenic Dance Marathon, 2012). Currently, over 15,000 volunteers are involved, including over 700 dancers participating in the dance marathon itself (Penn State IFC/Panhellenic Dance Marathon, 2012). The THON fundraising season

centers around four planned weekends of canister solicitation (“canning”), each of which draws 5,000 to 10,000 students to participate, as is estimated by THON 2012 Overall Chairperson Elaine Tanella (Tanella & Thomas, 2012). These fundraising weekends are the most visible and widespread of THON’s efforts, as all Penn State students are invited and encouraged to participate. While many THON activities take place on Penn State’s main campus, the philanthropy extends to include commonwealth campuses. When scaled by the enrollment of 86,205 students on all campuses, over 17% of them are involved in THON (Penn State IFC/Panhellenic Dance Marathon, 2012 and Fall to Fall Enrollment, 2011). If these figures isolated students at the main University Park campus where most THON events take place, this percentage is likely to be much higher.

In an interview after the THON 2012 fundraising season had concluded, Overall Chairperson Elaine Tanella cited “family” as one of the organization’s overarching values (2012). This statement carries multiple meanings: (a) supporting the families fighting pediatric cancer, (b) building a family within the 15,000 student THON network, and (c) cultivating smaller families within the greater THON community. Through its structure, the philanthropy actively supports the creation of families among the students themselves; in turn, these emotional ties encourage participation.

Given its large scale, the internal THON structure consists of a few major types of organizations. Students may be involved primarily in planning for the THON weekend dance marathon itself, as a part of the *committee structure*, or through one of the fundraising arms that solicit donations for THON, as a part of the *organization structure* (Penn State IFC Panhellenic Dance Marathon, 2012).

In the *committee structure*, students are primarily engaged in the administrative and

managerial details required to staff the dance marathon event. This structure is led by one Overall Chairperson who oversees 14 other chairpersons, each of which leads a specific committee (Penn State IFC Panhellenic Dance Marathon, 2012). Under each chairperson is a set of captains, and many of these captains are in charge of committees. The number of captains, size of committees, and presence of committees differ depending on the needs of that particular segment of the THON structure, as is shown in Table 1. For example, the Morale Overall Chairperson is directly responsible for approximately 20 Morale captains. Each captain is responsible for facilitating the efforts of a committee of around thirty members. Each of these committee members carries out the responsibilities of Morale, which is supporting the dancers throughout the marathon itself. Responsibility is shared throughout the structure to provide specialized involvement opportunities.

In 2009, an internal survey was administered specifically to students involved in this THON committee structure (Tidd, 2009). This research indicated that the average THON committee member had a 3.575 GPA, and 45% of the survey respondents were enrolled in the Smeal College of Business (Tidd, 2009). Although they fall into similar academic profiles, committee members do not necessarily know one another at the start of the THON season. Relationships are built through team activities, led by captains and Overall chairpersons.

Table 1. *List of committees within the overall THON structure.*

Overall/Captain Title	Committee availability?	Committee Size
Communications	Yes	180
Donor & Alumni Relations	Yes	80
Entertainment	Yes	10
Family Relations	No	0
Finance	Yes	150
Hospitality	Yes	220
Merchandise	Yes	30
Morale	Yes	700
OPPerations	Yes	650
Public Relations	Yes	72
Rules and Regulations	Yes	n/a
Special Events	Yes	120
Supply Logistics	No	0
Technology	No	0

The *organization structure*, on the other hand, consists of organizations that participate in THON. These external fundraising groups fall into four major categories: Greek organizations, general organizations, special interest organizations, and commonwealth campuses (Penn State IFC Panhellenic Dance Marathon, 2012). Greek organizations are fraternities and sororities on campus who fundraise for THON as a piece of their organizational efforts; oftentimes, fraternities and sororities are paired together to bolster fundraising efforts. General organizations are clubs at Penn State who exist for reasons other than THON, but again, participate as a complement to other activities. Special interest organizations differ from these first two categories in that they exist solely to support THON and focus nearly entirely on THON-related activities. The final category, commonwealth campuses, consist of the students who fundraise for THON at each of Penn State’s campuses beyond University Park. Figure 1 depicts this structure, including the top fundraising organizations from THON 2011 in each broad category (“THON 2011 raises more than \$9.5 million,” 2011).



Figure 1. Diagram of the structure of organizations participating in THON.

All of the students participating in THON in both the committee and organization structures are given opportunities to financially and emotionally support families fighting pediatric cancer, through *fundraising-focused* and *family-focused* activities. Individuals can participate in a variety of *fundraising* events, including canister solicitation (commonly known as “canning”), letter solicitation, online solicitation, corporate solicitation, and alternative fundraising events (Penn State IFC Panhellenic Dance Marathon, 2012). Involvement in these types of solicitation may be voluntary or mandatory, varying according to organization. *Family* activities also include a variety of activities and events. Ranging from becoming pen pals with children affected by pediatric cancer, to attending events like the Family Carnival, to building relationships with families through the Adopt-A-Family program, students engage with the families themselves (Penn State IFC Panhellenic Dance Marathon, 2012). Neither fundraising-focused nor family-focused activities are exclusively reserved for the committee structure or the organization structure; any individual participating in THON can get involved in either of these areas.

The number of students who are involved in THON has been growing each year, as both the committee structure and the organization structure have gotten larger (Penn State IFC Panhellenic Dance Marathon, 2012). Students can participate through both a committee and an organization, or they can choose to join a single organization.

The large number of student volunteers and the variety of volunteer opportunities imply that students have different motivations for getting involved in THON and identify with the philanthropy in different ways. With its flexible organizational structure, THON meets a variety of students’ motives, rather than solely recruiting altruistically-minded volunteers. The purpose of this research is to identify patterns in student motivations, identities, and involvement

activities, building on the knowledge of prior research.

1.2 Existing Research on Volunteer Motivations and Identities

To effectively assess motivations and identities surrounding students' volunteerism, the term "student philanthropic involvement" must first be defined. For the purposes of this research, "students" will include both undergraduates and graduates because volunteer records for THON do not distinguish between the two. "Philanthropic" will be defined by any volunteer activities, including providing emotional support (through involvement with those who benefit from the philanthropy) or financial support (through fundraising activities). Due to the wide variety of activities that constitute "involvement," it will be defined here as any and every activity associated with THON, including attending meetings, soliciting funds, or engaging in direct volunteering efforts. These "involvement" activities include group events as well as individual endeavors.

This literature review will begin by covering existing research on undergraduate philanthropic involvement. Then, specific studies on motivations for philanthropy and identities regarding philanthropic organizations will be summarized. Finally, literature on traditional measures of altruistic and empathic personality traits will be explained.

Undergraduate Philanthropic Involvement

A number of studies have been conducted specifically on undergraduate philanthropic involvement and its correlation with lifelong volunteerism. Seider (2007) interviewed twenty undergraduate students who are actively engaged in philanthropy to discover commonalities between their reasons for involvement. Fifteen of these twenty students cited a specific academic

event that altered their perception of service (Seider, 2007). This research suggests that participation in specific events, through religious, academic, or service-oriented experiences, can lead to an increased service orientation in undergraduate students (Seider, 2007).

Research has also been conducted at the Pennsylvania State University on motivations and personality factors that lead to general philanthropic involvement. Levy (2011) surveyed 188 undergraduate students to assess the psychological motivations and personality factors associated with philanthropic involvement. While students from around the nation were invited to respond to this survey, 88.1% of participants were Penn State students, and many of these students cited THON as one of their philanthropic activities. Through this study, Levy found that normative triggers and affective triggers were most closely linked to philanthropic involvement (Levy, 2011). As defined by Perry (1996), normative triggers are “actions generated by efforts to conform to norms” and manifest themselves as commitment to serve the public interest. Affective triggers are characterized by emotional responses to specific situations, focusing on compassion and self-sacrifice (Perry, 1996). Students motivated by affective triggers reported pursuing philanthropy to relate to peers and act on compassion. Additionally, Levy’s study (2011) determined that the traits of openness to experience and agreeableness correlated positively with philanthropic involvement. In practical terms, this study suggests that philanthropic organizations should focus on recruiting first and second year undergraduate students to increase longevity of involvement and should alter the types of involvement for younger and older volunteers (Levy, 2011). Levy’s research indicates that students are motivated by their social context to become involved in philanthropy and have relatively malleable identities during the beginning of their college career, results that imply a willingness to identify strongly with a specific philanthropic cause (Levy, 2011).

Motivations

For the purposes of this study, the definition of motivations is adapted from Finkelstein et al. (2005) as the pursuit of the satisfaction of functional or psychosocial needs through helping behaviors. This research emphasizes that “volunteering can satisfy different motives for the same individual at different times,” highlighting the breadth of reasons that individuals pursue helping behaviors (Finkelstein et al., 2005). The satisfaction of these motives is what causes individuals to continue specific volunteering activities.

Research on adults’ motivations for volunteering and engaging in philanthropic activities has specified categories for assessing motivation and indicates that motivations often shift over one’s lifetime. Bendapudi, Singh, and Bendapudi (1996) synthesized assessments of philanthropic motivations across disciplinary boundaries, reviewing a number of different frameworks. Through combining frameworks in economics, sociology, psychology, and marketing, the study developed two primary categories of motivations: *egoistic*, to avoid punishment or seek reward, and *altruistic*, to strive to increase the welfare of others (Bendapudi et al., 1996).

To assess the effectiveness of catering to different motivations, Peterson (2004) determined which recruitment measures promoted philanthropic behavior through corporate volunteer programs. This study divided volunteers’ motivations into six categories, focusing on: altruism, social relations, ideology, status rewards, material rewards, and time commitments (Peterson, 2004). Each motivation was tied to specific recruitment activities. Peterson determined that incentives for volunteering must match the goal of the program and cater to the appropriate set of employees (2004). Certain strategies work best for maximizing the number of volunteers, while others maximize the number of volunteer hours (Peterson, 2004). For example,

programs to match incentives or offer corporate rewards encourage additional volunteer hours because the rewards are directly tied to length of involvement. Similarly, the effectiveness of recruitment efforts also varies with age (Peterson, 2004). Younger employees tend to be motivated by recognition because they are establishing the foundations for their career (Peterson, 2004). Older employees are drawn to team projects, matching incentives, and performance evaluations because those programs appeal to their social and ideological needs (Peterson, 2004). Overall, this study emphasized the importance of tying recruitment strategies to the motivations of potential volunteers (Peterson, 2004).

Finkelstein et al. (2005) added other elements to the model by studying the relationships between volunteer motivations, identities, and prosocial behaviors. This research indicated that identity and perceived expectations of others were the strongest predictors of volunteering and length of service (Finkelstein, 2005). Helping behavior was linked positively with those who have “internalized a ‘prosocial role,’” which means being helpful and other-oriented (Finkelstein, 2005). Thus, identity, along with motivation, is a strong predictor of volunteer behavior.

Identity

Identity is “self-conception or self-definition in [an individual’s] life,” as defined by Arnett et al. (2003). Individuals have multiple identities at any given time, and according to identity salience theory, they are “arranged hierarchically, [where] salient identities are more likely to affect behavior than those that are less important” (Arnett et al., 2003). In an exploration on identity according to life cycle, Arnett (2000) found that during this period of “emerging adulthood” between the ages of 18 to 25, individuals begin to develop a personal identity

regarding love, work, and worldviews. This period of time is characterized by independence from previous normative expectations and social roles, and individuals begin to establish their own expectations (Arnett, 2000). As a result, a number of new identities are formed, and perceptions of pre-existing identities shift. Students are making choices as individuals, and as a result, their identities and the salience of those identities may shift (Arnett, 2000).

To understand identity in the context of philanthropy, Grube and Piliavin (2000) studied how an individual's identity as a general volunteer interacts with identity as a volunteer for a specific organization through investigating individuals at the American Cancer Society. This study analyzed which factors contribute to one's identity as a volunteer, and how identities with differing organizations complement and conflict with one another. Their results implied that the single best predictor for identity within a specific organization is the perceived expectations of others (Grube & Piliavin, 2000). As mirrored by Levy's study (2011), these findings indicate that norm-based identities are strong motivating factors for philanthropic involvement in the national context. Other contributing factors were general role identity and perceived experiences within the organization (Grube & Piliavin, 2000). Findings indicated that getting volunteers actively involved early on is an effective method for ensuring their continued efforts (Grube & Piliavin, 2000). However, Grube and Piliavin (2000) also found that general and specific role identities can conflict. Participants who most identified with the American Cancer Society volunteered fewer hours with other charities than those who had a lower identity with ACS (Grube & Piliavin, 2000). In this study, Grube and Piliavin (2000) suggest encouraging loyalty to a specific organization to minimize this conflict.

A study by Arnett et al. (2003) takes this concept further by examining which identities are most important to individuals and how those relationships affect nonprofit marketing. By

studying identity salience, Arnett et al. (2003) found that identities placed higher in an individual's hierarchical arrangement strongly affect volunteerism. This study indicated that identity salience, rather than satisfaction, promotes supportive behaviors such as donating and promoting a cause (Arnett et al., 2003). Arnett et al. (2003) suggests that nonprofit organizations should create stronger ties to the salient identities of their volunteers and donors to establish long-term relationships.

While identities can affect behavior individually, their interactions with one another may create new patterns in helping behavior, as was explored by Winterich et al. (2009). This research analyzed the relationship between moral identity and gender identity, measuring its effect on donations to in-groups and to out-groups. Through this research, Winterich et al. (2009) determined that the interaction of these different identities resulted in differing helping behaviors, suggesting that a given identity carries significance beyond its salience but also in its juxtaposition to other identities.

Luhtanen and Crocker (1992) constructed a scale to measure social identity by assessing collective self-esteem. This study confirmed the use of four subscales to measure collective self-esteem: membership esteem, public collective esteem, private collective esteem, and importance to identity. The scale was tested on undergraduate psychology students regarding their gender and race, and analysis indicated that the scales accurately assessed participants' esteem as an individual within a group and as a part of the group itself (Luhtanen & Crocker, 1992). Luhtanen and Crocker (1992) assert that specific subscales are more pertinent to certain situations and identities. They discuss that social causes and activities may be more strongly linked to the membership, private collective esteem, and importance to identity dimensions (Luhtanen & Crocker, 1992).

Altruism and Empathy

Beyond motivation and identity, altruism and empathy have traditionally been associated with volunteerism. Philanthropy, in its historical form, indicates a sense of selflessness and understanding for others' concerns, both of which are qualities attributed to altruistic and empathic individuals. However, research has long indicated that both "selfless" and "selfish" motivations prompt philanthropic activity. Bendapudi, Singh, and Bendapudi (1996) explored the relationship between egoistic and altruistic motivation in encouraging philanthropic involvement. As defined in their study, egoistic motivation "has the ultimate goal of increasing a person's own welfare," and is characterized by seeking to "gain rewards for helping or avoid punishment for not helping" (Bendapudi et al., 1996). On the other hand, their definition of altruistic motivation "has the ultimate goal of enhancing the welfare of the needy," and will "persist in helping until [the others'] need is met" (Bendapudi et al., 1996). The analysis in this research indicates that both altruistic and egoistic motivations prompt altruism, despite conventional wisdom (Bendapudi et al. 1996). Therefore, this research is concerned with the necessity of altruism as an indicator for undertaking philanthropic endeavors.

Rushton, Chrisjohn, and Fekken (1981) studied whether an "altruistic personality" exists, to determine if selfless behaviors were prompted by situations or inherent personality traits. After developing a Self-Report Altruism scale, they confirmed its validity in a number of situations, including comparing individuals' scores to their peers' perceptions of them and recording helping behaviors in specific contexts. They found that the results from the self-reporting measures were correlated with external measures of altruism (Rushton et al., 1981).

Furthermore, empathy can be linked to specific helping behaviors. Historically, empathy has been defined two ways: the cognitive ability to take on another's role and accurately predict

another's emotions, or feeling the emotions of another in response to his or her perceived reactions (Eisenberg, 2002). Research has confirmed empathy serves as a motivational tool, both neurologically and emotionally. Eisenberg (2002) assessed empathy as a result of a number of cognitive cues, focusing on the physiological causation of empathic responses. Other research has explored the emotional implications of those responses. Mehrabian (1971) sought to access this emotional piece of the empathic definition and to develop a scale to indicate vicarious reactions. Through this study, Mehrabian (1971) created a 33-item scale that measures seven empathic traits: "susceptibility to emotional contagion, appreciation of the feelings of unfamiliar and distant others, extreme emotional responsiveness, tendency to be moved by others' positive experiences, tendency to be moved by others' negative experiences, sympathetic tendency, and willingness to be in contact with others who have problems." Through this research, Mehrabian (1971) administered this survey to undergraduate students in conjunction with other experiments to assess its ability to predict helping behavior. Ultimately, this research concluded that these measures had applicability in distinct and varied settings (Mehrabian, 1971).

1.3 Study Overview

The objective of this research is (1) to examine relationships between categories of motivations and identities within a philanthropic community, and (2) to identify relationships between involvement mechanisms and demographic, motivation, and identity variables.

This study examines six primary types of motivations for student philanthropic involvement and five primary identities within a specific philanthropic community. The motivation variables to be studied are: altruism, ideology, social connections, status rewards, material rewards, and organizational affiliation. Identity, on the other hand, includes the

following variables: Penn State student, THON participant, supporter of pediatric cancer research, volunteer in general, and member of a specific organization. While each individual variable may stand on its own, the interaction between individual variables will be explored to develop complete pictures of motivation and identity “profiles.” For example, individuals who are highly motivated to participate in THON ideologically may typically have a low social motivation score. These interactions, among both motivation variables and identity variables, will be identified and classified to determine if any psychosocial patterns of “types of student volunteers” emerge. Diagrams of the motivation and identity variables are outlined in Figures 2 and 3, respectively.

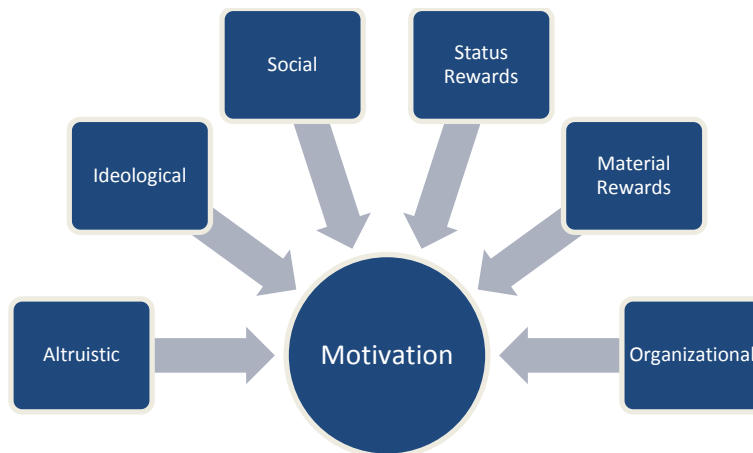


Figure 2. Diagram of the motivational variables assessed in this study.

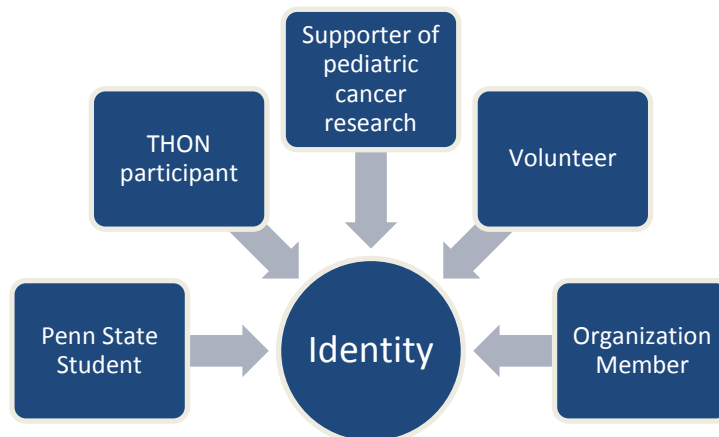


Figure 3. Diagram of the identity variables assessed in this study.

The second goal of this study is to determine which demographic, motivation, and identity variables are correlated with specific involvement mechanisms. A model of the potential variables explored can be found below, in Figure 4.

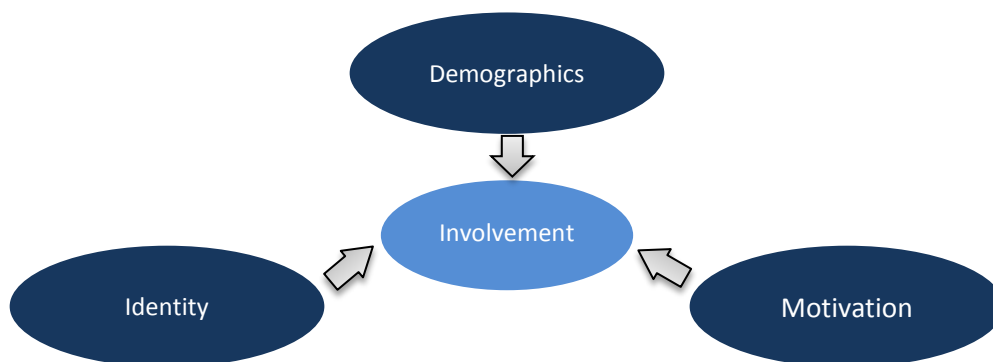


Figure 4. Model to display the categories of variables measured to affect specific involvement mechanisms.

The validity of this model will be tested through linear regression to determine which variables in these categories have significant correlations with measures of involvement.

1.4 Hypotheses

Seven hypotheses were tested throughout the course of this study through a variety of different types of analysis and have been included below.

- H₁:** *Specific sets of motivational variables are related to one another and increase or decrease in conjunction with one another, such as altruism and ideology.*
- H₂:** *Specific sets of identity variables are related to one another and increase or decrease in conjunction with one another, such as identity within THON and as a supporter of pediatric cancer research.*
- H₃:** *The number of fundraising and the number of family activities in which an individual participates will be correlated with each other, such that involvement in one area prompts involvement in another area.*

- H₄:** *The number of canning trips attended by a volunteer will increase for individuals affiliated with Greek or special interest organizations.*
- H_{5a}:** *The total fundraising involvement variable will increase with Greek and special interest organizational affiliation.*
- H_{5b}:** *The total fundraising involvement variable will increase with high levels of altruism, ideological, and status motivations and high levels of THON and organizational identity.*
- H_{6a}:** *The total family involvement variable will increase with affiliation with the THON committee structure.*
- H_{6b}:** *The total family involvement variable will increase with high levels of altruistic and ideological motivation and high levels of pediatric cancer and THON identity.*
- H₇:** *The total involvement variable will increase with low levels of external volunteering, high levels of altruistic and ideological motivations, and high levels of THON identity.*

Chapter 2

Methods

2.1 Procedure

Undergraduate students at the Pennsylvania State University were recruited to complete an online survey with a duration of 10-15 minutes through e-mail listservs, personal e-mail, social networking websites, and word of mouth. By accessing the survey online, participants were able to complete it at their own pace and in privacy after verifying their consent. Upon completion, participants were offered the opportunity to enter a drawing to win a \$25 gift card to a store in State College. They were ensured that their answers would be kept anonymous and not be linked to their contact information.

2.2 Instruments

The survey used for this research seeks to link mechanisms of involvement in a specific philanthropy, THON, with individuals' motivations and identities. Additionally, measures to assess altruism and empathy were included to determine individuals' predisposition to helping behavior. The survey in its entirety can be found in Appendix A.

The measures of THON involvement were developed to include a broad range of involvement mechanisms. The THON community involves a variety of student volunteers who participate with a variety of organizations, so the measures were crafted to reflect that diversity. For example, respondents could indicate their organizational affiliation to participate in THON, such as through committees (which solely focus on THON through the previously mentioned committee structure), special interest organizations (which solely focus on THON through the previously mentioned organizational structure), general organizations, Greek organizations,

commonwealth campuses, or other. By providing the “other” option,” students were able to include affiliations that do not fit into any of these categories, such as volunteering for the Hershey Medical Center itself or raising money independently of an organization. The “other” option was included in a number of questions, enabling participants to make note of the ways in which they take ownership of their role within the THON community.

Primary involvement mechanisms within the fundraising arena include the number of canister solicitation (“canning”) trips attended, the variety of fundraising activities attended, and the variety of fundraising activities led. Family involvement was measured by assessing the variety of family relations events attended and the variety of family relations events led. Other questions include length of involvement, organizational affiliation, and leadership positions, all of which allowed respondents to personalize their answers through open-ended statements.

The recruitment strategies defined by Peterson (2004) served as a basis for the student philanthropic motivation measures. Four items were included for each of the following motivations: altruistic, social, ideological, status reward, material reward, and organizational. Peterson’s definitions for each of these motivational factors were used as a foundation, although each of the items was adapted to fit the specifics of this particular philanthropic organization (Peterson, 2004).

The measures of identity were drawn from Luhtanen and Crocker (1992), specifically the importance to identity subscale. The questions associated with this subscale were adapted to relate to the THON, measuring individuals’ identity as: Penn State students, THON participants, supporters of battling pediatric cancer, volunteering in general, and each organizational affiliation. Three questions were asked relating to each identity. This specific subscale was used to assess the salience of each identity.

Finally, altruism and empathy were measured with established scales. The altruism measures developed by Rushton, Chrisjohn, and Fekker (1981) were included in the survey to gain a perspective of individuals' altruistic tendencies. Additionally, the empathy scale crafted by Mehrabian (1971) was also included as a means of assessing an individuals' ability to relate to the feelings of others.

2.3 Data preparation

Before analysis was conducted, some new variables were created from the raw data for analytical purposes.

The first involvement variable, "canning," was developed using direct responses from the survey. Canning is one of the most accessible methods of fundraising to all Penn State students, and as a result, is reflective of general involvement within the community. Responses to Question 6 of the survey (listed in Appendix A) were adapted to be consistent numerical variables.

Four new involvement variables were created: variety of fundraising activities attended, variety of fundraising activities led, variety of family relations activities attended, and variety of family relations activities led. The first variable listed, variety of fundraising activities attended, was compiled by summing the score recorded in Question 4 (found in Appendix A) for each respondent. This question asked students to check off which of the fundraising activities they had attended, which generated a response of a "1" if the answer was yes or a "0" if the answer was no. Summing these values created a new variable. The same procedure was followed for each of the "variety of activities" involvement measures.

Total fundraising involvement was calculated by summing the scores for variety of

fundraising activities attended and variety of fundraising activities led. Activities were repeated in questions 4 and 5 of the survey, so individuals who both participated in and led any given activity were counted twice, to indicate a higher level of involvement. The same procedure was used to create the total family relations involvement variable. The total involvement variable combined the scores of family and fundraising involvement.

It should be noted that this method only accounts for involvement within the fundraising and family relations areas and does not account for behind-the-scenes mechanisms of involvement associated with specific committees (for example, cleaning bathrooms during the weekend of the dance marathon as a member of the Operations committee). While these additional methods of involvement are necessary within any successful philanthropic organization, these duties are assigned to specific volunteers through a selection process, and therefore, not every student can participate in them. As a result, only involvement mechanisms open to the entire student body were utilized for the purposes of this study.

Regarding motivation, categorical “motivation” scores were created for each of the eleven categories listed (altruistic, social, ideological, status reward, material reward, and a separate score for each of the six organizational affiliations listed). This composite score was calculated by determining the mean of the scores listed on the 7-point Likert scale for each of the four questions associated with each variable. For example, a total “altruistic” motivation was calculated by summing the scores for each of the four questions testing “altruism” (in Question 20 of Appendix A) and dividing that value by 4.

A “maximum organization affiliation” variable was created to compare motivations across different organizations. When only one organizational affiliation was recorded, the motivation score for that organization was repeated in this new variable. However, when

multiple organization affiliations were recorded, only the affiliation with the highest degree of motivation was recorded in the new variable. According to Arnett et al. (2003), individuals are most motivated to act on their most salient identities. Therefore, the organizational affiliations that have the strongest positive impact on THON motivation are most likely to prompt involvement and are therefore most relevant to this study.

Identity variables were calculated using a method similar to motivation. Identity variables fell into ten categories (Penn State students, THON participants, supporters of battling pediatric cancer, volunteering in general, and six separate organizational affiliations), with three questions measuring identity associated with each. One question in each set of three questions was negatively correlated with a positive identity (i.e. “Being a Penn State student is *un*important to my sense of what kind of person I am,” emphasis added). To ensure that students’ responses were consistent throughout the survey, a Spearman rho correlation was utilized. Once consistency was confirmed, a mean of the three questions measuring each identity was determined to develop identity scores for each possible category. A maximum “organizational identity” score was also determined, using a method similar to the maximum “organizational motivation” score.

An altruism score was calculated by taking a mean of the items listed in the survey, which were measured on a 5-point Likert scale. Similarly, a cumulative empathy score was calculated by reverse-coding required scores, as specified by Mehrabian (1971), and compiling a mean empathy rating of the responses to all questions.

Chapter 3

Results

The expansiveness of this survey enabled a large variety of analysis to be conducted. Therefore, in order to isolate the nuances of relationships between variables, a variety of analytical techniques were implemented. First, the demographic findings were recorded, to set a foundation for understanding the diversity of the sample size. Next, preliminary descriptive statistics were recorded, to gain a broad idea of involvement, motivation, and identity variables. Correlations between specific variables were then explored to discover interactions on an immediate scale. Patterns in motivation and identity responses were explored using factor analysis and Preliminary Components Analysis (PCA).

To connect all of these concepts, linear regression models were developed for each of the following involvement variables: the number of canning trips attended, total fundraising involvement (include elements of attendance and leadership involvement, to measure breadth and depth), total family involvement (also including elements of attendance and leadership involvement), and total involvement. Each of these models was developed using a subset of the demographic, motivation, and identity variables.

Finally, additional analysis was conducted to explore demographic, motivation, and identity variables with a narrower focus.

3.1 Demographic findings

A total of 191 students participated in the survey, with 119 returning completed responses. 35.3% of the respondents were male and 63.9% were female, with one respondent who did not identify his or her gender. A relatively equal distribution of academic years was

represented, and students from each academic college were included. The frequencies ranged from one respondent from the College of Nursing to 28 respondents from the Smeal College of Business, composing 23.5% of the sample.

A wide variety of involvement in the THON community was represented in the sample. 39.5% respondents were members of the committee structure. 24.4% affiliated themselves with a general organization, 45.4% with a special interest organization, 22.7% with a Greek organization, 12.6% with a commonwealth campus, and 1.7% cited other affiliations. Furthermore, respondents had been involved in the THON community for a variety of years, as shown in Figure 5.

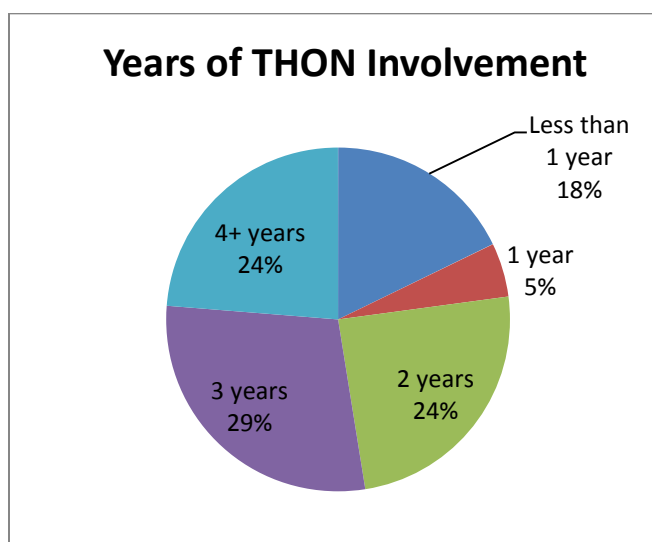


Figure 5. Pie chart representation of the respondents' years of THON involvement.

On average, this sample of students had participated in a wider variety of fundraising activities than family activities. Students had participated in an average of 4.66 types of fundraising activities, as opposed to 3.31 types of family activities. The mean number of canning trips the members of this sample had attended is 5.97 and a histogram of the distribution is included in Figure 6.

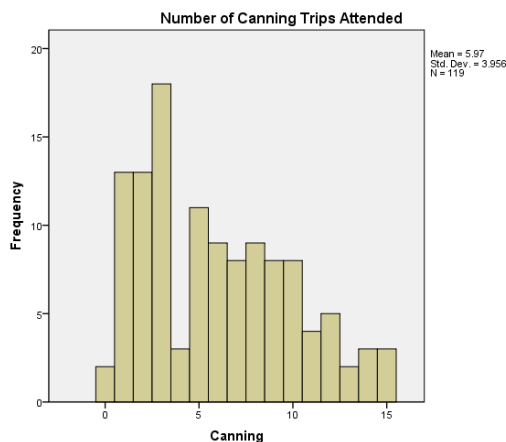


Figure 6. Histogram of the frequency of number of canning trips attended of the sample size.

The students sampled also held a variety of leadership positions and had varying degrees of recognition within the THON community. 63% of respondents have held a leadership position in THON. Beyond leadership roles, students are also recognized by dancing in the forty-six hour marathon itself. Dancing is one of the highest and most visible honors within the philanthropy. 18.5% of the students surveyed were dancers, and 81.5% had not danced. Of those who had not danced, 70.1% students reported an interest in dancing in the future. Regarding involvement in volunteer activities outside of the THON community, 48.7% of respondents reported participating in other service activities.

Many students in the sample reported a pre-existing relationship with individuals who have battled cancer. 31.9% of respondents reported knowing a child suffering from pediatric cancer before their involvement in THON. 83.2% of respondents had known an adult suffering from cancer before their involvement in THON.

3.2 Descriptive statistics

Before specific relationships between variables were explored, a general picture of the motivation and identity variables was recorded.

Descriptive statistics for each variable denoting students' motivations have been reported in Table 2. On average, students reported high levels of altruistic and ideological motivations, with the highest means (6.29 and 6.51, respectively) and lowest standard deviations (.75 and .82).

Table 2. *Descriptive statistics for each of the motivation variables.*

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Motivation: altruism	119	3.75	3.25	7.00	6.2941	.74763
Motivation: social	119	5.00	2.00	7.00	5.0273	1.04140
Motivation: ideology	119	5.00	2.00	7.00	6.5147	.81841
Motivation: material rewards	119	7.00	1.00	7.00	4.4685	1.53510
Motivation: status rewards	119	6.00	1.00	7.00	4.0651	1.39098
Motivation: organizational	119	7.00	1.00	7.00	4.7017	1.17859
Valid N (listwise)	119					

The mean of the responses to each identity category were assessed (Table 3). As a whole sample, students reported the lowest level of identity with pediatric cancer itself, with a mean of 4.45. The greatest variety of responses was reflected in the Penn State, THON, and organizational identity variables, with standard deviations of 1.16, 1.12, and 1.07, respectively.

Table 3. *Descriptive statistics for each of the identity variables.*

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Identity: Penn State	119	6.00	1.00	7.00	5.9972	1.16080
Identity: THON	119	6.00	1.00	7.00	6.0084	1.12451
Identity: Pediatric cancer	119	4.00	3.00	7.00	4.4510	.59910
Identity: volunteer	119	4.67	2.33	7.00	6.0560	.97165
Identity: organization	119	6.00	1.00	7.00	6.0618	1.07015
Valid N (listwise)	119					

3.3 Factor Analysis and Principal Components Analysis

A factor analysis for motivations and identities was conducted to gain preliminary insight into which motivational and identity-based factors were linked to one another, testing the first and second hypotheses of this study. This factor analysis was further specified through a Principal Components Analysis (PCA). PCA splits samples into different subsets of individuals to determine specific “profiles” of motivational and identity responses. Rather than drawing conclusions about the entire sample size, PCA creates categories of responses that fit together, through which other data can be analyzed.

Through PCA, students can be segmented along psychosocial “profiles.” However, the data collected in both the factor analysis and the PCA was insufficient to either a) determine if demographic variables may be able to predict “psychosocial profiles” or b) utilize these motivational and identity-based characteristics to predict involvement mechanisms. These findings indicate potential relationships between motivational variables and identity variables but are not developed enough to tie to specific involvement mechanisms.

Regarding motivations as theorized in H₁, two distinct patterns emerged through factor analysis to link motivational variables together (assessing altruistic, social, ideological, material rewards, status rewards, and maximum organizational affiliation motivations). An eigenvalue cutoff of 1.0 was used to determine the statistically significant components. This model, displayed in Table 4, explains 83.76% of variance within the sample size. The first column displayed high values of social, material rewards, status rewards, and organizational motivations. These values indicate that these categories of motivation tend to appear together, alluding to a potential “profile” of student. The second column represents a counterpoint to this relationship, where the highest components are altruistic and ideological motivation. Again, this finding

indicates that individuals tend to cite these two motivations together. This finding suggests that certain sets of motivational variables are linked to one another.

Table 4. *Rotated component matrix for the factor analysis conducted on motivation variables.*

	Component	
	1	2
Motivation: altruism	.186	.893
Motivation: social	.815	-.113
Motivation: ideology	.079	.934
Motivation: material rewards	.830	.354
Motivation: status rewards	.759	.235
Motivation: organization	.608	.104

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

a. Rotation converged in 3 iterations.

The method of conducting categorical PCA was then implemented for the motivational variables to build on the findings of the factor analysis. Table 5 displays the decrease in eigenvalues as more variables are introduced into the model.

Table 5. *Eigenvalues associated the addition of dimensions in the PCA to determine a maximum of three significant dimensions.*

	Mot: org	Mot: altruism	Mot: soc	Mot: ideo	Mot: matrew	Mot: statrew
Motivation: organization	1.000	.134	.358	.100	.417	.303
Motivation: altruism	.134	1.000	.201	.724	.304	.283
Motivation: social	.358	.201	1.000	-.001	.588	.480
Motivation: ideology	.100	.724	-.001	1.000	.283	.192
Motivation: material rewards	.417	.304	.588	.283	1.000	.790
Motivation: status rewards	.303	.283	.480	.192	.790	1.000
Dimension	1	2	3	4	5	6
Eigenvalue	2.798	1.468	.755	.549	.272	.158

Using the recommended eigenvalue cutoff of 0.7 for PCA and maximizing the variance

explained, it was determined that a model with three dimensions conveyed the most statistically significant results. This number of three was confirmed by the percentage of variance (Table 6).

Table 6. Levels of variance associated with the addition of three dimensions in the PCA for motivation.

Model Summary			
Dimension	Cronbach's Alpha	Variance Accounted For	
		Total (Eigenvalue)	% of Variance
1	.776	2.827	47.117
2	.381	1.465	24.422
3	-.379	.760	12.668
Total	.962 ^a	5.052	84.206

a. Total Cronbach's Alpha is based on the total Eigenvalue.

According to this output, 84.21% of the variance can be captured using a model of three dimensions. Additionally, the least important dimension captures above 10% of the variance, which is the standard in many fields. While there is debate as to which eigenvalue cutoffs to use, the combination of eigenvalues and variance suggested that including three dimensions led to statistically significant results (Peres-Neto 2005).

With this information, the component loadings were analyzed to create significant categories. Table 7 shows the component loadings for each of the three relevant dimensions.

Table 7. Component loadings for three dimensions of motivation variables.

	Component Loadings		
	Dimension		
	1	2	3
Motivation: organization	.536	-.312	.776
Motivation: altruism	.618	.677	.018
Motivation: social	.686	-.442	-.121
Motivation: ideology	.504	.793	.098
Motivation: material rewards	.885	-.204	-.134
Motivation: status rewards	.807	-.208	-.340

Variable Principal Normalization.

The first dimension, represented by the first column, reflects a high value for each of the motivations-based items. Essentially, this dimension is representative of students who replied positively to all motivations items. These values suggest that each variable contributes to overall motivation. This profile reflects a contingent of students who have a positive reaction to all possible motivations for joining THON and report accepting the “full picture” of the benefits this organization offers.

The second column represents another subset of students with shared motivational influences. Both the altruistic and ideological motivations are high values with a positive correlation, suggesting that both are strongly positively related to overall motivation. Material and status rewards both carry similar values (-.204 and -.208, respectively) which suggest that they are negatively related to overall motivation in similar ways. Maximum organizational affiliation and social motivations are both strongly negatively correlated to overall motivation, suggesting that this group of students is not motivated by rewards or relationships with their peers. This profile suggests a group of students who report “selfless” motivations for involvement, highlighting motivations that relate to the cause rather than personal benefits for involving oneself in THON.

The final column represents yet another unique subset of students. With a positive value of .776, maximum organizational affiliation is most closely related to the students’ overall motivations to participate. Altruism and ideological motivations are also positively related to motivation but at a lesser magnitude. The social, material rewards, and status rewards variables are negatively associated with overall motivation for this contingent of students. This final group of students reflects the “affective” motivation as cited by Perry (1996), in that they relate to THON as a mechanism for affiliating themselves with a chosen organization and its members.

Histograms of each of the three categories were drawn and compared to a normal distribution, in order to assess the relative frequency in each interval. As Figures 7, 8, and 9 show, none of the models stray too far from a normal distribution, indicating that future research may be able to use these dimensions in a linear regression.

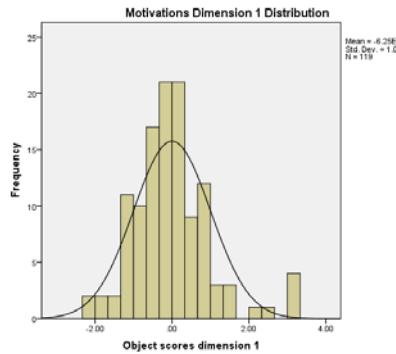


Figure 7. Distribution of object scores for dimension 1 of the motivation PCA, in relation to a normal distribution curve.

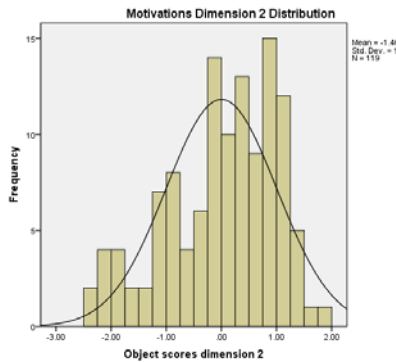


Figure 8. Distribution of object scores for dimension 2 of the motivation PCA, in relation to a normal distribution curve.

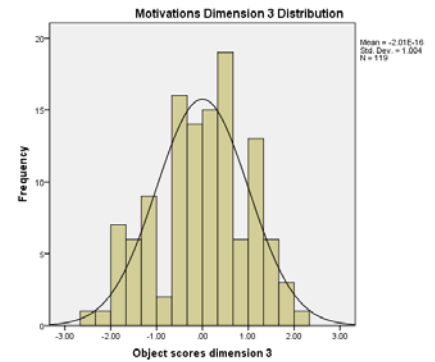


Figure 9. Distribution of object scores for dimension 3 of the motivation PCA, in relation to a normal distribution curve.

As an additional measure to ensure that no additional relationships exist between the three dimensions created during the PCA, a biplot was drawn to assess any nonlinear pattern between variables (Figure 10). Each dimension is plotted in relation to the other two, and if there are clear patterns in the way that the data falls, further analysis is conducted to determine if the dimensions are somehow dependent on one another. No relationship is evident through the biplot, further indicating that these categories can be separated for future research.

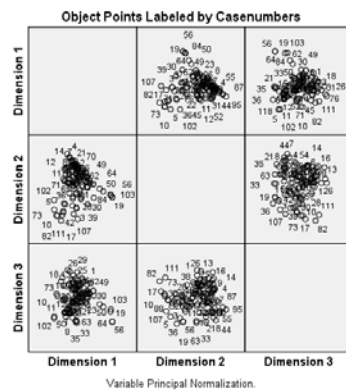


Figure 10. Biplot to compare relationships between the three dimensions of motivation variables.

This analysis supports the relationship between altruistic and ideological motivations set forth in H₁. Beyond this relationship, two other patterns emerged to create a variety of motivational “profiles.”

We also conducted factor analysis for the identity variables to test H₂. However, with an eigenvalue cutoff of 1.0, only one component was found to be statistically significant. As a result, factor analysis did not indicate multiple subsets of student responses to identity-based questions.

PCA was also utilized to determine if statistically significant patterns of response to identity measures could be isolated and yielded more significant results. First, the number of statistically significant dimensions was determined using eigenvalues and percentage of variance explained in the model. Table 8 indicates that only two dimensions are appropriate to assess, according to the recommended 0.7 cutoff for eigenvalues in PCA.

Table 8. *The eigenvalues associated with the addition of dimensions to the identity model*

Correlations Transformed Variables					
	ID: org	ID: volunteer	ID: Penn State	ID: THON	ID: ped cancer
Identity: organization	1.000	.629	.460	.692	.470
Identity: volunteer	.629	1.000	.349	.693	.550
Identity: Penn State	.460	.349	1.000	.444	.227
Identity: THON	.692	.693	.444	1.000	.671
Identity: pediatric cancer	.470	.550	.227	.671	1.000
Dimension	1	2	3	4	5
Eigenvalue	3.123	.815	.478	.351	.233

The percentage of variance explained through the model is significant at 78.76%, as is evidenced by Table 9. While additional dimensions may be relevant to categorize the respondents, a conservative approach was taken, and only two dimensions were specified.

Table 9. Percentage of variance explained by the two statistically significant dimensions in the identity model

Model Summary			
Dimension	Cronbach's Alpha	Variance Accounted For	
		Total (Eigenvalue)	% of Variance
1	.850	3.123	62.456
2	-.283	.815	16.300
Total	.933 ^a	3.938	78.757

a. Total Cronbach's Alpha is based on the total Eigenvalue.

Next the component loadings for each dimension were analyzed to interpret what these differences in dimensions may mean. Table 10 displays the two dimensions of identity.

Table 10. Component loadings for the two dimensions of the identity model.

	Component Loadings	
	Dimension	
	1	2
ID: organization	.836	.122
ID: volunteer	.834	-.147
ID: Penn State	.588	.754
ID: THON	.905	-.097
ID: pediatric cancer	.750	-.447

Variable Principal Normalization.

The first dimension represents a group of students who responded generally positively to all identity measures, citing each of them as a relatively salient identity. This profile is similar to the first profile of motivation data, reflecting a contingent of students who agree with all of the positive identities associated with THON.

The second dimension represents a different group of THON participants. For this subset, a Penn State identity is strongly and positively related to overall identity, with a component loading of .754, indicating that it is salient for this group of individuals. Maximum organizational affiliation was also positively related to overall identity at .122, suggesting that specific relationships to Penn State and to an organization are the most important identities to these students. In this category, identities within THON, as a volunteer, or as a supporter of pediatric cancer are negatively related to overall identity (at -.097, -.147, -.447, respectively).

This category depicts a group of students who are interested in identifying themselves with their school and organization but are not particularly tied to the cause itself or to volunteering as a general pursuit.

The object scores generated through this analysis were saved and converted into a histogram to view how they compare to a normal distribution. The histogram for the first dimension may be truncated on the right side, due to the overall positive attitude of students in this category. Because these students responded positively to each type of measure, their distribution was skewed slightly to the right. The histogram of the second category of students closely resembles the normal distribution.

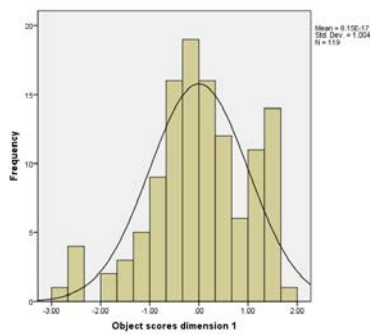


Figure 11. Distribution of object scores for dimension 1 of the identity PCA, in relation to a normal distribution curve.

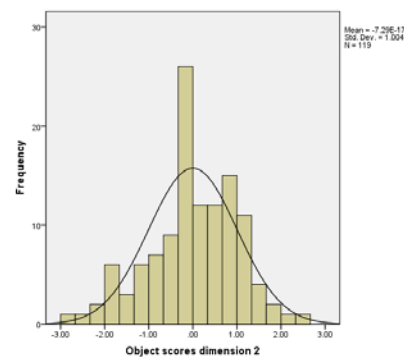


Figure 12. Distribution of object scores for dimension 2 of the identity PCA, in relation to a normal distribution curve.

A biplot was also created to compare the data in the two dimensions, which did not indicate a nonlinear relationship. These findings suggest that a linear regression may be used to explain these dimensions. These results do not confirm H_2 but suggest other patterns of identity variables to be studied further.

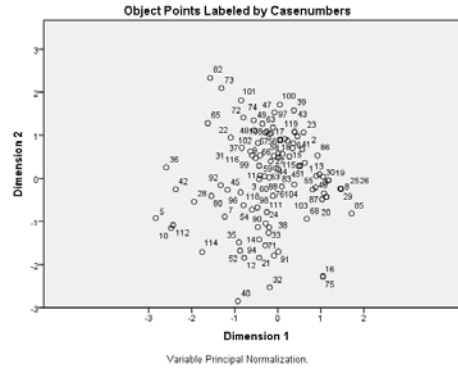


Figure 13. Biplot to compare relationships between the two dimensions of identity variables.

3.4 Correlations

Due to the wide variety of variables, correlations between specific variables were explored. Potential relationships were discovered through a combination of exploration of existing literature and specific knowledge of the THON community itself.

We conducted an analysis of correlations to test the relationships between involvement variables as stated in H₃. The correlations between iterations of all of the involvement variables (variety of fundraising activities attended, variety of fundraising activities led, variety of family relations activities attended, and variety of family relations activities led) were found to be statistically significant. Table 11 highlights the Pearson correlations between each of these variables.

Table 11. *Correlations between fundraising and family involvement measures, including membership and leadership activities*

		Correlations			
		Family - attended	Family - led	Fundraising - attended	Fundraising - led
Family events attended	Pearson Correlation	1	.699**	.496**	.592**
	Sig. (2-tailed)		.000	.000	.000
	N	119	119	119	119
Family events led	Pearson Correlation	.699**	1	.482**	.853**
	Sig. (2-tailed)	.000		.000	.000
	N	119	119	119	119
Fundraising events attended	Pearson Correlation	.496**	.482**	1	.627**
	Sig. (2-tailed)	.000	.000		.000
	N	119	119	119	119
Fundraising events led	Pearson Correlation	.592**	.853**	.627**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	119	119	119	119

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

As a result of the strong relationships between each of these variables, one can conclude that the total fundraising involvement, total family involvement, and total involvement variables are also highly correlated, and that these correlations are amplified because they are derived from the variables above. Table 12 shows associated Pearson levels.

Table 12. *Correlation between total fundraising and family involvement measures.*

		Correlations		
		Total family	Total fundraising	Involvement
Total family involvement	Pearson Correlation	1	.775**	.938**
	Sig. (2-tailed)		.000	.000
	N	119	119	119
Total fundraising involvement	Pearson Correlation	.775**	1	.946**
	Sig. (2-tailed)	.000		.000
	N	119	119	119
Total involvement	Pearson Correlation	.938**	.946**	1
	Sig. (2-tailed)	.000	.000	
	N	119	119	119

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

Therefore, involvement in these two areas of THON, fundraising and family relations, are highly linked at a broad level. While these two areas of involvement were separated for the rest

of this analysis, similarity in regression models to predict these variables was expected. H_3 was not rejected, indicating that high levels of involvement in one area are associated with high levels of involvement in another area of the philanthropy.

Once these relationships were discovered, the correlation between canning and the other involvement measures was determined (Table 13). The number of canning trips attended is correlated at the $p = .01$ level with each of the following involvement variables: total fundraising, variety of fundraising activities attended, variety of fundraising activities led, total family, variety of family activities attended, and variety of family activities led. The correlations are not as high as those previously displayed, but they are significant. Therefore, similarities between the linear regression for canning and that of other involvement mechanisms are to be expected.

Table 13. *Correlations between number of canning trips attended and additional involvement variables*

		Correlations						
		Canning	Total fundraising	Fundraising attended	Fundraising led	Family led	Family attended	Total family
Canning	Pearson Correlation	1	.626**	.560**	.575**	.550**	.511**	.577**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119

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

3.5 Linear regression model development

Linear regression models were developed to relate demographics, motivation, and identity to each of the following involvement mechanisms: the number of canning trips attended, fundraising involvement, family involvement, and total involvement. The stepwise selection process was utilized to create each of these models. The same set of independent variables were submitted as potentially significant variables into each model: gender, years involved in THON, pre-existing relationship with pediatric cancer, pre-existing relationship with adult cancer,

organizational affiliation, other volunteering positions, motivational variables (status rewards, material rewards, social, ideological, altruistic, and organizational), identity variables (as a Penn State student, THON participant, member of a specific organization, general volunteer, and supporter of pediatric cancer research), altruism, and empathy.

A linear regression model was used to test H₄, which predicted the number of canning trips an individual THON participant has attended. The adjusted R-squared value associated with this line is .547 with a standard error of 2.679. The relevant variables include years of THON involvement, affiliation with a general organization, and affiliation with a Greek organization, as is displayed in Table 14.

Table 14. Regression model associated with the number of canning trips attended.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
3	(Constant)	.652	.565		1.155	.251
	YrsInvolved	2.155	.206	.684	10.451	.000
	Org: General	-2.157	.615	-.229	-3.507	.001
	Org: Greek	2.060	.622	.215	3.311	.001

a. Dependent Variable: Canning

This table highlights the positive relationship between years of involvement and number of canning trips attended. This relationship follows intuition: if a student has been involved in THON for a longer amount of time, he or she becomes more likely to have attended more canning trips. Additionally, affiliation with a Greek organization increases the likelihood of attending canning trips, while affiliation with a general organization decreases the likelihood of canning frequently. Again, these relationships reflect natural trends within the THON community. Many Greek organizations require members to attend canning weekends, while

general organizations often do not. Members of general organizations do not focus on this aspect of fundraising, and as a result, they are less likely to participate in canning.

H₄ is partially supported in that demographics and organizational affiliations predict the number of canning trips an individual attends. The trend predicted for individuals affiliated with Greek organizations was significant, although this sample included no significant relationship between canning and affiliation with special interest organizations. The categories of motivations and identities tested in this study fail to be significant to predicting this variable, as well as altruism and empathy measures. Due to the widespread nature of canning within the THON community, the number of canning trips attended is affected primarily by the ability to go canning through organizations and the requirements of the organizations themselves. These findings emphasize that certain involvement mechanisms, such as canning, are not tied to personal factors but are a function of organizational requirements. This finding bolsters the point that most THON participants go canning, while their reasons for doing so may differ.

The premises of H_{5a} and H_{5b} were tested by building a separate regression model to measure total fundraising involvement. The variables of leadership position within THON, years of THON involvement, affiliation with a THON committee, affiliation with a Greek organizations, identifying with the THON community, and altruism were the statistically significant variables within this model. Table 15 shows the coefficients of variables in this model, which has an adjusted R-squared value of .598 and a standard error of 2.402.

Table 15. Regression model associated with the fundraising involvement measure.

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
6	(Constant)	-3.336	1.632		-2.044	.043
	Leadership	3.186	.443	.528	7.185	.000
	Altruism	1.351	.377	.228	3.586	.001
	YrsInvolved	.960	.198	.319	4.855	.000
	Org: Committee	-2.305	.530	-.299	-4.350	.000
	ID: THON	.530	.211	.161	2.515	.013
	Org: Greek	1.218	.577	.133	2.112	.037

a. Dependent Variable: Fundraising Involvement

Positive relationships exist between the total fundraising involvement measure and years of involvement, altruism, holding a leadership position, affiliation with a Greek organization, and THON identity, all of which follow intuitive logic. The relationship between Greek organizations and high levels of fundraising involvement may exist for the reasons discussed regarding number of canning trips. Many Greek organizations promote fundraising success, and as a result, their members are likely to be highly involved in fundraising endeavors. However, a negative correlation exists between the fundraising involvement and affiliation with the committee structure. Participation in fundraising activities may decrease for those affiliated with a committee because those roles tend to be “behind-the-scenes,” rather than focusing on the fundraising arm of the organization.

H_{5a} and H_{5b} are partially supported. H_{5a} proposes that members of Greek and special interest organizations will be more highly involved in fundraising due to high levels of fundraising success, but affiliation with a special interest organization was not found to be statistically significant. Similarly, only aspects of H_{5b} were found to be supported. Motivations based on altruism, ideology, or status rewards and identity as an organizational member were not found to be statistically significant variables to predict fundraising involvement. This analysis

highlights that a smaller number of variables change significantly with this measure of total fundraising involvement than originally predicted.

We created another regression model to test H_{6a} and H_{6b} . The model developed to predict the breadth and depth of involvement in family activities resembles the model predicting fundraising activities with a few significant differences. This model has a similar level of accuracy of prediction with an adjusted R-squared value of .628 and a standard error of 2.230. The statistically significant variables within this model are years of involvement, holding a leadership position, involvement with a commonwealth campus, and ideological motivation. Coefficients for each of these variables are displayed in Table 16.

Table 16. *Regression model associated with the family involvement measure.*

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
4	(Constant)	-5.838	1.760		-3.316	.001
	Leadership	2.614	.375	.450	6.971	.000
	YrsInvolved	1.280	.183	.441	6.999	.000
	Motivation: ideology	.962	.262	.222	3.670	.000
	Org: Commonwealth	1.656	.629	.156	2.632	.010

a. Dependent Variable: Family Involvement

Holding a leadership position within the THON community and years of involvement were found to be correlated positively with the total family involvement variable, as was the case with the fundraising involvement variable. Organizational affiliation, motivation, and identity varied differently than originally hypothesized.

Total family involvement increased along with organizational affiliation with a commonwealth campus, not with the THON committee structure. Commonwealth campuses are limited in their ability to participate in fundraising events that are centered on the University Park campus due to physical distance. While some family events are also held at University

Park, family events occur at a variety of different locations (at families' homes across the state of Pennsylvania) or are not location-specific (calling and writing letters to families). Therefore, while there are no negative relationships between any other organizational affiliations and family involvement, students at commonwealth campuses report higher levels of family involvement.

H₆ is partially supported through these findings. The only motivation or identity measure that is statistically significant to total family involvement is ideological motivation. The ideological motivation variable itself is significantly correlated with altruistic motivation, altruism in general, and empathy in general; therefore, these variables may not be included in the model due to these high levels of correlation. Identity with THON and pediatric cancer research were not found to be statistically significant variables in this model.

We conducted a final linear regression model to test H₇. The model to determine total involvement, combining fundraising and family involvement, was found to combine aspects of the previously discussed models. However, this overarching look at THON involvement also included some new interactions between the variables measured. The adjusted R-squared value for this model was .674 with a standard error of 4.009. The correlations of the statistically significant variables are found in Table 17.

Table 17. *Regression model associated with the total involvement measure.*

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
6 (Constant)	-8.632	2.719		-3.174	.002	
Leadership	5.594	.741	.501	7.551	.000	
YrsInvolved	2.309	.330	.414	6.996	.000	
Altruism	2.284	.617	.208	3.699	.000	
ID: THON	1.229	.351	.202	3.507	.001	
Org: Committee	-2.864	.883	-.201	-3.242	.002	
Org: General	-2.004	.919	-.122	-2.180	.032	

a. Dependent Variable: Total Involvement

Aspects of H₇ are supported by this regression model. High levels of total THON involvement corresponded positively with years of involvement and leadership positions held but had no statistically significant relationship with participation in other volunteer opportunities, as was hypothesized. Affiliation with either the THON committee structure or general organizations is negatively correlated with overall THON involvement. As previously mentioned, behind-the-scenes methods of participation through the committee structure are not included in this measure of total THON involvement. Additionally, individuals who participate in a general organization focus on other activities beyond THON throughout the year. Therefore, their general participation in THON activities is lower than other students' participation. Total involvement is correlated positively with altruism. As previously mentioned, altruism is correlated with the ideological and altruistic motivation measures. While these two variables are not included in the model itself, the presence of the general altruism variable indicates an indirect relationship. Finally, identity with THON is positively correlated with total THON involvement, as was predicted.

3.6 Additional analysis of interactions

The linear regression models created were able to capture a broad picture of THON involvement that includes all participants. However, these broad-based relationships were unable to capture interactions between smaller groups of demographic, motivation, and identity variables that may affect involvement. Therefore, an analysis of interactions between a specific set of variables was conducted to indicate trends for further research, though this analysis did not exhaust the potential interactions between variables.

The relationship between being a Smeal student, status rewards motivation, and

leadership in fundraising activities was explored. The status motivation was mean-centered (Aiken and West 1991), and separate variables for students involved in Smeal and not involved in Smeal were created. After running a linear regression, it was determined that a relationship exists among these variables. Figure 14 depicts this relationship.

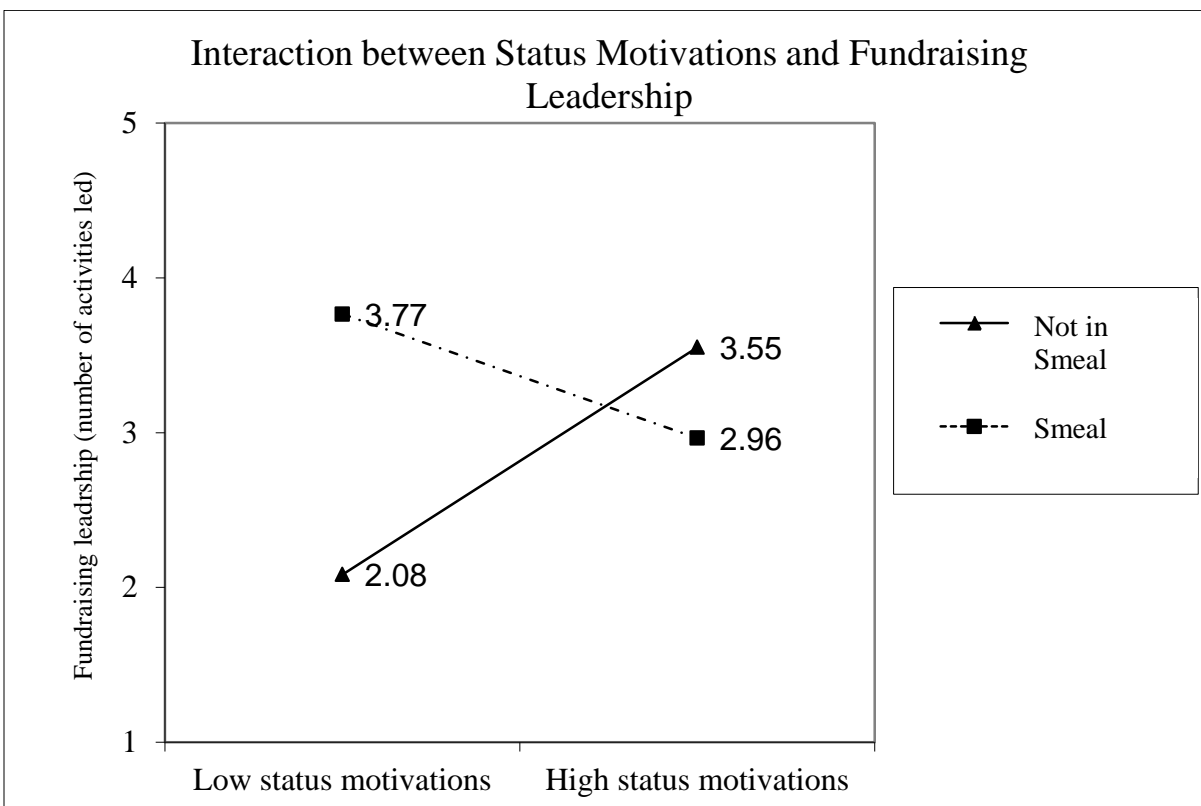


Figure 14. The interaction between status motivations and fundraising activities led, as moderated by enrollment in the Smeal College of Business.

This graph indicates that enrollment in the Smeal College of Business moderates the main effect of status motivations on fundraising leadership. If a student has chosen a business major, status motivations have no significant effect on their pursuit of fundraising leadership. If a student has chosen a major other than business, status has a significant positive effect such that fundraising leadership increases with status motivations. This relationship indicates that status motivations affect students' likelihood to pursue involvement activities, but the relationship is moderated through a demographic variable such that being a business student attenuates this

effect.

This interaction is indicative of a larger trend within the research, which may include relationships that cannot be assessed through large scale linear regression. This particular interaction was tested due to observational research; therefore, future studies can identify potential interactions through qualitative analysis or the findings of other studies. Future research can explore the relationships between demographic, motivation, and identity variables to gain a more nuanced understanding of patterns within students' philanthropic involvement.

Chapter 4

Discussion

The conclusions drawn from this research speak to the potential motivation- and identity-based profiles of student volunteers within a large university community, and how those students can be called to action. Recently, the motivations and identities of students participating in philanthropic activities has become a topic for debate within the Penn State community. On February 22, 2012, a media outlet in State College published an article questioning the motivations of THON participants and the values that the overall THON structure promotes (Horne, 2012). This piece generated 345 comments and sparked a campus-wide discussion, calling the practices of this highly regarded effort into question (Horne, 2012). While this research does not answer the question as to what motivations and identities regarding student philanthropic involvement *should* be, it does serve to continue a conversation about the realities of THON and organizations like it.

Relationships between motivation variables and identity variables suggest that specific psychosocial profiles may exist for different “types” of THON volunteers. This research supports the development of three separate motivational profiles: (1) a student who responds positively to all questions regarding motivation, (2) a student who reports primarily ideological and altruistic motivations, and (3) a student who reports being motivated by affiliation with a specific organization. Additionally, two identity-based profiles have begun to emerge: (1) a student who responds positively to all identity-based variables and (2) a student who identifies primarily with Penn State and a specific organization, rather than THON or the cause itself. These findings indicate that students participate in large philanthropies for different reasons, which implies that successful large-scale organizations must build structures that meet a variety of student wants.

This research also indicates that involvement measures vary according to certain demographic, motivation, and identity variables. Specific variables, such as years of involvement or altruism, played a more central role in predicting fundraising and family involvement measures. While motivation and identity variables did serve as predictors, they were not a central focus of the linear regression models. However, some motivation and identity variables may correlate highly with other measures in the study and may, therefore, have an indirect effect. Additionally, the interaction between specific sets of variables proved to be valuable analysis and should be pursued more extensively in further research.

A strong correlation between organizational affiliation and involvement was determined, which suggests that certain types of organizations promote specific activities and events more than others. Further research may be conducted to explore if pre-existing motivations and identities can predict organizational affiliation, and therefore, involvement activities.

While this relationship between organizational affiliation and involvement mechanisms is relatively straightforward, it emphasizes the importance of tailoring incentives not just to individuals but to organizations. Organizations, particularly those that are not THON-centric such as Greek organizations, general organizations, and commonwealth campuses, are able to decide whether or not they want to participate in THON. In that respect, they act as individuals within THON. Further research could apply some of the techniques discussed in the Peterson study (2004) to organizations to classify how motivations match incentives for specific types of philanthropic involvement.

4.1 Limitations and further research

Areas of limitation within this specific research include the development of the research

question, the survey design, and survey dissemination.

While this research aims to understand how motivations and identities affect specific involvement behavior in student-run philanthropies, the narrow scope is inherently limiting. This research focuses on measuring involvement within a large-scale philanthropy at a state university, while student philanthropic endeavors can take a variety of forms. Some volunteer activities may require more specialized knowledge or different types of commitment. While aspects of this study can be applied elsewhere, the conclusions must be adjusted to fit other student volunteer initiatives.

The design of the survey itself posed some limitations. The involvement measures were developed from personal knowledge and should be refined to account for additional types of involvement. Similarly, while the measures of motivations were based on pre-existing research, specific questions were developed to cater to the specifics of THON. Specific questions must be developed within this framework that can relate to all service-oriented activities. Additionally, all items on this survey were self-reported, with the respondents' knowledge that the subject related to student philanthropy. Therefore, students may have adjusted their responses accordingly, citing altruistic and ideological motivations more readily than social or rewards-based motivations, for example. Further research should explore ethnographic research to capture nuances of student motivation and identity.

Finally, due to the fact that 15,000 students participate in THON, finding a mechanism to disseminate the survey provided a challenge. The sample represented in this survey may be skewed toward more highly involved participants who would be willing to take the time to respond. In an effort to gain responses from students and organizations who would be motivated to participate, the top five fundraising organizations within each category were contacted. While

these organizations are also involved in other aspects of the THON community and many are paired with families fighting pediatric cancer, this method may have skewed the data toward a more fundraising-oriented group of individuals. Similarly, the sample may also be skewed due to the personal connections utilized to generate participation. Future research should work within a philanthropy's structure to most effectively reach a wider student population, utilizing pre-existing communication forums to maximize the reach of the survey. Increasing the number of respondents will also offer a greater sampling population and enable more developed conclusions to be drawn.

4.2 Conclusion

Any large student organization includes individuals who participate in it for a variety of reasons and identify with a variety of different roles within it. Therefore, successful student organizations must provide outlets for these varying psychosocial and demographic profiles, capitalizing on the specific skills and interests of members. Although philanthropic activity is largely associated with empathy and altruism, a successful student-run philanthropic organization must appeal to students' motivations and identities beyond those two attributes. This research implies that specific "profiles" of student involvement exist, characterized by motivations, identity, and organizational affiliation. Further research is required to create a clearer picture of these profiles and determine specific methods for reaching individuals in each one.

A successful student-run philanthropy must identify what it needs from its members. Do members need to be highly motivated by the cause to participate effectively? Does the philanthropy require students with a variety of skill sets, and therefore, need to effectively recruit

from different academic fields? Are reward systems consistent with the values of the philanthropy and the types of involvement they aim to promote? The Penn State IFC/Panhellenic Dance Marathon is structured to motivate participation from a wide cross-section of participants, many of whom are not solely motivated by the cause itself. This model may not work for smaller, specialized causes, and it may not work at smaller schools with a different social culture. However, the THON model does highlight the need to effectively segment members and cater incentives to each group of students.

Chapter 5

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Chapter 6

Appendix A

Student Philanthropic Involvement Survey

Thank you for your interest in this research study, Student Philanthropic Involvement. This online survey is being conducted for research purposes by researchers at Penn State University.

We are interested in understanding student involvement in the Penn State IFC/Panhellenic Dance Marathon (THON). On the following pages, you will be asked to provide some background information, respond to personality questionnaires, and indicate your involvement in the Penn State Dance Marathon. Your responses are voluntary, you can stop at any time, and you do not have to answer questions that make you feel uncomfortable. Your participation in this research is confidential. The data will be stored and secured. In the event of any publication or presentation resulting from this research, only averages will be presented and no personally identifiable information will be disclosed.

This survey will take approximately 10-15 minutes. At the end of the survey, you will be offered the opportunity to win a \$25 Kiwi gift card (*you will enter your information for this drawing in a separate survey so your information will not be tied to your survey answers*).

Please contact Meghan Barnett at meb5337@psu.edu with any questions, complaints, or concerns about this research study.

The first set of questions will ask you about your involvement in THON at Penn State.

1. How many years have you been involved in THON?
 - Less than 1 year
 - 1 year
 - 2 years
 - 3 years
 - 4+ years
2. Through which organizations are you involved in THON? (Please enter the name of your committee/organization/commonwealth campus in the corresponding text box. You may select more than one.)
 - THON Committee/Overall Committee
 - General Organization
 - Special Interest Organization
 - Greek Organization/Greek Pair
 - Commonwealth campus
 - Other (please explain)
 - Other (please explain)
3. Have you held any leadership positions within the THON community?
 - Yes, through a committee

Yes, through an organization
 Yes, through another role
 No

4. As a member of a THON organization, which of these fundraising activities have you participated in?
 - Canning
 - Canvassing/pledge booking
 - Attending alternative fundraisers
 - THONvelope letter solicitation
 - THONline solicitation
 - Corporate solicitation
 - Corporate matching
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
5. As a leader of a THON organization, which of these fundraising activities have you used to motivate other students to fundraise (including organizing, planning or leading these activities)?
 - Canning
 - Canvassing/pledge booking
 - Attending alternative fundraisers
 - THONEnvelope letter solicitation
 - THONline solicitation
 - Corporate solicitation
 - Corporate matching
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
 - Other (if you select this answer, please state which other forms of fundraising you have participated in.)
6. [Q5 redirect] How many canning trips have you attended (please enter an integer, 1-16+)?
7. How many Four Diamonds families have you met?
 - 0 families
 - 1-3 families
 - 4-6 families
 - 7+ families
8. How many Four Diamonds families do you know personally?
 - 0 families
 - 1-3 families
 - 4-6 families
 - 7+ families

9. Have you had the opportunity to visit the Hershey Medical Center?
Yes
No
10. [Q9 redirect] Have you been able to take this opportunity to visit Hershey?
Yes
No
11. As a member of a THON organization, which of these activities have you participated in to get to know THON families?
Family Carnival
THON 5K
THON weekend
Visits to individual families
Letters to individual family members
Other (if you select this option, please state the event/activity.)
Other (if you select this option, please state the event/activity.)
Other (if you select this option, please state the event/activity.)
12. As a leader of a THON organization, which of these activities have you used to motivate the participation of other students?
Family Carnival
THON 5K
THON weekend
Visits to individual families
Letters to individual family members
Other (if you select this option, please state the event/activity.)
Other (if you select this option, please state the event/activity.)
Other (if you select this option, please state the event/activity.)
13. Have you previously danced in THON's 46-hour dance marathon?
Yes
No
I am dancing in THON 2012
14. [Q13 redirect] If not, do you have any interest in dancing in THON in the future?
Yes
No
15. In total, how many hours do you think you spend participating in THON activities per week (including fundraising, attending events, planning events, or attending meetings)?
Less than 1 hour
1-5 hours
5-10 hours
10-15 hours
15+ hours
16. Do you volunteer with any other service organizations, on or off campus?
Yes
No
17. [Q16 redirect] Please enter the names of your other service organization(s).

18. [Q16 redirect] How many hours per week do you spend participating in activities for these other service organizations (including fundraising, volunteering, attending events, planning events, or attending meetings)?

Less than 1 hour

1-5hours

5-10 hours

10-15 hours

15+ hours

The following set of questions will ask you to rank how closely identify with a series of statements.

19. Please indicate how closely you identify with the following statements on a scale of 1-7 (1 = strongly disagree, 7 = strongly agree).

Being a Penn State student is an important part of who I am.

Being a Penn State student is unimportant to my sense of what kind of person I am.

Being a Penn State student is an important part of my self-image.

Being involved in THON is an important part of who I am.

Being involved in THON is unimportant to my sense of what kind of person I am.

Being involved in THON is an important part of my self-image.

Supporting pediatric cancer is an important part of who I am.

Supporting pediatric cancer is unimportant to my sense of what kind of person I am.

Supporting pediatric cancer is an important part of my self-image.

Volunteering in general is an important part of who I am.

Volunteering in general is unimportant to my sense of what kind of person I am.

Volunteering in general is an important part of my self-image.

Being involved in _____ (my organization) is an important part of who I am.

Being involved in _____ (my organization) is unimportant to my sense of what kind of person I am.

Being involved in _____ (my organization) is an important part of my self-image.

The next set of questions will ask you about your reasons for getting involved in THON.

20. Please indicate your agreement with each of the following statements on a scale of 1-7 (1 = strongly disagree, 7 = strongly agree).

I joined THON because it was important to me to help others in need.

I joined THON because I wanted to contribute to a cause greater than myself.

I joined THON because it enabled to me to better my surrounding community.

I joined THON because I wanted to be useful to others.

I joined THON to make new friends.

I joined THON to become part of a new social circle.

I joined THON so that I could join other Penn State students who are involved.

I joined THON because my friends were involved.

- I joined THON because I believed each child has the right to enjoy being a kid.
- I joined THON because I wanted to emotionally support families fighting pediatric cancer.
- I joined THON because I wanted to help financially support families fighting pediatric cancer through the Four Diamonds Fund.
- I joined THON because supporting children with pediatric cancer was important to me.
- I joined THON to be recognized in my hometown community.
- I joined THON to be recognized within the Penn State community.
- I joined THON to become a leader at Penn State.
- I joined THON to associate myself with THON's reputation.
- I joined THON to participate in events during THON weekend (i.e. getting on the pass list, dancing).
- I joined THON to participate in THON-specific events during the school year (i.e. 100 Days to THON celebration, buying merchandise).
- I joined THON to stand out to future employers.
- I joined THON to participate in events and activities that I would otherwise not be able to attend, if I were not involved in THON.
- I joined THON because I wanted to become more involved in _____ [my organization].
- I joined THON because it was required of me as a member of _____ [my organization].
- I joined THON because being an active member of _____ [my organization] was important to me.
- I joined THON because I wanted to engage with other members of _____ [my organization].

The following set of questions will ask you how strongly agree with general statements in your daily life.

21. Please rate how strongly you agree/disagree with each of the following statements (1 = strongly disagree, 7 = strongly agree).

- It makes me sad to see a lonely stranger in a group.
- People make too much of feelings and sensitivity to animals.
- I often find public displays of affection annoying.
- I am annoyed by unhappy people who are just sorry for themselves.
- I become nervous if others around me seem to be nervous.
- I find it silly for people to cry out of happiness.
- I tend to get emotionally involved with a friend's problems.
- Sometimes the words of a love song can move me deeply.
- I tend to lose control when I am bringing bad news to people.
- The people around me have a great influence on my moods.
- Most foreigners I have met seem cool and unemotional.
- I would rather be a social worker than work in a job training center.
- I don't get upset just because a friend is acting upset.
- I like to watch people open presents.
- Lonely people are probably unfriendly.

Seeing people cry upsets me.
 Some songs make me happy.
 I really get involved with the feelings of the characters in a novel.
 I get very angry when I see someone being ill-treated.
 I am able to remain calm even though those around me worry.
 When a friend starts to talk about his problems, I try to steer the conversation to something else.
 Another's laughter is not catching for me.
 Sometimes at the movies, I am amused by the amount of crying and sniffing around me.
 I am able to make decisions without being influenced by people's feelings.
 I cannot continue to feel OK if people around me are depressed.
 It is hard for me to see how some things upset people so much.
 I am very upset when I see an animal in pain.
 Becoming involved in books or movies is a little silly.
 I become more irritated than sympathetic when I see someone's tears.
 I become very involved when I watch a movie.
 I often find that I can remain cool in spite of the excitement around me.
 Little children sometimes cry for no apparent reason.

22. Check the box that indicates the frequency with which you have carried out the following acts (never, once, more than once, often, very often).

I have helped push a stranger's car out of the snow.
 I have given directions to a stranger.
 I have made change for a stranger.
 I have given money to a charity.
 I have given money to a stranger who needed it (or asked me for it).
 I have donated goods or clothes to a charity.
 I have donated blood.
 I have helped carry a stranger's belongings (books, parcels, etc.).
 I have delayed an elevator and held the door open for a stranger.
 I have allowed a stranger to go ahead of me in line (at the supermarket, for example).
 I have given a stranger a lift in my car.
 I have pointed out a clerk's error in undercharging me for an item.
 I have let a neighbor whom I didn't know well borrow an item from me.
 I have bought "charity" Christmas cards deliberately because I knew it was for a good cause.
 I have helped a classmate who I did not know too well with a homework assignment when my knowledge was greater than his or hers.
 I have, before being asked, voluntarily looked after a neighbor's pet or children without getting paid.
 I have offered to help a handicapped or elderly neighbor across the street.
 I have offered my seat on a bus or train to a stranger who was standing.

I have helped an acquaintance to move households.

This short set of questions will ask you about your relationship with cancer.

23. Before getting involved in THON, did you personally know a child fighting pediatric cancer?

Yes

No

24. Before getting involved in THON, did you personally know an adult fighting cancer?

Yes

No

This final series of questions will ask you to identify basic demographic information.

The next page will redirect you to another (extremely short) survey, so you can be entered into the drawing for a \$25 Kiwi gift card. Your responses here will be kept confidential and will not be connected to your contact information.

25. What is your gender?

Male

Female

26. What is your current year at Penn State?

Freshman

Sophomore

Junior

Senior and above

27. What is your current academic college?

28. In which state is your hometown?

Chapter 7

ACADEMIC VITA of Meghan Barnett

Meghan E. Barnett
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Education

The Pennsylvania State University Schreyer Honors College
Smeal College of Business
Major: Marketing
Expected Degree: B.S. in Marketing

Awards

- Schreyer Honors College Academic Excellence Scholarship
- Dean's List (six semesters between Fall 2008 - Fall 2011)
- President's Freshman Award
- Beta Gamma Sigma Honors Society
- Penn State Student Leader Scholarship

Activities

- Executive Chair (2010-11) and Donor Relations Chair (2011-12) for Springfield, Benefiting Penn State Dance Marathon
- Teaching Assistant for EDTHP 234H: Honors Leadership JumpStart (2009-11)
- Member of Presidential Leadership Academy (2009-12)
- Member of business team for venture in rural Kenya through Humanitarian Engineering and Social Entrepreneurship program (2010)
- Teacher and residential counselor for gifted and talented middle school students through University of Virginia's Summer Enrichment Program (2009-11)