



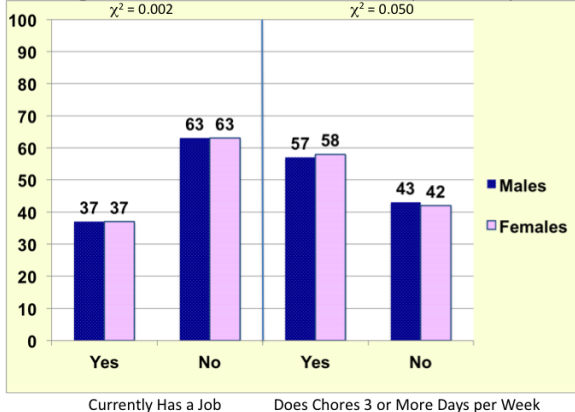
## What Do 11th Grade Students in Rural Pennsylvania Do When They Are Not In School? Differences by Gender and Educational Aspirations

While students spend the majority of their time in school, the rest of their day is filled with many other activities. To gain a better understanding of how 11<sup>th</sup> grade students spend their free time, we draw on the responses from the 11<sup>th</sup> grade students who participated in the Pennsylvania Rural Youth Education (RYE) Study in 2009. In this fact sheet, we examine whether activities outside of school differ by gender and educational aspirations. The purpose of the RYE study is to find out what students are currently doing, and about their future plans. The information in this document comes from the third wave of the survey, and it includes information from the responses of 1,057 students from the younger cohort.



### Do 11<sup>th</sup> Grade Students Have Jobs or Do Chores Around the House After School?

Figure 1. Percentage of 11<sup>th</sup> Graders Who Currently Have a Job and Percentage of 11<sup>th</sup> Graders Who Do Chores 3 or More Days Per Week by Gender  
 $\chi^2 = 0.002$        $\chi^2 = 0.050$

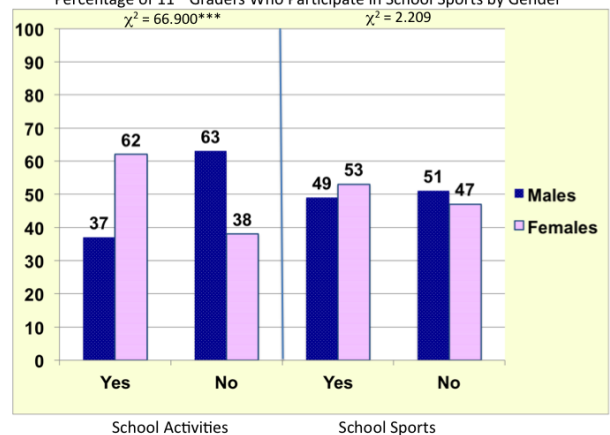


As shown in Figure 1, both male and female students are equally as likely to have a job in 11<sup>th</sup> grade. Thirty-seven percent of 11<sup>th</sup> grade students reported having a job. As for those 11<sup>th</sup> grade students who do chores around the house, female and male 11<sup>th</sup> grade students are almost equally as likely to do chores three or more times per week (58 percent of females and 57 percent of males). Whether 11<sup>th</sup> grade students have a job or do chores three or more days per week does not differ for males and females in 11<sup>th</sup> grade.

### Are There Differences in Participation in School Activities and Sports by Gender?

Both male and female 11<sup>th</sup> grade students participate in school activities and school sports, as shown in Figure 2. Female students are significantly more likely than male students to participate in school activities. Sixty-two percent of female students and 37 percent of male students reported that they participate in school activities. School activities include music, art, dance, debate, yearbook clubs, and student council, among others. Slightly more female students than male students reported participating in school sports. Fifty-three percent of female students and 49 percent of male students participated in school sports, but these differences were not statistically significant.

Figure 2. Percentage of 11<sup>th</sup> Graders Who Participate in School Activities and Percentage of 11<sup>th</sup> Graders Who Participate in School Sports by Gender  
 $\chi^2 = 66.900^{***}$        $\chi^2 = 2.209$



## Are There Differences in Community Activity and Sports Participation by Gender?

Female 11th grade students are significantly more likely than male students to report that they participate in community activities. Thirty-five percent of female students participate in community activities, compared to 24 percent of male students. Community activities include religious or church youth groups, volunteer work, community service, or other community activities such as 4H, Boy Scouts, and Girl Scouts. Male and female students are equally as likely to participate in community sports. Twenty-one percent of 11th grade students participate in community sports. Community sports include Little League, gymnastics, soccer, and swimming teams, among other sports.

Figure 3. Percentage of 11th Graders Who Participate in Community Activities and Percentage of 11th Graders Who Participate in Community Sports by Gender

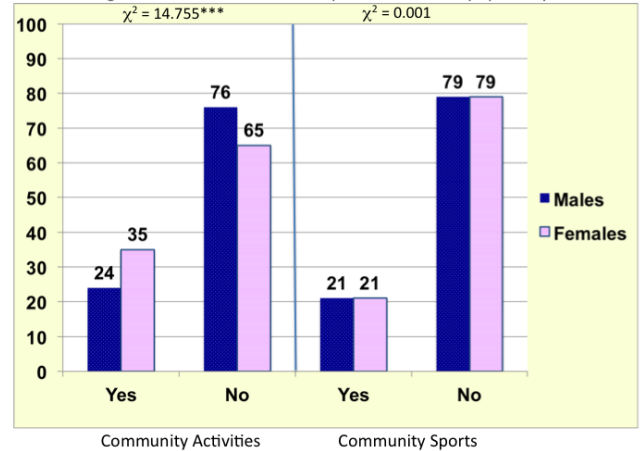
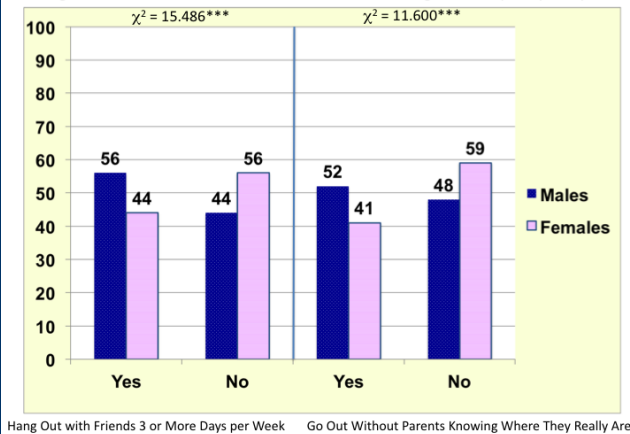


Figure 4. Percentage of 11th Graders Who Hang Out with Friends 3 or More Days per Week and Percentage of 11th Graders Who Go Out Without Their Parents Knowing Where They Really Are by Gender



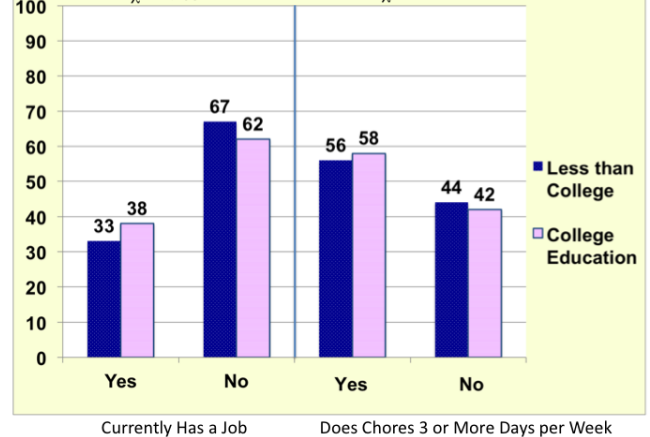
## Do 11th Grade Students Spend A Lot of Time Hanging Out with Friends? Where are They?

Both male and female 11th grade students spend time hanging out with friends without adult supervision; however, male students are significantly more likely than female students to hang out with their friends three or more times per week. Fifty-six percent of male students and 44 percent of female students hang out with their friends three or more times per week. Male students are significantly more likely than female students to go out without their parents knowing where they really are. Fifty-two percent of male students and 41 percent of female students reported that in the past week, they have gone out without their parents knowing where they really were.

## Differences in Having a Job and Doing Chores by Educational Aspirations

The percentage of 11th grade students who currently have a job and the percentage of 11th grade students who do chores 3 or more times per week vary slightly by educational aspirations; however, these differences are not statistically significant. Thirty-eight percent of students who aspire to a college degree currently have a job, compared to 33 percent of students who don't aspire to a college degree. Fifty-eight percent of students who want a college degree do chores 3 or more days per week compared to 56 percent of students who believe they will have less than a college education.

Figure 5. Percentage of 11th Graders Who Currently Have a Job and Percentage of 11th Graders Who Do Chores 3 or More Days Per Week by Educational Aspirations



## Differences in School Activity and Sports Participation by Educational Aspirations

Those 11th grade students who aspire to a college degree are significantly more likely to participate in school activities and school sports compared to those students who want to obtain less than a college education. Sixty-four percent of students who want a college degree participate in school activities compared to 22 percent of students who aspire to less than a college education. Sixty-two percent of students who aspire to a college education participate in school sports compared to 29 percent of students who do not want to obtain a college education. Students may increase their school activity and school sports participation to make a stronger college application. Or more active students may find school more rewarding and want to continue to get a college degree.

## Differences in Community Activity and Sports Participation by Educational Aspirations

Those students who aspire to a college education are significantly more likely to participate in community activities and community sports, compared to those students who want less than a college education. Thirty-seven percent of 11th grade students who aspire to a college education participate in community activities, compared to 15 percent of students who want less than a college education. Twenty-seven percent of students who aspire to a college degree participate in community sports, compared to 11 percent of students who want less than a college education.

Figure 6. Percentage of 11<sup>th</sup> Graders Who Participate in School Activities and Percentage of 11<sup>th</sup> Graders Who Participate in School Sports by Educational Aspirations

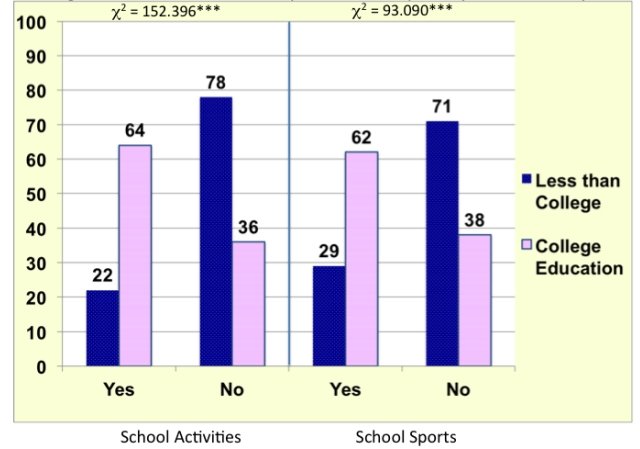
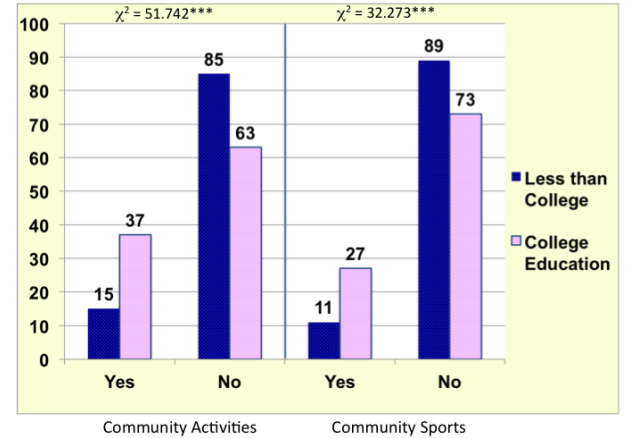


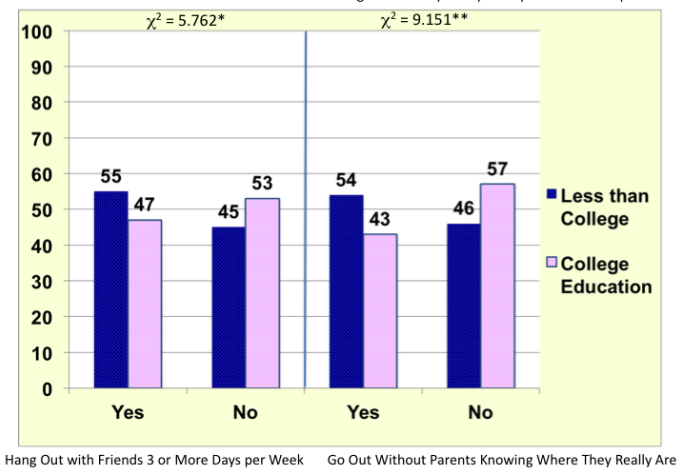
Figure 7. Percentage of 11<sup>th</sup> Graders Who Participate in Community Activities and Percentage of 11<sup>th</sup> Graders Who Participate in Community Sports by Educational Aspirations



## Differences in 11th Grade Students Hanging Out with Friends and Going Out without Their Parents Knowing Where They Really Are by Educational Aspirations

Eleventh grade students who want a college degree are significantly less likely to hang out with friends, unsupervised, 3 or more days per week, compared to students who do not aspire to a college education (47 percent vs. 55 percent). Eleventh grade students who believe they will obtain a college degree are also significantly less likely to go out without their parents knowing where they really are (43 percent vs. 54 percent). Educational aspirations are associated with students' after school activities, both at school and in the community.

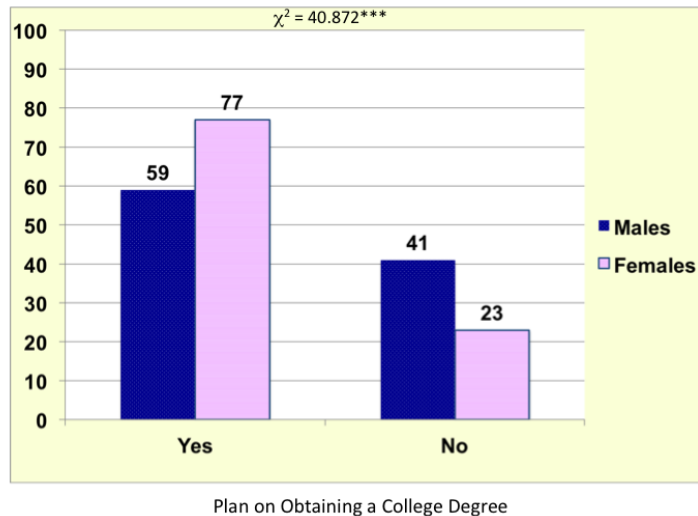
Figure 8. Percentage of 11<sup>th</sup> Graders Who Hang Out with Friends 3 or More Days per Week and Percentage of 11<sup>th</sup> Graders Who Go Out Without Their Parents Knowing Where They Really Are by Educational Aspirations



## Are There Differences in Educational Aspirations by Gender?

Female 11th grade students are significantly more likely than male 11th grade students to aspire to a college education. Seventy-seven percent of female students report that they want a college degree compared to 59 percent of male students. These results are consistent with the previous figures showing that female eleventh grade students are significantly more likely than male students to participate in school activities and community activities, and significantly less likely to hang out with friends 3 or more days per week or go out without their parents knowing where they really were. They also are consistent with recent patterns of higher enrollment of females than males in college.

Figure 9. Percentage of 11<sup>th</sup> Graders Who Plan on Obtaining a College Degree by Gender



This fact sheet was prepared by Carla Shoff, graduate research assistant in rural sociology and demography at Penn State.

**Rural Youth Education—Next Steps:  
The 4th Wave will begin in Spring 2011.**

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More information about the RYE Study can be found at the following website:  
<http://rye.aers.psu.edu>

**Funding and support for this project have been provided by:**  
USDA National Research Initiative  
The Center for Rural Pennsylvania  
Penn State's Children, Youth and Families Consortium  
Penn State's Population Research Institute