Results & Discussion

Analysis

In order to analyze the data, the researchers utilized descriptive statistics, T-tests, and multiple regression analyses. T-tests were used to determine differences between pre and posttest test administrations, while multiple regression analysis were used to determine if there were any relationships between subjects' responses on the various measures.

Table 2. Results by Test Item

ASBV: Significant difference on item 12 **(p = .012)**
   • Item 12: A rival has attempted to "steal" one of my friends.
   • Students believed that rivals attempted to steal their friends more at the end of the curriculum
       ○ *May have become more aware of this due to the curriculum.*

UM Educational Identity: Significant difference on item 2 **(p=.022)**
   • Item 2: My education gives me self-confidence.
         ▪ Students believed their education gives them more self-confidence after the curriculum.

Conflict Resolution Scale I
   • Item 2: I have problems with other kids. **(p=.031)**
         ▪ Students had more problems with other kids at the end of the curriculum
            ○ May have developed self-advocacy through the curriculum
   • Item 8: I get in-school suspension because of problems with other kids. **(p=.022)**
         ▪ Students believed that they had less in-school suspensions
   • Item 13: I avoid talking to people because I'm angry with them. **(p=.05)**
         ▪ Students feel more comfortable talking to people when they are angry
   • Item 24: When I get into a fight, my friends back me up. **(p=.022)**
         ▪ Students feel as if there friends do not back them up
            ○ Have become more aware of unhealthy friendships
   • Item 25: When my friends get into a fight, I back them up. **(p=.013)**
         ▪ Students feel as if they back up their friends less
            ○ May have learned that they do not want to defend issues they do not believe in

Attitudes Toward Women Scale – Adolescents
   • Significant difference on items 10 & 12
       ○ Item 10: Boys are better leaders than girls **(p=.026)**
          ▪ Students believe that boys are better leaders than girls
            • *May be experiencing emotions towards boys and are beginning to date*
            • *May have interpreted this question as everyone is equal*
       ○ Item 12: Girls should have the same freedoms as boys **(p=.02)**
          ▪ Students believe that girls should have the same freedoms as boys

This study tested the effectiveness of a curriculum designed to promote healthy friendships, positive identity development, and leadership skills through pretests and posttests measuring self-concept and attitudes toward women, body image, conflict resolution skills, friendship (pro-social) skills, behaviors of relational and social aggression, and sociocultural identities. Preliminary results of the study found that the curriculum improved several core areas associated with a positive self-identity, leadership, conflict resolution, and their identity as a girl in their school environment. More specifically, the participant responses that were statistically significant were in their reporting that their education gives them more self-confidence, that they know how to resolve conflict with friends and peers, that they were more comfortable talking to people when they are angry, and that they believe that girls should have the same freedoms as boys after the curriculum. There was an interesting finding in that the participants reported that their rivals tried to steal their friends more frequently after participating in the program. Researchers believe that this is associated with them become more aware of these interactions as a result of their learning in the program.

These findings contribute to scarce research involving adolescent girls multiply marginalized, in regards to female empowerment. It also adds to the limitations of multiply marginalized girls of dually disadvantaged (e.g., come from a non-majority background and were financially at-risk). Overall, the success of the curriculum used in this study, had profound effects on the participants because they are able to genralize the skill sets learned in the process.

Limitations

There are a few limitations in this study. The first is inconsistent attendance during the study. Due to the format of the meetings, participants were pulled from other responsibilities in order to attend the sessions. Therefore, inconsistent attendance affected data collection. In addition, the participants can missing data on their pretest and post-test measures. Due to this there were over 11% missing data that resulted in the elimination of measures that could be reported. The Roets Rating Scale for Leadership (RRSL), Adolescent Social Behavior Perpetrator Scale (ASBP), and The Utrecht-Management Relational

Identity Subtest were eliminated from final analysis.

Conclusion

The purpose of this study was to experiment with a specific intervention data focused on the intersectional identities of early adolescent girls. The researchers found that there is a dearth of information that examines the experiences of multiply-marginalized girls. Prior to the start of the study, a literature review was conducted. The researchers used the following search string, "multiply marginalized AND intervention AND girls or adolescent girls or youth girls" and searched 9 databases (ERIC, Teacher Reference Center, Academic Search Elite, APA Psych Articles, APA Psych Tests, APA Psych Info, PubMed, and SCOPUS). This search yielded no results for articles that could be included in the review, after the elimination of vaccine studies and culturally sensitive trauma treatment studies. This study allowed for an initial line of research to be developed on systematically marginalized adolescent females so that practitioners and researchers can improve the interventions to support their growth. In addition, this allows adolescent girls to have a voice in their identity development and to be supported by research that reflects their histories. The strengths-based approach of this study supported positive growth within adolescent females, which cultivated an eager learning of desire for the participants to learn more and expose further people beyond the scope of this study. The preliminary results suggest that further examination on the structural inequity and the role it has in the current experiences of girls is needed.

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