

# What Really Lies Behind the Crown: A Measure of Effective Communication in Philanthropic Pageantry

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## ABSTRACT

This study examined effective communication and how vital it is to everyday life. Currently, numerous individuals struggle with social interaction and having to communicate effectively with those around them. This study aimed to fill the gap in understanding if participation in philanthropic pageants can improve an individual's social skills due to the amount of social interaction required in this pageant system. Communication skills are fundamental skills to have as a titleholder, but the benefits go outside and beyond just being a titleholder. 20 individuals participated in a round-robin interview methodology, as well as a presurvey, to statistically calculate if there was a difference in effective communication between the 10 girls who participated in philanthropic pageants versus those who did not. The results from the experiment showed that girls who have pageant experience had overall better effective communication. The results reinforced the importance of communication skills in the real world such as interviews and collaborating with others, which is a main value to these pageant types. The implications of participation in philanthropic pageantry as a way to improve effective communication skills were discussed with future directions focusing on more ways to compare groups that require lots of social interaction as well.

## **Introduction**

Due to the importance of developing effective communication skills, many individuals do not have an idea as to where to begin when it comes to learning how to develop them. A main value of philanthropic pageantry is the ability to communicate, public speak, and socialize with many different individuals. This system could possibly be a way for individuals to branch out and attain these communication skills since they are strongly valued in philanthropic pageantry. After the infectious spread of the COVID-19 illness in 2020, groups of young children were quarantined as a result of trying to protect themselves. An outcome of this was a lack of socialization skills needed to be learned at a young age. These pageant systems could possibly provide the social set of skills needed to be learned for the real world.

## **Literature Review**

Communication is the foundation of every day-to-day interaction. Learning how to communicate effectively while also significantly impacting the environment of your community is pivotal. Effective communication strategies will differ depending on whether you are communicating to change, engage, or share information (Carlile, 2024). When focusing on communicating change on larger social issues, pageantry partakes in effective communication to work towards improving the condition of societal issues. Effective communication is the ability to have a conversation with another person in an engaging way that is focused, consistent, and offers value (Buckner, 2023). Effective communication in pageantry is crucial when having an accessible platform to spread awareness and inspiration to every community. According to *Indeed*, an American worldwide employment website for job listings, effective communication

is the ability to have a conversation with another person in an engaging way that is focused, consistent, and offers value which highlights similar qualities to Buckner's findings. With exceptional communication skills, identifying the proper strategic way to effectively transmit one's message will reflect prominent success. Philanthropic pageantry is categorized as a "natural pageant", a specific pageant system that highly focuses on self-confidence, personal growth, and communication skills (Pageant Planet, 2021).

## Pageant Types

Common misconceptions, such as the belief that all pageantry is merely a competition that is judged based on physical attributes of attractiveness are prominent. There are numerous pageant systems with varying benefits. For this specific study, the focus will be directed on philanthropic-based pageants (also referred as a natural pageant). According to Pageant Planet, a number one source in America for pageant news, glitz pageants focus far more on external beauty allowing contestants who are children to wear hairpieces like extensions or wigs; full faces of stage makeup; false eyelashes, nails, and teeth (flippers); dark spray tans; as well as colored contacts. Glitz pageants can be much more intense and contain a high-stress atmosphere for children due to their competitiveness. Although both glitz and philanthropic-based pageants encourage all contestants to wear what they are most confident in, glitz pageants encourage the participants to wear elaborate costumes and outfits, often heavily embellished with sequins, rhinestones, and other decorations (Pageant Planet, 2021). In terms of performance, glitz pageants often include a complex dance routine and singing component for the talent category. On the other hand, philanthropic pageants have an emphasis on a more holistic approach to child pageantry. There is a greater focus on talent and character, rather than external factors. As for appearance, natural kid pageants are typically focused on celebrating the natural beauty of children, so contestants are expected to maintain a natural appearance without heavy makeup, hair extensions, or special costumes. Contestants also are asked on-stage pop questions and asked to present a speech to showcase personality and communication. Communication is a very prominent part of philanthropic pageants. The interview is a large deciding factor when choosing a winner because the contestant is greatly judged on their ability to articulate their thoughts and opinions on various topics (Pageant Palent, 2021). Pursuing this further, effective communication is crucial because the answer mustn't be simply communicated, but done effectively and elaborated on.

## Communication Styles

Regarding communication styles, effective communication in pageantry is important because a platform is given to each titleholder. A platform is a form of advocacy that a contestant chooses to promote based on societal or global causes. This provides significant authority and power over being able to successfully deliver information to an audience. According to Liz Carlile, a marketing and communications strategist, there are numerous frameworks to ensure a message is passed on effectively. For example, factors such as trust and credibility are vital to achieving impact. Communication work will fall on deaf ears if the audience does not trust an organization or think it is credible (Carlile, 2024). This is why an individual such as a titleholder in philanthropic pageantry has great influence to share important information and inspire their audience. When having an audience to share information with, it is essential to have highly developed and effective communication to get the point across. It also forces you to think more carefully about target audiences and what it takes to communicate with them.

## Personality

As stated above, with being a titleholder comes a great responsibility to speak out to audiences in public settings. Social personality personas play a role in the participation of pageants and society. Both ends of introversion and extroversion have their advantages and disadvantages, although to what degree are each of these applauded to the face

of society? Extroversion is applauded in society due to collaboration, communication, networking, and relationship-building abilities (Badea, 2023). According to Badea, a marketing consultant and business mentor/coach, although introverts have the ability to deeply reflect, actively listen, and concentrate, effective communication exhibited in extroverts is crucial when adapting to different environments. Extroverts' outgoing and expressive nature allows them to articulate their thoughts and ideas clearly, making it easier for them to build connections, collaborate with diverse individuals, and navigate through unfamiliar social or professional settings. This aligns in agreement with Carlile's idea of ensuring that as a leader in society, you must be reliable and essentially are placed on a pedestal attaining the characteristics of an extrovert (2024). In turn, characteristics of extraversion are often looked out for in pageantry since titleholders have a platform for large audiences to see. Pageants seek to "level up" platforms and make a larger impact; the goal is to think bigger, act bigger, and reach more people (Pageant Planet, 2021). Reaching more people requires the ability to network and socialize to higher degrees, which is why extraversion is applauded more in society and the pageant industry.

On the other side of the positives, pageants can offer, pageantry has negative connotations, depending on which common stereotypes individuals may have heard. For decades, mainstream beauty standards have centered on whiteness, with white women becoming the epitome of "beauty" around the world (Carter, 2022). This is just one example of how beauty pageants revolved solely around physical appearance rather than personality, and was not until later decades focus shifted to personality and character while disregarding race. An example of a negative representation of pageantry was seen in a 2003 study submitted to *Eating and Weight Disorders- Studies on Anorexia, Bulimia and Obesity* surveyed over 100 adult pageant contestants to examine if glitz pageantry had any effect on their mental health or self-esteem. The results found that over 25% of the responders experienced an eating disorder, nearly 50% reported a desire to be thinner, and more than 50% were in the process of trying to lose weight (Fultz, 2020). Many people may not know that there are many different types of pageants and since glitz pageants became the most popular, this misconception became the face of all pageantry.

Philanthropic pageants provide an immense amount of practice with day-to-day communication skills and encourage community service and its positive impacts. These skills are developed from being involved in philanthropic systems that benefit an individual who partakes in these pageants for their future (ex., job interviews, public speeches, etc.). It is crucial now, more than ever before after the COVID-19 pandemic, to understand the importance of communication, because studies have shown many areas in which children are not communicating and performing the way that past generations ahead of them have (Breaux et al., 2023). This is due to a lack of social interaction that is crucial for their age they missed out on. However, being involved in philanthropic pageants is a way to improve these skills since philanthropic pageantry focuses on effective communication (Pageant Planet 2021).

With the shift to philanthropic-based pageants becoming more prominent in today's society, their potential to help children improve their communication skills by learning how to do interviews and engaging in social community service-based events is increased. There is little research demonstrating the relationship between communication skills in young girls and whether they have gone through a full reign of philanthropic pageantry. Therefore this paper poses the question: Does participation in philanthropic pageants influence young girls' speaking and effective communication?

What is not found is research on the difference in communication skills between girls who do not participate (DP) in philanthropic pageantry versus girls who do participate (P) in philanthropic pageantry. What is known is the benefits of extraversion that is developed over time in philanthropic pageantry which offers a possible solution to social engagement for future occupational interviews and effective communication.

## Method

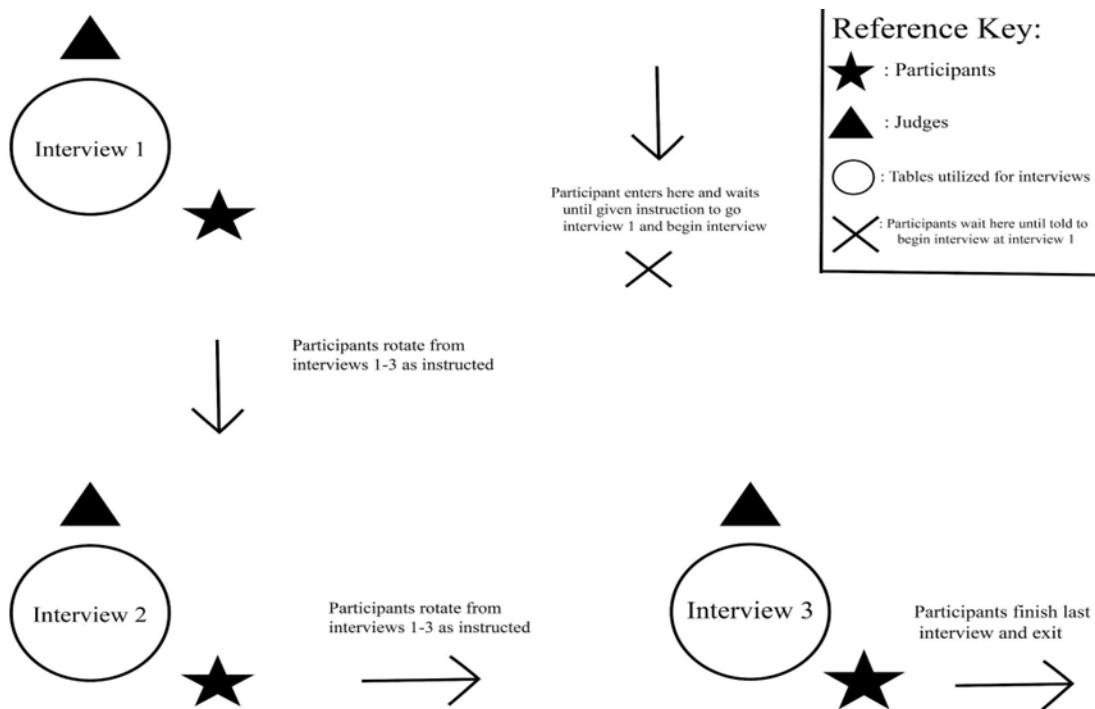
This research intended to find if there is a significant difference between communication skills among girls who have participated in philanthropic pageantry versus girls of the same age who have not participated in pageantry. Before the experiment, it was hypothesized that girls who have experience in pageantry would score higher on average, in

comparison to girls who have not participated in pageantry due to the amount of social interaction needed in pageantry. To yield the most sufficient results, a quantitative method with a survey was utilized. This method was used to study a group of girls that can statistically reflect scores of communication to identify if there is a significant gap, if any.

As demonstrated commonly in philanthropic pageants, round-robin interviews are done for the purpose of understanding and getting to know the overall personality of the individual. A round-robin interview study done by Charlotte A. Hudson and others was conducted to determine the success of this methodology. The study contained 225 interviews which were done over 9 sessions. The research conductors determined that the round-robin methodology is a useful tool to study realistic variation in different perspectives of the interview (Hudson et al., 2019). Since this was deemed to be a successful method, it was applied to this specific research.

I used this methodology as a reliable technique to gain my data, and it was also an efficient methodology as numerous philanthropic pageant systems do round-robin interviews. The philanthropic pageant system that will be focused on for this study is the Lake County Illinois State Pageant (LCIS). The LCIS pageant is a philanthropic pageant consisting of 11 towns. This pageant system has 3 different age ranges; Little Miss 6-11, Jr. Miss 12-16, and Miss 17-21.

A crucial factor of this experiment is to show the growth in communication that is developed from a young age to adulthood (ex: between the ages of 6 and 21). Thus, there will be 3 different groupings to represent each age group. The following is a visual representation of how the interviews were set up:



**Figure 1.**

### Interviewers

The interviewers were chosen based on their history of judging communication. Lindsey Petlak, Alisa Bailey Stevens, and Donna Corcoran were the 3 selected judges to conduct the interviews. Lindsey Petlak who is currently Ms. USA Prime, and Alisa Bailey Stevens who is an Oncology Manager at Pfizer, Mrs. Illinois American 2021, and United

States of America's Mrs. Illinois 2023. Lastly, Donna Corcoran has been the CTE Department Chair and business teacher for 21 years.

## Participants

Participants who were part of the LCIS pageant were chosen by a post on a group page of current and past queens. A basic rundown of the procedure of the interview was given to those willing to participate, and those who responded of interest first were chosen. For the girls who have not participated in pageantry, a school-wide email was sent to staff and students to see if there were any girls interested in the age range, and those who responded first were chosen. For the Little Miss category, there were 2 P (participants) and 2 DP (did not participate). For the Junior Miss age, there were 3 P and 1 DP. Finally, the Miss category there were 6 P and 6 DP, resulting in a total of 20 participants.

## Survey

To begin with, all participants will be asked to fill out an entry survey based on confidence and overall thoughts about participating in the interviews. The following questions were included in the pre-survey:

- Have you ever done a professional interview (pageant interview counts)?
- If so, what was it for?
- Would you consider yourself to be an introverted or extroverted person?
- On a scale of 1-7 how nervous are you to participate in this interview?
- If you are nervous, what makes you most nervous about it?
- If you are not nervous, what makes you not nervous about it?
- How would you rate your self-confidence going into the interview on a scale of 1-7?

It is proven that once an individual gains interview experience, nerves will be more at ease with the interview process (University of North Georgia). There will be 3 judges who will be scoring each participant on the same rubric. Having multiple judges is vital to ensure there are multiple consensus to determine the effectiveness of the participant's communication.

## Procedure

Each participant will be placed one-on-one with each judge for 5 minutes, which is done in the LCIS pageant interview process. The questions asked will be fairly "simple" because the purpose of the experiment is to see how the responses in communication are articulated and developed rather than the answer. The first set of 1-8 were relatively easy questions for the younger girls and the second set of 1-8 were used typically for the older girls. The sample questions given to the judges were as follows:

### SET 1

- What do you want to be when you grow up?
- What do you look for in a friend?
- Who is your biggest role model?
- What is your favorite TV show or movie and why?
- What is your favorite hobby and why?
- What is your favorite subject in school and why?
- What makes you unique?
- What motivates you?

### SET 2

- What are your greatest strengths?



What are your greatest weaknesses?  
What are your goals for the future?  
Where do you think you will be in five years?  
How do you respond to stress or change?  
What is your greatest accomplishment?  
How do you define success?  
What are you passionate about?  
How do you work under pressure?  
What is your dream job?

The respondent's answer is not important, but rather the way they present their answer and elaborate on what they are speaking about. Each individual will be scored on a rubric used for scoring high school students on interview ability. This rubric encompasses all important factors to having a successful interview; including physical appearance and presentation. Considering this research is focused on effective communication, edits were made to the rubric that eliminated any factors focusing on physical appearance. For many round-robin interviews, it is common for each participant to spend 2-4 minutes with each judge. In order to accumulate the most accurate data for this study, each participant spent 5 minutes with each judge. The rubric utilized is shown as the following:

<b>District 117 Interview Project Evaluation Form</b>		
<b>Applicant's Name:</b>		<b>Name of interviewer:</b>
<b>Period:</b>	<b>Date:</b>	
<b>Evaluation Criteria</b>		<b>Score</b>
<b>Interview</b>		
<b>Greeting:</b> <input type="checkbox"/> made a positive first impression <input type="checkbox"/> made eye contact with interviewer <input type="checkbox"/> student smiled		1 2 3 4
<b>Professional Conduct:</b> <input type="checkbox"/> maintained eye contact throughout interview <input type="checkbox"/> poised, confident, enthusiastic <input type="checkbox"/> appropriate posture and body language <input type="checkbox"/> speaking voice: sounded confident and sincere <input type="checkbox"/> spoke at a comfortable speed using a reasonable volume		2 4 6 8 10
<b>During Interview:</b> <input type="checkbox"/> listened attentively to interviewer <input type="checkbox"/> provided thorough and detailed answers to questions <input type="checkbox"/> avoided slang/filler words <input type="checkbox"/> discussed strengths, previous experiences and qualifications <input type="checkbox"/> demonstrated ability to think on their feet <input type="checkbox"/> able to provide concrete examples when responding to questions <input type="checkbox"/> asked appropriate/quality questions during the interview		4 6 8 10 12
<b>Closing: (student reacts to interviewer-led closing)</b> <input type="checkbox"/> concluded interview in an appropriate manner <input type="checkbox"/> thanked interviewer for the opportunity		1 2 3 4
<b>Total Points - 30</b>	<b>Final Score</b>	

Figure 2.



This rubric totals 30 points; the more points an individual gets the more successful their interview is. This rubric is used by high school districts in Northern Illinois to attest to their abilities to have successful interviews in the future. It is vital students take a form of personal finance courses and completing a mock interview is part of the curriculum due to the importance of having interview experience (AFSA Education Foundation, 2024). This rubric was modified to fit the circumstances and what was being analyzed for this specific interview. Considering the interview was a focus on communication, the appearance and preparedness were cut out as they are not applicable factors to their score. This rubric was chosen because it encompasses the most important aspects of communication that are analyzed when doing a job interview.

## Data Analysis

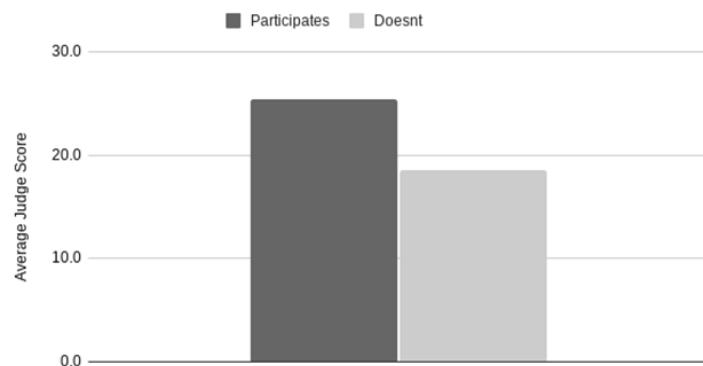
To measure the significance of the data, each participant's total score was calculated to find a mean out of the 30 points on the rubric. The mean average was found among the total scores from the 3 different score sheets from each judge for every individual. Once the mean was calculated using each participant's interview results, the p-value between girls who participated in pageants versus girls who did not participate in pageants was calculated using the sample paired *t*-test equation for each age range (ex: Little Miss age range, 6-11-year-old girls who participate in philanthropic pageantry versus girls who do not participate in pageantry of the same age) as shown in *equation 1* below. Administering the paired *t*-test would indicate if there is a statistical difference between the two groupings and test the hypothesis. The paired *t*-test was also utilized to find a statistical difference between questions in the pre-survey questions scaling 1-7 using the Likert scale, a point scale that is used to allow an individual to express how much they agree or disagree with a particular statement, and in this study to measure factors regarding nervousness and self-confidence (McLeod, 2023).

$$(equation\ 1)\ t = \frac{\Sigma d}{\sqrt{\frac{n(\Sigma d)^2 - (\Sigma d)^2}{(n-1)}}}$$

## Results

To analyze if there is a statistical measure of difference in effective communication, a graphical analysis was used to measure if there was a gap in the communication between the groups. The paired *t*-test was used to dictate if there was a significant statistical difference among those who have participated in pageantry versus those who have not; if the p-value resulted in below the commonly accepted alpha value of 0.05, it would be considered statistically different. The paired *t*-test was utilized to compare each grouping and was used to measure the differences between nervousness and self-confidence between groups. The maximum points that could be earned was 90 points total across each judge rubric, and the total mean for the judge's average would possibly be 30.

Average Judge Score/ Participation Differentiation for Little Miss



**Figure 3.**

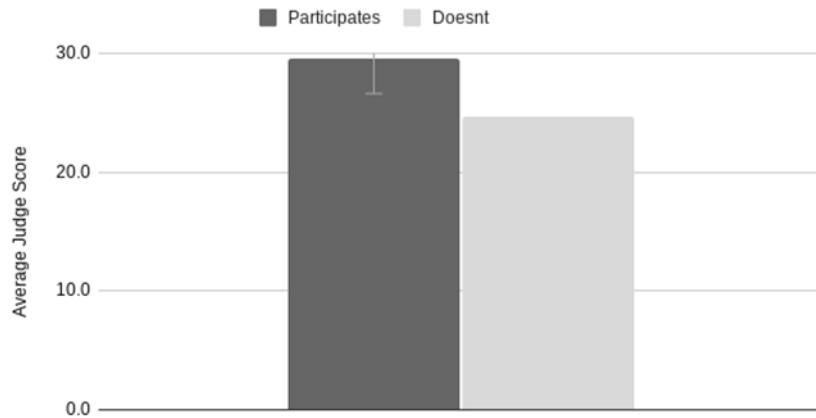
Figure 3 displays the Little Miss category, ages 6-11. The results show an evident difference between P versus DP; the P has a higher mean in total rubric scoring. Although, the paired *t*-test was used to compare the statistical difference in communication between the two groupings. The paired *t*-test for the Little Miss category was deemed insignificant with a *p*-value  $< 0.23$ , numerically above what is needed to be categorized as statistically significant. Since each individual under category P scored higher overall. For the P individuals, one individual scored a point sum of 66/90 and a judge average of 22/30. The other individual scored a point sum of 86/90 and a judge average of 28.7/30. For the DP individuals: One individual scored a point sum of 49/90 and a judge average of 16.3/30. The other individual scored a point sum of 62/90 and a judge average of 20.7/30. Group P had a mean of 25.3 and DP had a mean of 18.5 for point scores. Comparing the overall scheme of P versus DP, P scores higher than DP in both point sum and judge average, resulting in more effective communication from group P.

**Table 1.** Individual Differences in Rubric Scoring

Subject Information			Score Summary				Total Score	
Age Range	Paegent	Participants	Greeting Score (Max 12)	Professional Conduct (Max 30)	During Interview (Max 36)	Closing (Max 12)	Point Sum (Max 90)	Judge Average (Max 30)
Junior Miss (JM)	Doesnt Participate (DP)	5	11	24	30	9	74	24.7
Junior Miss (JM)	Participates (P)	6	12	30	36	12	90	30.0
Junior Miss (JM)	Participates (P)	7	12	28	34	12	86	28.7
Junior Miss (JM)	Participates (P)	8	12	30	36	12	90	30.0

\*All P individual's total scores are higher in every category on the rubric in comparison to DP.

Average Judge Score/ Participation Differentiation for Junior Miss



**Figure 4.**

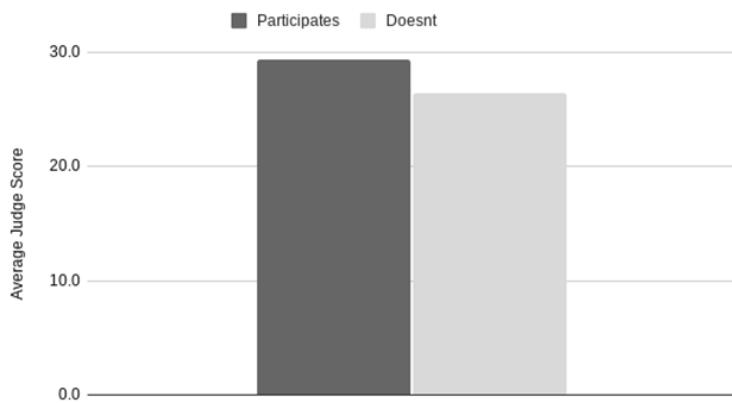
Figure 4 displays the Junior Miss category, ages 12-15. The results show an evident difference between P versus DP: P has a higher mean in total rubric scoring. Although, the paired *t*-test was used to compare the statistical difference in communication between the two groupings. The paired *t*-test for the Junior Miss category was deemed insignificant because the *p*-value  $< 0.15$ , numerically above what is needed to be categorized as statistically significant. Although each individual's point sums and judge average under category P scored higher overall.

**Table 2.** Individual Differences in Rubric Scoring

Subject Information			Score Summary				Total Score	
Age Range	Paegent	Participants	Greeting Score (Max 12)	Professional Conduct (Max 30)	Professional Conduct (Max 30)	Closing (Max 12)	Point Sum (Max 90)	Judge Average (Max 30)
Little Miss (LM)	Doesnt Participate (DP)	1	8	18	17	6	49	16.3
Little Miss (LM)	Doesnt Participate (DP)	2	9	20	28	5	62	20.7
Little Miss (LM)	Participates (P)	3	10	24	25	7	66	22.0
Little Miss (LM)	Participates (P)	4	11	29	35	11	86	28.7

\*All P individual's total scores are higher in every category on the rubric in comparison to DP.

Average Judge Score/ Participation Differentiation for Miss



**Figure 5.**

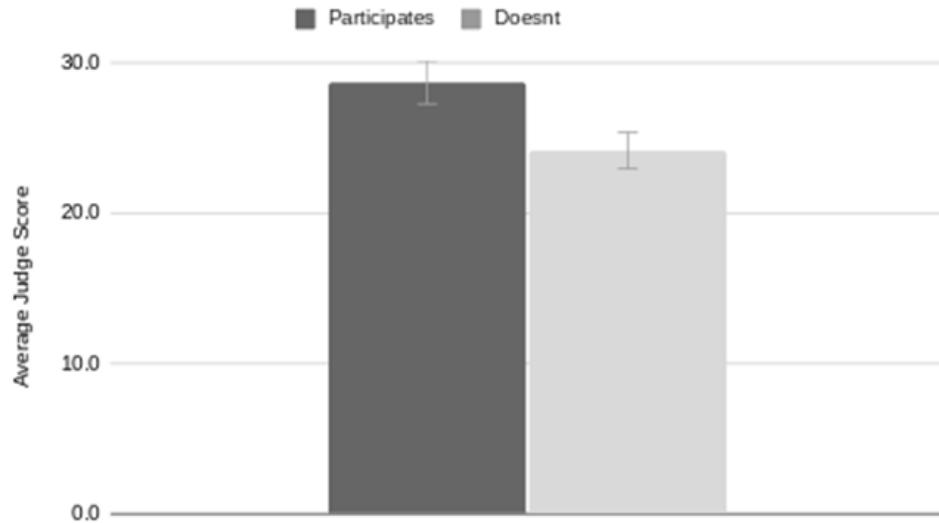
Figure 5 displays the Miss category, ages 16-22. The results show an evident difference between P versus DP; the P having a higher mean in total rubric scoring. The paired *t*-test was used to compare the statistical difference in communication between the two groupings. The paired *t*-test for the Miss category was deemed significant because the *p*-value < 0.01, numerically showing significant data. Each individual's point sums and judge average under category P scored higher overall.

**Table 3.** Individual Differences in Rubric Scoring

Subject Information			Score Summary				Total Score	
Age Range	Paegent	Participants	Greeting Score (Max 12)	Professional Conduct (Max 30)	During Interview (Max 36)	Closing (Max 12)	Point Sum (Max 90)	Judge Average (Max 30)
Miss (M)	Doesnt Participate (DP)	9	11	28	31	11	81	27.0
Miss (M)	Doesnt Participate (DP)	10	12	27	33	12	84	28.0
Miss (M)	Doesnt Participate (DP)	11	12	28	31	11	82	27.3
Miss (M)	Doesnt Participate (DP)	12	10	22	30	11	73	24.3
Miss (M)	Doesnt Participate (DP)	13	9	24	28	11	72	24.0
Miss (M)	Doesnt Participate (DP)	14	11	27	34	12	84	28.0
Miss (M)	Participates (P)	15	11	25	36	12	84	28.0
Miss (M)	Participates (P)	16	12	29	36	12	89	29.7
Miss (M)	Participates (P)	17	12	30	36	12	90	30.0
Miss (M)	Participates (P)	18	12	30	36	12	90	30.0
Miss (M)	Participates (P)	19	12	30	34	12	88	29.3
Miss (M)	Participates (P)	20	12	30	36	12	90	30.0

\*All P individual's total scores are higher in every category on the rubric in comparison to DP.

### Average Judge Score/ Participation Differentiation for All Ages



**Figure 6.**

Figure 6 displays all of the Little Miss, Junior Miss, and Miss participants of ages 6-22. The results show an evident difference between P versus DP; the P having a higher mean in total rubric scoring. The paired *t*-test was used to compare the statistical difference in communication between the two groupings. The paired *t*-test for the Miss category was deemed significant because the *p*-value < 0.01, numerically showing significant data. Overall, the total amount of individuals who have participated in philanthropic pageantry displayed higher effective communication skills based on statistical data.

**Table 4.** Average Nervousness For DP

Paegent	Participants	Nervousness Rating 1-7	Average Nervous
Doesnt Participate (DP)	1	3	
Doesnt Participate (DP)	2	4	
Doesnt Participate (DP)	3	2	
Doesnt Participate (DP)	4	4	
Doesnt Participate (DP)	5	4	
Doesnt Participate (DP)	6	5	
Doesnt Participate (DP)	7	4	
Doesnt Participate (DP)	8	7	
Doesnt Participate (DP)	9	7	5

For all individuals through Little Miss, Junior Miss, and Miss, the average nervousness scaled from 1-7 to about 5 for DP. 1 being not nervous at all and 7 being very nervous. This indicates more nerves on the Likert scale (McLeod, 2023).

**Table 5.** Average Nervousness For P

Paegent	Name	Nervousness Rating 1-7	Average Nervous
Participates (P)	10	2	
Participates (P)	11	2	
Participates (P)	12	1	
Participates (P)	13	1	
Participates (P)	14	2	
Participates (P)	15	1	
Participates (P)	16	3	
Participates (P)	17	2	
Participates (P)	18	5	
Participates (P)	19	1	
Participates (P)	20	1	
			2.5

For all individuals through Little Miss, Junior Miss, and Miss, the average nervousness scaled from 1-7 was averaged to about 2.5 for P. 1 being not nervous at all and 7 being very nervous. This is a lower average in comparison to DP which is less nervous on the Lickert scale (McLeod, 2023).

**Table 6.** Average Confidence for DP

Paegent	Participants	Confidence 1-7	Average Confidence
Doesnt Participate (DP)	1	4	
Doesnt Participate (DP)	2	5	
Doesnt Participate (DP)	3	6	
Doesnt Participate (DP)	4	6	
Doesnt Participate (DP)	5	5	
Doesnt Participate (DP)	6	4	
Doesnt Participate (DP)	7	4	
Doesnt Participate (DP)	8	1	
Doesnt Participate (DP)	9	5	
			4.444444444

For all individuals through Little Miss, Junior Miss, and Miss, the average confidence scaled from 1-7 was averaged to about 4.4 for DP. 1 being not confident at all and 7 being very confident. This is a lower average for confidence on the Lickert scaling method (McLeod, 2023).

**Table 7.** Average Confidence For P

Paegent	Name	Confidence 1-7	Average Confidence
Participates (P)	10	5	
Participates (P)	11	6	
Participates (P)	12	7	
Participates (P)	13	7	
Participates (P)	14	6	
Participates (P)	15	7	
Participates (P)	16	5	
Participates (P)	17	6	
Participates (P)	18	5	
Participates (P)	19	7	
Participates (P)	20	6	6.7

For all individuals through Little Miss, Junior Miss, and Miss, the average confidence scaled from 1-7 was averaged to about 6.7 for D. 1 being not confident at all and 7 being very confident. This is on the higher end of averages for confidence on the Lickert scaling method (McLeod, 2023).

## Discussion

Based on Figures 3-6, each individual categorized under group P has a higher total point sum and judge average in comparison to all individuals categorized under group DP. This is overall in support and proven statistically that individuals who have participated in philanthropic pageantry have more effective communication skills. Although Figures 3 and 4 do not have significant data for the paired *t*-test due to unequal sample sizing per Little Miss and Junior Miss categories, individual scores remained higher in comparison.

Using the Lickert scale, the average nervousness for DP was higher than P. This essentially means that on average, the girls who do not participate were more nervous. This result is justified by the University of North Georgia's study that established if a person is exposed to an interview process, they will be more at ease the following times due to experience and comfort when knowing what to expect. Since group P has had experience with interviews provided by philanthropic pageantry, the average nerves were significantly less due to the exposure of interviews.

Using the Lickert scale, the average confidence levels for DP were lower, indicating that there was a lack of self-confidence for individuals who do not participate in pageants (McLeod, 2023). A possibility of where this lack of confidence originates is from the feeling of uncertainty and not knowing what to expect. Being unfamiliar with trying new things such as an interview process can be fearful for many due to the unknown factors or possibly being unsure on how to approach questions. Strong mannerisms, efficient elaboration, and effective verbal communication contribute to confidence and feeling prepared going into the interview.

As the majority of P group individuals claimed to be more extroverted, this can justify why the P group's nervousness was lower and why the confidence levels were overall scaled higher. Philanthropic pageantry requires social abilities and the ability to overall socialize with many different individuals throughout their communities (Pageant Planet, 2021). In turn, extroverts can approach situations such as interviews with more confidence because it requires heavy social interaction and conversation. Extroversion is developed more and more when an individual serves a pageant reign over the year because they attend more and more events. These socialization and interactive skills become habitual.

As a result of effective communication differences, the P group overall shows a significant increase in social and communication skills among the overall participants.

## Conclusion

This study intended to find if there is a significant difference in effective communication skills among girls who are involved in philanthropic pageantry versus those who are not involved in philanthropic pageantry. Throughout the statistical analysis of results from a quantitative method utilized, it was determined that overall results were conclusive and philanthropic pageantry can yield experience with effective communication in a positive manner.

## Limitations

Despite the conclusive data based on the statistical analysis, there are limitations present. Figure 4 has uneven distributions of group DP and P. Figure 5 contains 1 individual in DP and 2 in P. This uneven distribution of people for both categories can lead to an insignificant paired *t*-test value and does not show if there is a true difference if the individual scores are not taken into account. Another limitation is the sizing of the sample group. Although 20 participants were present in the round-robin interviews, there are larger philanthropic pageant systems in the United States. This sample size can be justified because of the size of the LCIS pageant system and the fact that it is only made up of 11 small towns in the region of Northern Illinois.

## Implications

As a result of the research, many approaches can be utilized to use philanthropic pageantry's benefits. After the COVID-19 epidemic, thousands of young individuals were enclosed and quarantined in an act of protection from the infectious sickness. A negative impact that originates from this is the missed social interactions that young children miss out on during a crucial time of development and growth. Thousands of young individuals were enclosed and quarantined in an act of protection from the infectious disease (Chiu, 2023). As a solution, philanthropic pageantry can be used as an outlet to gain those social interactions and experiences. For example, if a young girl begins participation in philanthropic pageantry, it is proven that extroversion is a common characteristic in relation to these organizations. Thus, there is a great opportunity and room to grow these social skills that build effective communication.

Almost every job in the United States of America requires an interview to get an understanding of the individual before they are hired and get the job. As a result of the data, the girls who participated in pageantry were provided opportunities to do interviews and are familiar with interview processes. Many individuals do not get their dream jobs due to a lack of social abilities and points that are lost in interview portions. With the constant opportunity to practice interviews through pageants, interviews become less nerve-wracking for individuals familiar with how they are executed.

Another implication to the results of this research is in regard to job interviews. Since philanthropic pageantry heavily weighs the interview portion in an overall score, getting comfortable with an interview process at a young age can help prepare them for a future dream job because they will be familiar with them, which has been proven by the study mentioned previously by the University of North Georgia.

A third implication of this research is employment networking. Due to the social skills necessary for being a titleholder in philanthropic pageantry, as found in the results, there are extroverted tendencies that follow. These extroversion tendencies are often applauded in the working environment due to their social nature which enables them to forge relationships with others and build connections leading to expanded opportunity (Badea, 2023). This skill can be applied in many areas of work and build one's future career.

Another implication of the results of this research is the abundance of community service. According to the Mayo Clinic Health System, volunteering reduces overall stress by increasing positive, relaxed feelings produced by the release of dopamine. Reduced stress further decreases the risks of heart disease, stroke, depression, and any general

illness. A main value and priority of philanthropic pageant systems is community service. Individuals who seek to find more opportunities to give back to their communities gain the benefits of participating in community service.

## Future Research

Future research should be directed towards comparing other groups of individuals who have experience on stage or socializing often. For example, people in theatre, dance, or performance-based activities. Throughout this study, it was found that the girls who had experience with philanthropic pageantry had a higher rate of successful interviews due to how much they had to socialize when being titleholders. Comparing the group of pageant girls to other individuals who do performance-based activities could possibly provide differing results in comparison to the non-participation in the pageantry group in this study. The same round-robin methodology can be used to compare these groupings since performance-based activities are oftentimes done in front of large crowds and are potentially uncomfortable for introverted individuals. By practicing on stage in front of large audiences, can likely help individuals become more comfortable on stage. Another big portion of philanthropic pageantry is public speaking. As this falls under the category of communication, this is a constant practice for girls who participate in philanthropic pageantry. Since it was proven in this study that philanthropic pageantry does improve communication skills and can be used to benefit others, other activities that require the same amount of social interaction should be evaluated as well to create more options for individuals to suit their passions.

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