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Impact of Student Organizations on the Development of Core Competencies

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The Impact of Student Organizations on the Development of Core Competencies

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Purpose

- The purpose of the study is to investigate students' perception of development of core competencies during their experiences at a comprehensive Midwestern university.

- Specifically examining the differences of those involved in student organizations to those not involved.

Introduction

Domains of Core Competencies

Domains of Core Competencies	Derek Bok (2006)	UNESCO (Delors et al., 1996)	OECD/DeSeCo (Rychen & Salganik, 2013)	OECD (European Communities, 2007)
1. Communication	✓	✓	✓	✓
2. Critical Thinking	✓	✓	✓	✓
3. Character Development	✓	✓		✓
4. Citizenship	✓	✓	✓	✓
5. Diversity	✓			
6. Global Understanding	✓	✓	✓	✓
7. Widening of Interest	✓			
8. Career and Vocational Development	✓	✓		
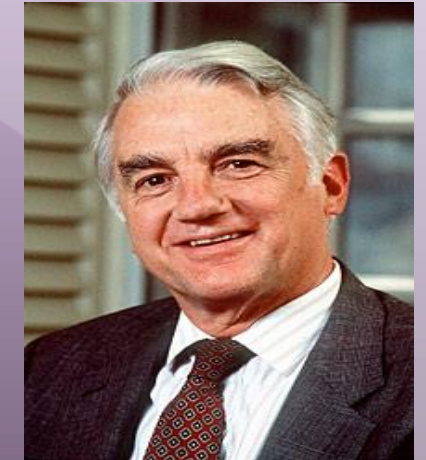
Derek Bok
1930-Present
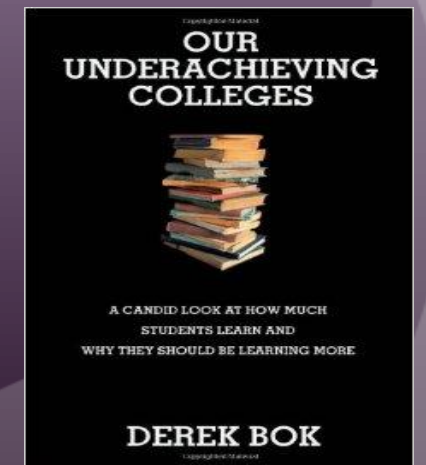
Research Question

Is there a difference in students' perception of development of core competencies comparing

- Participant of student organization vs. non-participant
- Male vs. female
- Participation as a leader vs. a member of student organizations
- Number of semesters
  - ➢ Short term (1-2 semesters)
  - ➢ Moderate (3-4 semesters)
  - ➢ Long term (5+ semesters)

Review of Literature

Bok's Framework

Student Development

Involvement in Student Organizations
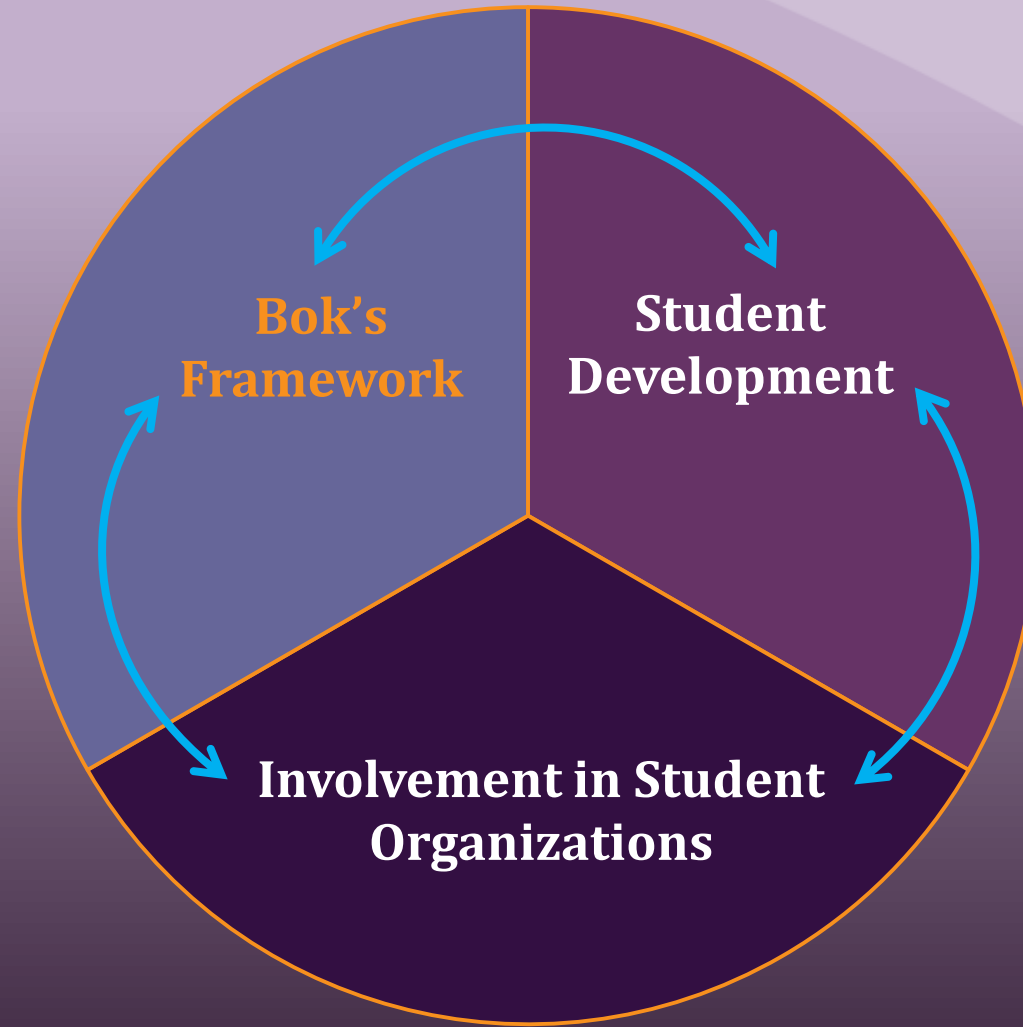
Theoretical and Conceptual Framework

Methodology

Research Design

- Secondary Analysis of Data

- Self reported instrument designed around Bok's Competencies

- Nonparametric study

Participants

- University students who graduated in May and December 2013 from a comprehensive Midwestern university.

- Total number of participants were 540 university students.

Instrumentation

- **Demographic Information**

- **Core Competencies**
  - ➢ 7 – Likert scale
  - ➢ 5 to 8 items per competency

- **Reliability and Validity of the Core Competencies Scale**
  - ➢ Factor Analysis (Construct Validity)
  - ➢ The development and validation of the Core Competencies Scale (CCS) for college and university students (Ruan et al., 2011).

Data Analysis

- **Descriptive statistics**
  - Gender, age and race/ethnicity
  - Classification of respondents
    - Graduate Student
    - Senior

- **Kruskal – Wallis test**
  - Number of semester
    - Short term (1-2 semesters)
    - Moderate (3-4 semesters)
    - Long term (5+ semesters)

- **Mann – Whitney U test**
  - Participant of student organization vs. non-participant
  - Male vs. female
  - Leader vs. member

- **Alpha Level is .05**

Result- Gender & Age

Variable		Respondent (N=540)	
		n	%
Gender	Male	178	33.0
	Female	362	67.0
	Total	540	100.0
Age	20–25 years old	457	84.7
	26–30 years old	41	7.6
	31 and above	42	7.7
	Total	540	100.0

Race & Ethnicity

Variable		Respondent (N=540)	
		n	%
Race/Ethnicity	Hispanic/Latino	5	.9
	White/Caucasian	500	92.6
	Asian/Pacific Islander	12	2.2
	Black/African American	7	1.3
	American Indian/Alaskan Native	2	.4
	Multiracial	6	1.1
	Total	532	98.5
	No response	8	1.5

Educational Level

Variable		Respondent (N=540)	
		n	%
Educational Level	Senior	453	83.9
	Graduate Student	87	16.1
	Total	**540**	**100.0**

Response Rate

Variable	Respondent (N=540)	
	n	%
Student Org. Participants	310	57.5
Non-participants	155	28.75
Total	<u>465</u>	<u>86.25</u>
No response	75	13.75

Student Org. Participant vs. Non-participant

Scale (Core competencies)	Participants		Nonparticipants		
	n	Mean	Mean	df	p
Communication	465	238.21	221.95	464	.222
Critical Thinking	464	235.38	226.35	463	.498
Character Development	461	238.37	215.10	460	.080
Citizenship	462	236.26	221.30	461	.260
Diversity	461	236.44	219.37	460	.198
Global Understanding	458	233.80	220.31	457	.309
Widening of Interests	459	237.87	213.13	458	.062
Career and Vocational Development	461	238.19	212.44	460	.052

Notes: (a) p< .05 is indicated with *; (b) Scale: 7= Extremely High; 6=Very High; 5=High; 4=Middle; 3=Low; 2=Very Low; 1=Extremely Low.

Male vs. Female

		Male	Female		
Scale (Core competencies)	*n*	*Mean*	*Mean*	*df*	*p*
Communication	540	241.69	284.67	539	.003*
Critical Thinking	521	251.76	265.48	520	.329
Character Development	494	226.42	257.79	493	.022*
Citizenship	490	234.57	250.75	489	.234
Diversity	485	216.53	255.67	484	.004*
Global Understanding	470	250.75	234.28	469	.774
Widening of Interests	465	214.66	241.48	464	.045*
Career and Vocational Development	462	204.23	243.97	461	.003*

Notes: (a) p< .05 is indicated with *; (b) Scale: 7= Extremely High; 6=Very High; 5=High; 4=Middle; 3=Low; 2=Very Low; 1=Extremely Low.

Number of Semester

Scale (Core competencies)	n	Short term Mean	Moderate Mean	Long term Mean	df	p
Communication	299	146.63	158.80	145.60	2	.479
Critical Thinking	299	158.63	150.10	147.34	2	.734
Character Development	298	148.51	156.37	145.62	2	.628
Citizenship	298	154.96	153.71	145.29	2	.673
Diversity	298	150.70	160.32	142.55	2	.280
Global Understanding	297	144.83	158.30	144.57	2	.440
Widening of Interests	298	136.66	149.77	153.20	2	.511
Career and Vocational Development	298	130.04	161.67	147.95	2	.113

Notes: (a) Highest mean scores are marked green while the lowest mean scores are marked red; (b) Scale: 7= Extremely High; 6=Very High; 5=High; 4=Middle; 3=Low; 2=Very Low; Extremely Low; (c) Alpha level is .05.

Leader vs. Member

Scale (Core competencies)		Leader	Member		
	n	*Mean*	*Mean*	*df*	*p*
Communication	302	159.80	142.87	301	.092
Critical Thinking	302	156.62	146.17	301	.298
Character Development	301	154.40	147.44	300	.487
Citizenship	301	157.38	144.31	300	.191
Diversity	301	158.72	142.91	300	.113
Global Understanding	300	155.71	145.08	299	.288
Widening of Interests	301	161.12	140.40	300	.038*
Career and Vocational Development	301	155.43	146.36	300	.487

Notes: (a) $p < .05$ is indicated with *; (b) Scale: 7= Extremely High; 6=Very High; 5=High; 4=Middle; 3=Low; 2=Very Low; 1=Extremely Low.

Leader vs. Member cont.

Variables	p
Communication	
Communicate effectively in groups	.026
Character Development	
Act professionally	.024
Citizenship	
Participate in greater community	.003
Diversity	
Understand the importance of diverse groups	.044
Working with diverse groups	.015
Demonstrate cultural competency	.029
Awareness of cultural competency	.016
Global Understanding	
Share personal interest with others	.021
Widening of interests	
Develop future career directions	.007
Hobbies that enhance quality of life	.029

Implications

- Gender strongly influences self-perceived core competencies
  - Males are less likely to perceive themselves as competent

- Diversity implications

- Widening of interests
  - Strong development
  - Less need for improvement

- Student organization have a greater impact on the development of core competencies
  - Difference in mean scores

Recommendations

- Further investigations are needed
  - Gender differences
  - Non-significant result among participants vs. non-participants
- Provision of programs/services to get more students involved
- Development of competencies per student organization for assessment
- Continual study of the outcomes of being involved in student organizations.

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THANK YOU

QUESTIONS