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Developing A Student Development Index: An Evidence from Cambodia

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ABSTRACT

The study aims to develop a measure on students development in the higher educational institutions in Cambodia. The conceptual framework of student development is based on Bandura's self-efficacy and Chickering's seven vectors. Thus, this study focuses on students' identity development, primarily on seven vectors of development, which are to develop competence, emotions, interdependence, and maturity in interpersonal relationship, self-identity, purpose, and integrity. A quantitative survey approach is employed in this study among university students in the Phnom Penh, Cambodia. 387 usable responses are valid to be analysed. The sampling frame is from university's database provided by the Academic Department 2013. The findings shows there are positive relationships between self-efficacy and Chickering's seven vectors. Self-efficacy is also positively correlated with student satisfaction and institutional image. However, we found there are negative relationships between demographic profiles and Chickering's seven vectors. It implies that most Cambodian students are very independent and self-sustain in developing their development. This study contributes to both of theoretical and practical implications on the university's student development in Cambodia.

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INTRODUCTION

Defining Self-Efficacy:

The most prevailing definition of self-efficacy is the belief in a person's ability or potential to reach a goal or bring about a successful conclusion. Self-efficacy as a belief influences some of the components that foretell motivation. Bandura (1982) posits that self-efficacy is a self-ruling of one's capacity to successfully complete an assignment or task within a particular terrain. Nevertheless, a higher level of self-efficacy in one terrain does not promise hovering efficiency in another. An elevated level of self-efficacy will certainly induce performance and exceptional performance will in turn increase a person's self-efficacy in. Appelbaum and Hare (1996) also put forward the idea that self-efficacy alludes to "people's beliefs about their ability to hold the reins over their own position of performing and over circumstances that impact their lives". Self-efficacy beliefs are believed to be the consequence of a series of actions. These actions include giving thought to harmonizing and taking into account information about one's competencies which in turn helps to create a balance in the decisions people arrive at and the measure of commitment they put into an undertaking. Self-efficacy evaluations change over the course of time on the premise of cutting edge information and experiences. Consequently, self-efficacy is an evolving concept.

Chickering's Seven Vectors (1969):

Chickering's Vectors are well known and often referred to and utilized by student affairs professionals on both micro and macro levels. Consider for example working individually with a student who is distraught over the death of a close friend from home (vector two), or a student struggling to establish her identity as a young adult (vector five) or a student grappling with a moral or ethical dilemma (vector seven).

Chickering's theory implies fluid motion of development, and no two individuals will work through the vectors exactly the same as his or her peers (Chickering, et. al., 1993).

The vectors are:

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1. Developing competence
2. Managing emotions
3. Moving through autonomy toward independence
4. Developing mature interpersonal relationships
5. Establishing identity
6. Developing purpose
7. Developing integrity

Research Method:

Mainly, survey questionnaire is developed based on the literature review on the key facets of student development practices and from the direct observation and literature analysis.

Descriptive Analysis:

Out of 427 sets of questionnaires collected, 40 sets of questionnaires were incomplete due to missing data. Thus, it left 387 sets of completed questionnaires. 99.5% of the respondents are Cambodian and 0.5% are Vietnamese. 96.1% of the respondents are from public institutions whereas 3.9% are from private college. There are 40.1% male and 59.9% of female involved in this survey. Majority of the respondents fall in the age of 21 – 23 years old followed by 17 – 20 years old and 24 – 26 years old. 81.1% of the respondents preferred to use English language, 12.1% preferred using Khmer language, followed by Mandarin language 6.7%. 57.6% of the respondents obtained bachelor degree, 28.9% obtained high school qualification and the rest are from master's degree, diploma and PhD. Majority of the respondents yield income less than RM10 000.

Data Analysis:

Data analysis was conducted on two stages. First stage involved with descriptive analysis to provide general description on the characteristic of respondents. The internal consistency method using Cronbach's alpha was calculated to confirm the reliability of each construct. SPSS version 21 was employed to analyze the data. In the second stage of analysis, 'family social support' was tested its relationships with self efficacy, 10 hypotheses using self efficacy as independent variables whereas the dependant variables (outcomes) are namely developing competence, managing emotion, moving through autonomy towards independence, developing interpersonal relationship, developing purpose, developing integrity, communicating effectively, managing problem solving student satisfaction and university image.

Results:

Several items were removed from further examination due to its low reliability. In particular, one item "I usually spend time with my family members" from family social support and one item "I have developed interpersonal competence" from developing competence were deleted during reliability analysis. One item "I have developed a sense of awareness" from managing emotion was dropped from further analysis. "I rarely depend on my classmate for approval/suggestion of class assignment" was removed from moving through autonomy towards independence. One item "I can interact socially in a variety of situation" from communicating effectively and one item "I am able to think creatively to solve problems" were deleted due to low reliability.

Reliability Test:

Cronbach's coefficient alpha was used in this research due to its popularity in studies. The reliability test for the variables showed excellent reliability with a coefficient alpha of above 0.7, which is the cut-off point of reliability suggested for theory testing by Nunnally (1978). However, caution must be practiced when interpreting the result related to family social support, self-efficacy, developing competence and managing emotion as these variables showed coefficient alpha of 0.65, 0.67, 0.64, and 0.68 respectively. The rest of the variables ranges from 0.74 to 0.84 were acceptable for use in further analysis.

Hypothesis Testing:**H1: There is a positive relationship between self efficacy and developing competence:**

From Table 2, self efficacy has a positive and significant influence on developing competence at significant level of $p < 0.01$. The R square obtained is 0.25 indicating that 25% of the total variance in developing competence can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 1: Cronbach alpha.

Construct	Cronbach Alpha
Family social support	0.65
Self efficacy	0.76
Developing Competence	0.64
Managing emotion	0.68
Moving through autonomy towards independence	0.74
Developing interpersonal relationship	0.79
Developing purpose	0.80
Developing integrity	0.74
Communicating effectively	0.77
Problem Solving	0.77
Student satisfaction	0.84
Institution image	0.78

Table 2: The Influence of Self efficacy on managing competence.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	1.69				
Self efficacy	0.53	0.50	11.34	0.00	1.00
R=0.5 R Square = 0.25 Adjusted R Square= 0.248					

H2: There is a positive relationship between self efficacy and managing emotion:

From Table 3, self efficacy has a positive and significant influence on managing emotion at significant level of $p < 0.05$. The R square obtained is 0.12 indicating that 12% of the total variance in managing emotion can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 3: The Influence of Self efficacy on managing emotion.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	2.35				
Self efficacy	0.40	0.34	7.06	0.00	1.00
R=0.34 R Square = 0.12 Adjusted R Square= 0.11					

H3: There is a positive relationship between self efficacy and moving through autonomy towards independence:

From Table 4, self efficacy has a positive and significant influence on moving through autonomy towards independence significant level of $p < 0.01$. The R square obtained is 0.44 indicating that 44% of the total variance in moving through autonomy towards independence can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 4: The Influence of Self efficacy on moving through autonomy towards independence.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	1.97				
Self efficacy	0.52	0.44	9.52	0.00	1.00
R=0.44 R Square = 0.19 Adjusted R Square= 0.19					

H4: There is a positive relationship between self efficacy and developing interpersonal relationship:

From Table 5, self efficacy has a positive and significant influence on developing interpersonal relationship at the significant level of $p < 0.05$. The R square obtained is 0.16 indicating that 16% of the total variance in developing interpersonal relationship can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 5: The Influence of Self efficacy on developing interpersonal relationship.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	2.45				
Self efficacy	0.42	0.39	8.51	0.00	1.00
R=0.40 R Square = 0.16 Adjusted R Square= 0.16					

H5: There is a positive relationship between self efficacy and developing purpose:

From Table 6, self efficacy has a positive and significant influence on establishing identity at the significant level of $p < 0.05$. The R square obtained is 0.28 indicating that 28% of the total variance in developing purpose can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 6: The Influence of Self efficacy on establishing identity.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	1.79				
Self efficacy	0.59	0.53	12.36	0.00	1.00
R=0.53 R Square = 0.28 Adjusted R Square= 0.28					

H6: There is a positive relationship between self efficacy and developing integrity:

From Table 7, self efficacy has a positive and significant influence on developing integrity at the significant level of $p < 0.05$. The R square obtained is 0.22 indicating that 22% of the total variance in developing integrity can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 7: The Influence of Self efficacy on developing integrity.

Independent Variables	Unstandardized Beta	Standardized Beta	t	Sig. (p.value)	VIF
Constant	12.13				
Self efficacy	0.49	0.47	10.4	0.00	1.00
R=0.47 R Square = 0.22 Adjusted R Square= 0.22					

Discussion:

This study provides a useful insight of analyzing the development of Universities Student Development Index among the World Third Countries and the implementation and practices among these countries, as it would be able for them to create a standard benchmarking. It will ensure that these Universities would be able to provide sufficient and relevant Student Development Index in Cambodia.

In addition, the finding from the study will shed information on the relevance and usefulness the Student Development Index in terms of promoting and practicing, how the student turn respond and interact with the implementation of their Universities Student Development Programs such as Starting School, Finishing School, Entrepreneurship program to name a few, and how those programs can give an impact on students' efficacy. In this study, we found there are negative relationships between demographic profiles and Chickering's seven vectors. It implies that most Cambodian students are very independent and self-sustain in developing their development.

Indeed, this is among the first study to develop the Student Development Index in Cambodia. Thus, this study is so essential and beneficial to the development and improvement of programs performances itself, as well as to enhance the efficiency of the Third World Countries of University Student Development Programs' mechanism and framework. This study is able to provide solutions and enrichment of knowledge in terms of implementation and enforcement strategies of University Student Development Programs for the government and related authorities. The findings from this research perhaps would be able to address the problems and challenges of the Universities Student Development Programmes in this country towards the new globalization era, and enable to help the authorities to reconstruct or restructure the best mechanism and practices.

Conclusion:

The employability and the marketability among the Cambodian graduates have become a major concern in the country. Initiatives taken by many universities through the Department of Student Services Professional by having linkages with industries have lessen the alarming scenario. Through this linkages, the Student Services Professional in each university could update all the skills needed by the job market and nurture those soft skills to their students prior to their graduation. It is hope the the continuous effort by Student Service Professional from each university will help Cambodian graduates to be more competitive not only on the local market but also on the international market. Indeed, the Cambodian university should have a strategic collaboration with other Asian country like Malaysia, Vietnam, Thailand and Singapore to improve Student Development practices in Asia.

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