

**NEW HORIZONS OF EDUCATION –ARTHUR CHICKERING’S SEVEN VECTORS MODEL AT BSSS  
COLLEGE, INDIA**

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**“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.” -- John Dewey**

**EXECUTIVE SUMMARY**

The education has laid down new standards for quality as the students have set their expectations from higher education to a higher level. Educators and policy makers are struggling to meet the required standards of quality education. Quantitative satisfaction surveys are often used, where HEI students rate the questionnaire items using Likert scale formats to express their perceived satisfaction. This paper describes the quality education model of BSSS College, a very renowned private college of central India reaccredited with “A” grade by National Assessment and Accreditation Council in the third Cycle accreditation. The authors tried to fit the Arthur Chickering’s Seven Vectors education model in the teaching learning practice at BSSS. This paper explains BSSS’s effort in developing integrity through social outreach programme and the impact of the social outreach experiences on the subsequent development of attitudes toward volunteering as well as the behavioral intention to volunteer and satisfaction with the volunteer experience.(Pillai Smitha,2011) Volunteer function inventory (Clary, 2000), as well as a number of self-administered questions, was used to measure the behavioral intention of the students to volunteering services and their satisfaction level. Also, an effort has been made to identify the effectiveness and place of volunteer work on new horizons of education. This paper integrates Arthur Chickering’s Seven Vectors Model and the teaching-learning techniques of BSSS College. A lot of literature and authors have attempted to define and measure the quality education in Higher Education but it is not easy to arrive at a single conclusion. The issue is still debatable because every author has his own thought process and research gaps.

***KEYWORDS: Quality Education, Integrity, Social Outreach Programme, Chickering’s Seven Vectors Model***

## **BACKGROUND OF THE STUDY**

A rapid change in the approach to Higher Education made the authors come out with a workable, holistic model to produce graduates who can make a positive contribution to the society. The present changes in approach of higher education (***Globalization of Higher Education***) in India in the recent past (2011-2016) are divided into 3 phases and are explained below;

### ***Phase I: 2011-2013***

1. All round development of students : More emphasis on personality development
2. Boosting Employability of Students : Industry training, introduction of compulsory internship programmes in each course

### ***Phase II: 2013-2015***

1. High priority to industry-academia interface
2. Introduction of vocational courses(BVOC to overcome challenges of existing degree courses)

### ***Phase III: Since 2015***

1. Concerns over holistic development of a child
2. Concerns over losing values in the graduates
3. Meeting the Increased personal, financial and intellectual needs of students
4. Identifying the gap among Imparting education-Imbibing of education & Living educated

## **Student Development Theories- A base for bridging the Gap among Imparting education, Imbibing of education & Living educated**

It's true that the educators' role has shifted to another level, that is, to focus more on what today students' value most. For producing graduates who can make a positive contribution to the society, life skills and a sense of personal responsibility are equally important. Student development theories help us to understand the pulse of each student and thus help us account for the progress and requirements of special population. The major schools of Student Development theories are;

- Cognitive & Moral Development Theories
- Typology Theories
- Learning and Adult Development Theories
- Psychological Theories &
- Person-Environment Theories.

## **REVIEW OF LITERATURE**

Volunteering as one of the modes of engagement is supposedly inclusive, integrating, and open to the general public (WHO, 2003). According to an empirical literature on factors influencing volunteering, gender and the level of education are one of the most unswerving predictors for

volunteer engagement (Wilson 2000: 219). Thus, people with higher education are more likely to volunteer, and men are more likely to volunteer than women (Wilson 2000: 219). In order to disentangle the effect of gender, level of education and other factors (employment status, the marital status or the number of children), the paper aims to investigate the determinants of volunteering apart from these two distinguishing categories. Howard et al. (2003) reported that in 2002, three hundred teacher education students, placed with over 140 agencies, each completed 80 hours of community work within the outreach program, totalling 24,000 hours of volunteer work. This fact points to the substantial impact that can be made when community engagement is carried out on the foundation of genuine, mutually beneficial partnerships. An extensive literature review has been done to identify various Dynamics of Service Quality Magnitude in Higher Education and the literature which the authors felt is related to the present study. These are presented below.

<b>Researchers</b>	<b>Dynamics of Service Quality Magnitude in HE</b>
Gronroos (1988)	Professionalism and skill, Attitudes and behavior, Access, and flexibility, Reliability and trustworthiness, Recovery, Reputation and credibility
Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1994)	Tangibles, Reliability, Responsiveness, Assurance & Empathy which popularly are known as Service Quality Model (SERVQUAL)
Cronin and Taylor, 1992	Tangibles, Performance Only, Service, Reliability, Quality Performance Model, Responsiveness (SERVPERF), Assurance, Empathy
Carney (1994)	Qualification of Students (Academic), Student Qualities (Personal), Faculty-Student Interaction, Quality Instruction (Faculty), Variety of Courses, Academic Reputation, Strength of Class, Preparation for Career, Sporty Programs, Student Activities (Social Life), Community Service, Facilities and Equipment, Location, Physical Appearance (Campus), On Campus Residence, Friendly and Caring Atmosphere, Religious Atmosphere, Safe Campus and Cost/Financial Aid
Samuel K. Ho, Katrina Wearn, (1996)	He has identified Leadership, Commitment, Total customer satisfaction, Total involvement, Training education, Ownership of problem, Reward and recognition, Error prevention and Teamwork
Firdaus Abdullah (2006)	Came out with Higher Education Performance Model (HEdPERF) Academic aspect, Non-academic aspect- Reputation, Access, Programme issue, Understanding
Voon (2006)	Suggested a Service driven market variables orientation model (SERVMO) with the following variables- Customer Orientation, Competitor Orientation, Inter-Functional Orientation, Performance Orientation, Employee Orientation, Long term Orientation
Landrum et. al. (2008)	Service Quality, Information Quality, System Quality, Users Involvement

Based on the analysis of these factors, an institution can prioritize its service processes accordingly. The resources distribution of the institution can be done in an effective way to get the best results.

#### A Bird's eye view of Indian Higher Education

Universities	<b>760</b>
Colleges	<b>38498</b>
Stand-alone Institutions	<b>12276</b>
Private Universities	261
Universities located in rural area	293
Universities exclusively for women	11

(Source: MHRD, AISHE Final Report 2014-15)

A total of 58% colleges are located in rural area of which 10.7% are exclusively for women. Only 1.7% runs PhD programmes, 33% colleges run post graduate programs. In India 19.1% colleges have enrolment less than 100 pupils and only 4.4% colleges are have enrolment of more than 3000.

Total enrolment in higher education has been estimated to be 34.2 million with 18.5 million boys and 15.7 million girls. Girls constitute 45.5% of the total enrolment. Gross Enrolment Ratio (GER) in Higher Education in India is 24.3%, which is calculated for 18-23 years age group. GER for male population is 25.3% and for females, it is 23.2%. For Scheduled Castes, it is 19.1% and for Scheduled Tribes, it is 13.7% as compared to the National GER of 24.3%.

Distance enrolment constitutes about 11.14% of the total enrolment in higher education, of which 46% are female students. About 79.4% of the students are enrolled in Undergraduate level programmes 1,17,301 students are enrolled in PhD, that is less than 0.34% of the total student enrolment.

#### **Arthur Chickering's Seven Vectors (1969; Linda Reisser in 1993)**

Arthur Chickering has introduced "Vectors" as a series of developmental tasks both having direction and magnitude. The seven vectors identifies by Arthur are as follows;

1. Developing competence
2. Managing emotions
3. Moving through autonomy towards independence
4. Developing mature interpersonal relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

People work concurrently many a times but each phase is the central focus at any given time. It implies fluid motion of development. Developmental tasks are skills competencies that are mastered and acquired by an individual as he/she gains increasing mastery over their environment. Out of all these, the 7<sup>th</sup> vector is gaining popularity (mentioned in Phase III) in today's society due to the multiplying unhealthy environment.

### **BSSS IN DEVELOPING INTEGRITY AMONG THE STUDENTS**

The Bhopal School of Social Sciences is an autonomous college under Barkatullah University reaccredited with the then highest grade 'A' by NAAC in 2012 and the third accreditation is due in March, 2017. It is one of the top private colleges in the Country with many undergraduate & post graduate courses in Humanities & social Sciences.

We would like to present the BSSS's effort in bringing overall holistic development of a student in Higher Education which can go well with the student development theory **Arthur Chickering's 7 Vectors**.

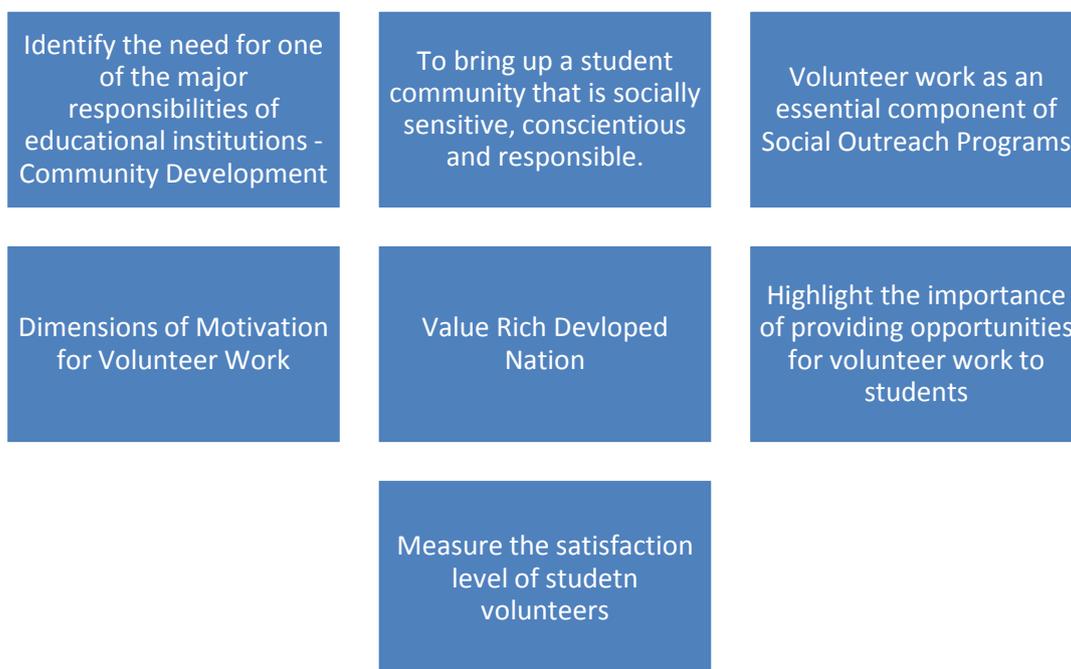
BSSS emphasizes on "Leave a legacy of learning". Education in BSSS is an extremely moving experience. (Opinion survey 2009) It allows a unique insight into local cultures and the chance to give a profound gift to those less fortunate that can drastically alter their future. We have planned to undertake many projects in the coming years. All departments compulsorily take care of at least one such project. Our mission on the project "Teaching and community development" not only educates and support vulnerable children but also uplifts the community by providing needed assistance to the underfunded and understaffed education system in the local town of Bhopal. Also, we have projects like teaching the underprivileged, HIV/ AIDS Counselors Training, Geriatrics etc. undertaken by the Department of Social Work. Under the same Department we have Project funded by International Funding Agency "Global Fund to Fight against HIV/AIDS, Tuberculosis and Malaria" GFATM R-7 focusing on HIV/AIDS Counselors in MPSACs & CGSACs. Additionally, The UNFPA and the Family Planning Association of India have worked with the Department of Humanities.

#### **Application of Arthur Chickering's Seven Vectors at BSSS;**

- 1. Developing Competence:** Incubation Cell, Certificate course in Global Calibration, Entrepreneurship Development Cell, Placement Cell trainings, Leadership Development and Intramurals
- 2. Managing Emotions:** Code of Conduct Board at the campus, Counseling cell, Class Counselors for each class, Discipline committee, Expert talks.
- 3. Autonomy to independence :** Right to select certificate course of their choice after attending the classes, Internship as per their career choice, Students Quality Assurance Cell

4. **Developing Mature Interpersonal Relationship:** Educational Tours (National as well as International), Students representation in statutory bodies, Global Calibration Course, Students club, Student- teacher interactions, hosting students of other countries.
5. **Establishing identity :** Co-curricular and Cultural Activities, Campus involvement, Peer learning, Peer group activities
6. **Developing Purpose;** - Training through placement cell based on their career objective
7. **Developing Integrity:** - Social outreach programs to develop sensitivity towards underprivileged and other community services

**Developing Integrity - Social Outreach Programme Model at BSSS**



**BSSS Social Outreach Volunteers’ Satisfaction**

In order to measure the satisfaction level of the student volunteers of BSSS College and to know the motivational factors which influence volunteering of male and female students from different educational background, a study has conducted. Through this study the researchers tried to suggest a new dimension for existing education models to widen the horizons of education.

**METHODOLOGY**

**INSTRUMENTATION**

The instrument incorporated questions that addressed the ten dimensions which consist of forty four reasons that one might have for volunteering. The participants were asked to indicate on a five point scale, the extent to which they agree or disagree with each reason as it applies to them. For each individual the scores are calculated that correspond to the ten different motivations to volunteer that are assessed by this inventory. The highest score reflects the motivation of greatest

importance to the participant while the lowest score reflects the motivation of least concern. Through the scale scores the volunteer in charge can easily identify and rank order what are the most important motivation for that particular volunteer. Analysis of these discussions provided rich descriptions of student interests and concerns towards volunteering.

### DEMOGRAPHICS OF PARTICIPANTS

Of the 50 participants (Random Sampling) 29 were male and 21 were female. The participants ranged from 18-22 years. While over half of the students had 20 credit hours or more (62%), the study involved students from each academic classification (freshmen through seniors). Only a few students (27%) had participated in at least one volunteer activity prior to this project. The participants include students from Commerce, Management, Computers and Bachelor of Arts.

### DATA ANALYSIS

							Total	No of questions answered	Average Score
Va	1	11	20	29	38		1238	5	247.6
Rn	2	12	21	30	39		1234	5	246.8
Si	3	13	22	31			894	4	223.5
Rp	4				40		403	2	201.5
Rc	5	14	23	32			632	4	158
Se	6	15	24	33	41		1113	5	222.6
So	7	16	25	34	42		929	5	185.8
Cd	8	17	26	35			843	4	210.75
Un	9	18	27	36	43		1191	5	238.2
Pr	10	19	28	37	44		900	5	180

### Correlations

	reactivity	self esteem	social	Protective
values	-.293(*)	.080	.020	-.374(**)
recognition	-.051	-.108	.047	.081
Social Interaction	-.018	-.050	-.298(*)	-.029
reciprocity	.110	-.016	-.020	-.044
reactivity	1	-.028	-.023	.574(**)

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

## RESULTS AND DISCUSSIONS

From the statistical analysis it has been found that **Values (Va)** scored high (1238) with a mean score of 247.6 as compared to other dimensions of motivation. Values describes the situation where a volunteer is motivated by the prospect of being able to act on firmly held beliefs that it is important for one to help others. High scores on this scale suggest that a volunteer is motivated to help others just for the sake of helping. **Recognition (Rn)** has identified as the second motivator for the students to volunteer their services which describes a situation where a volunteer enjoys the recognition that volunteering gives them. They enjoy their skills and contributions being recognized, and this is what motivates them to volunteer. High scores indicate a strong desire for formal recognition for their work, whereas low scores indicate a lesser level of interest in formal recognition for their volunteering work.

A total score of 894 with a mean score 223.5 for the motivational factor **social interaction (Si)** describes that the volunteers particularly enjoy the social atmosphere of volunteering. They enjoy the opportunity to build social networks and interact with other people. High scores indicate a strong desire to meet new people and make friends through volunteering. It has been found from the total score of **Self Esteem (Se)** (1113) that they seek to improve their own self-esteem or feelings of self-worth through their volunteering. The high scores indicate that the volunteers are motivated by the prospect of feeling better about themselves through volunteering. The mean score for self-esteem stood at 222.6.

The result further explains that the volunteers have a strong desire to learn from their volunteering experiences. Also it shows the volunteers interest in improving their understanding of themselves, or the people they are assisting and or/ the organization for which they are a volunteer. The total score of **understanding (Un)** is 1191 with a mean score of 238.2. **Career development (Cd)** as a motivational dimension showed a total score of 843 with mean score 210.75 which further describes that majority of the volunteers have a strong desire to gain experience valuable for future employment prospects and to make connections. It further describes the situation where they are motivated to volunteer by the prospect of gaining experience and skills in the field that may eventually be beneficial in assisting them to find employment.

A mean score of 201.5 for **Reciprocity (Rp)** describes that the volunteers enjoy volunteering and view it as a very equal exchange. The volunteer has a strong understanding of the 'higher good'. High scores on this scale indicate that the volunteer is motivated by the prospect that their volunteering work will bring about good things later on. Low scores indicate that the prospect of their volunteering work bringing about good things later on is not as important to them.

**Social (So)** – Describes a situation where a volunteer seeks to conform to normative influences of significant others (e.g. friends or family). High scores (185.8) on this scale indicate that the volunteer may be volunteering because they have many friends or family members who also volunteer, and they wish to ‘follow suit’.

**Reactivity(Re)** scored less(mean score 158 only) which clarifies that our volunteers volunteer not because they need to heal or address their own past issues but with motive of being able to act on firmly held beliefs that it is important for one to help others. Thus there was little need for the volunteers to address their past issues through volunteering. A low mean score on **protective** also clearly states that they are not using volunteering as a means to avoid feelings negatively towards themselves.

The multiple correlation analysis shows a very significant negative correlation between the motivational dimensions “Values and Reactivity” (-0.293), “Social interaction and Social” (-0.298) at 5% significance level. The motivational factor values scored very high whereas reactivity scored very less stating they do not have any motto of healing their own past issues through volunteering. Instead they volunteer because of the reason that they are motivated by the prospect of being able to act on firmly held beliefs that it is important for one to help others. Values and Protective shows a very significant negative correlation when we consider the score obtained for the volunteers of BSSS ie. -0.374 at 1% significance level where as reactivity and protective shows a moderate significant positive correlation between the two.

**LINEAR REGRESSION RESULT**

Dependent	Method	R-square	d.f	F	Sig F	b0	b1
Satisfaction	linear	.500	48	38.080	.000	3.005	0.926

(Dependent variable Satisfaction and Independent variable Gender)

Simple regression output shows that there is a significant linear relationship between male and females on volunteer satisfaction. The R Square value for the linear equation indicates that gender explains 50% of the satisfaction score. Under Significance of F, the .000 for linear equation indicates that the trend is statistically significant (p<.001).

Levene’s test for equality of variances indicates variance for male and female differ significantly from each other (p=0.035<.05). But the independent sample t-test analysis indicates 29 males have a mean score of 24.76 on value option and the 21 females had the same mean score i.e. 24.76. So we can state that mean scores didn’t differ significantly at the p<0.05. Coefficient alpha was used to determine the reliability of the instrument (0.76). The reliability coefficients of 0.70 or higher are acceptable for research purpose.

## **CONCLUSION AND IMPLICATIONS**

This study found that the students of BSSS volunteer because of altruistic or humanitarian motives. In an effort to keep our volunteers satisfied and to increase retention, we are continually trying to find symbolic rewards that increase volunteer commitment and have a favorable impact of performance. Our symbolic reward includes prizes, certificates (mentions the hours contributed for volunteering), appreciation and meetings to encourage. This study found that the young volunteers are motivated by the feature “Values”, which are prospect of being able to act on firmly held beliefs that it is important for one to help others. They have the vision of dream nation with oneness which is a beautiful sign of success and development of our nation. From the study it is very much evident that even when westernization crept into our culture still we uphold our moral values.

According to the former President of India, **Dr. A.P.J Abdul Kalam**, “Friends, India today has a mission of transforming itself into a developed nation with value system. This is a great challenge. This can be achieved through our youth power. Youth has got the power of ideas, ambition, enthusiasm and ability. This resource of the youth is an important building block for transforming India into a developed nation.”

If our Higher Education can develop, retain and promote this culture the great vision of our former President, Dr A.P.J Abdul Kalam can be fulfilled. Higher education must keep “Service learning and Community Development” as an integral part of our course curriculum, allowing students to apply what they learn in class to the real world. Quality parameters must be defined properly and each and every educational institution should be asked to operate accordingly. On the basis of fulfillment of quality parameters (QP) the quality index (QI) should be calculated.

**QI=No of QP Fulfilled / Total No. of QP**

Our findings demonstrate that students volunteer in various activities for different reasons. A practical implication would be to tap into the different types of volunteering and offer student’s short-term as well as long-term volunteering opportunities. Based on this study, we suggest that educational institutions and student groups encourage occasional volunteering by offering one-off group volunteering options and utilize social networks such as Facebook, Whatsapp and college activity clubs to enhance occasional volunteers. Regular volunteers should be recognized for their ongoing contribution to the community. Finally, to recruit new volunteers among people who do not currently volunteer, educational institutions should endeavour to tie volunteering into career opportunities and highlight its instrumental benefits.

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