Who are the Civic Engagers?
Psychological, Academic, and Community Level Correlates

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Agenda
- Introduction and literature review
- Purpose of the study
- University characteristics
- Methods
- Participant demographics
- Results
- Discussion
- References

Introduction
- Civic engagement among college students found in two forms:
  - Participation in service based learning courses
  - Student initiated volunteer work (community service)

- In 2006 in the United States, 30.2% of all college students volunteered in a community service activity (Dote, Cramer, Ditez, & Grimm, 2006).
Benefits Associated with Civic Engagement

- Increased commitment to civic engagement and social responsibility (Primavera, 1999; Ngai, 2006; Taylor & Pancer, 2007).
- Lower rates of depression (Musick & Wilson, 2003; Mellor, Hayashi, Firth, Stokes, Chambers, & Cummins, 2008).
- Increased sense of well-being (Piliavin & Siegel, 2007).

Purpose of the Study

- Examine college student civic engagement outside of a western context
- Create comprehensive profile of student civic engagement at the university
- Correlates of civic engagement as related to socio-demographics, university affiliation, and psychological wellbeing
- Provide the university with information on current student involvement and recommendations on how to increase student civic engagement

University Characteristics

- Accredited American university
- Located in Cairo, Egypt
- Liberal arts focus
- 5,055 Undergraduate; 1,148 Graduate
- Over 30 Undergraduate majors and 15 Graduate programs offered through 6 schools
Civic Engagement Opportunities at the University

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Institution/Program</th>
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</thead>
<tbody>
<tr>
<td>Top-down administrative initiatives</td>
<td>University mission</td>
</tr>
<tr>
<td>Centralized administrative-academic units</td>
<td>John D. Gerhart Center for Civic Engagement and Philanthropy</td>
</tr>
<tr>
<td>Faculty professional services</td>
<td>Research centers</td>
</tr>
<tr>
<td>Student volunteer initiatives</td>
<td>Student service clubs</td>
</tr>
<tr>
<td>Economic and political outreach</td>
<td>LEAD program</td>
</tr>
<tr>
<td>Service-learning classes</td>
<td>Community based learning</td>
</tr>
<tr>
<td>Cooperative extension</td>
<td>Desert Development Center</td>
</tr>
<tr>
<td>Clinical and pre-professional programs</td>
<td>MA Community and Counseling Psy, Center for Migration &amp; Refugee Studies</td>
</tr>
</tbody>
</table>

Methods

- Component of a larger study examining impact of moving university to a new campus, outside of Cairo
- A questionnaire was made available online and in paper form
  - End of Spring and Summer 2008
- Convenience sampling of students
  - Ages 16 and above
- Data analysis
  - Descriptive statistics
  - Independent sample t-test, Chi square, Pearson’s correlation

Variables and Measures

<table>
<thead>
<tr>
<th>Variable</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant characteristics: Gender, age, nationality, class, language, high school location &amp; type of diploma, etc.</td>
<td>Socio-demographic questions</td>
</tr>
<tr>
<td>Affiliation with the university</td>
<td>Modified version of the Organizational Identification Questionnaire (Cheney, 1982)</td>
</tr>
<tr>
<td>Feelings about moving to a new university campus</td>
<td>Modified version of the Anticipatory Grief Scale (Theut, et. al, 1991)</td>
</tr>
<tr>
<td>Psychological Wellbeing</td>
<td>Depression Anxiety Stress Scales (DASS 21) (Lovibond &amp; Lovibond, 1995)</td>
</tr>
</tbody>
</table>
Overall Sample Participants

Demographics—Overall Participants
  - 641 undergraduate & graduate student participants
    - Freshmen 11.9%; Sophomores 18.3%; Juniors 23.2%; Seniors 23.7%; Graduate students 18.7%
  - 64.9% Female
  - Average age 21.7 (SD= 5.4)
  - 72.5% Muslim
  - 66.7% Egyptian
  - High School
    - Degree Type: 32.9% Egyptian National Certificate; 23.1% British Secondary; 33.7% American Diploma
    - Location: 63.7% Greater Cairo; 3.1% Alexandria; 7.8% other governorate; 25.1% other country

Overall Participant Civic Engagement
  - 19% are involved in university community service organizations and clubs
  - 49.9% between 1 and 150 hours per month of community service activities outside university, with an average of 7.81 (SD= 20.7)
  - 40% report taking a CBL course over the past semester
Civically Engaged Participants

Students involved in community service clubs at the University

Demographics—Civic Engagers

- 122 undergraduate & graduate student participants
  - Freshmen 11.5%; Sophomore 18.0%; Junior 32.8%; Senior 22.1%; Graduate 11.5%
- 77.0% Female
- Average age 20.4 (SD= 2.4)
- 86.1% Muslim
- 82.8% Egyptian
- High School
  - Degree Type: 43.2% Egyptian National Certificate; 29.7% British Secondary; 20.3% American Diploma
  - Location : 59.0% Greater Cairo; 5.7% Alexandria; 17.2% other governorate; 18.6% other country

Results-Factors Associated with Involvement in Civic Engagement at the University

<table>
<thead>
<tr>
<th></th>
<th>X² (df) / t (df)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>X² = 9.79 (1)</td>
<td>.002</td>
</tr>
<tr>
<td>Graduated with Egyptian National Certificate or British Secondary</td>
<td>X² = 13.17 (2)</td>
<td>.001</td>
</tr>
<tr>
<td>HS in governorate outside of greater Cairo</td>
<td>X² = 23.89 (3)</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Speak Arabic when socializing</td>
<td>X² = 9.05 (2)</td>
<td>.01</td>
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</tbody>
</table>
Results - Relationship Between Civic Engagement and University Affiliation

<table>
<thead>
<tr>
<th></th>
<th>$X^2$ (Df)</th>
<th>t (Df)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher affiliation with university</td>
<td></td>
<td>$t = -4.71$ (549)</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>More likely involved in other clubs on Campus</td>
<td></td>
<td>$t = -6.28$ (329)</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Higher anticipatory grief related to move to the new campus</td>
<td></td>
<td>$t = -3.70$ (524)</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>GPA</td>
<td>Not significant</td>
<td></td>
<td></td>
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Results - Relationship Between Civic Engagement and Psychological Wellbeing

<table>
<thead>
<tr>
<th></th>
<th>$X^2$ (Df)</th>
<th>t (Df)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td></td>
<td>$t = -2.67$ (564)</td>
<td>.008</td>
</tr>
<tr>
<td>Stress</td>
<td></td>
<td>Not significant</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td>Not significant</td>
<td></td>
</tr>
</tbody>
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Discussion - What Do the Results Tell Us?

- Results provide a glimpse into student civic engagement in a non-western context
  - Some results were consistent with previous literature
  - Some results were also not consistent or hadn’t been previously discussed in literature
- Students more likely to be involved in community service clubs at this university if:
  - They are female
  - Graduated with an Egyptian National Secondary certificate or British Secondary
  - Attended high school in Egypt but outside of Cairo
  - Speak more Arabic when socializing
  - They feel a greater connection to the university
Discussion—Recommendations, Limitations, and Future Research

Our results can be used to identify ways to increase student civic engagement at this university and others.

Limitations

- Sample
- Look at other students doing volunteer community service work outside of the university with similar variables
- Other important factors we didn’t explore: culture, family and religion

Future research is needed in both western and non-western contexts.

References


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