

調査報告

Shortened Version of the Extracurricular Student Growth Perception Scale (SSG-25) : Development of the Scale and Verification of its Reliability and Validity

YAMANO Yoichi*, KAYANE Mio**, MATSUMOTO Sayaka***,
UEMURA Masashi****, NONAKA Miyuki****, SHIKI Arisa****,
KIHARA Hiroko****, FUKAYA Mami****, ISHIDA Akina****,
WATANABE Aiko****, KISHIOKA Natsuko****, WATANABE Yuka****,
HOSOKAWA Chie****, NAKAMURA Sora****, OHMAE Yoshio****

Abstract

This paper reports on the 2023 activities of the “Ritsumeikan University Grassroots Practice Support Program to Promote R2030: GPSP” focusing on “Visualization of Student Achievement in Extracurricular Activities (2023) - Development and Standardization of Evaluation Indicators and Application to Students in Extracurricular Activities and Exploration of the Growth Process.” This report aims to develop a shortened version of the Extracurricular Student Growth Perception Scale using a mixed methods qualitative analysis. In this study, faculty members and students at four universities selected items from the original scale and surveyed 2310 university students nationwide in July 2023. Twenty-five shortened version items were developed through this qualitative analysis. A 25-item, one-factor scale was constructed after factor analysis. The alpha coefficient of the shortened version of the scale was high at .961. Furthermore, the developed scale was positively correlated with student life satisfaction, health behavior, and social involvement.

Keywords

extracurricular activities, perceived growth, self-efficacy, Student Success, mixed methods research

* Correspondence to YAMANO Yoichi
Contract staff (professional staff), Office of student Affairs at Kinugasa Campus Ritsumeikan University.
56-1 Toji-in Kitamachi, Kita-ku, Kyoto 603-8577 Japan.
TEL : 075-465-8167
E-mail ① : yamano-a@st.ritsumeik.ac.jp
E-mail ② : y-yamano@hotmail.co.jp

** Toyo University
*** Tokyo Institute of Technology
**** Ritsumeikan University
***** Sophia University

1. Foreword

Introduction

This paper reports on the FY2023 activities of the Ritsumeikan University Grassroots Practice Support Program to Promote R2030: GPSP,” focusing on “Visualization of Student Achievement in Extracurricular Activities: Development and Standardization of Evaluation Indicators and Application to Students in Extracurricular Activities and Exploration of the Growth Process.”

In other countries, extracurricular activities have been identified as important factors for student success¹. In Japan, students who are involved in extracurricular activities in college have been shown to be more satisfied with their college life regardless of whether they were involved in club activities in high school². Extracurricular activities, in contrast to regular classroom activities, enable students to acquire life skills such as social relationship building, continual learning, and social participation³. In addition, student “learning and growth” has been shown to be related to alumni satisfaction^{4,5}.

Moreover, the types of extracurricular activities have diversified in recent years. In addition to their involvement in traditional clubs, students are collaborating with faculty members in projects in co-curricular activities, and non-credit-granting educational practices are increasingly being considered as extracurricular activities⁶. Further, peer support⁷ and short-term study abroad program experiences⁸ may be included in the realm of such activities. Owing to the diversity of extracurricular activities and the contradiction that these activities are not highly evaluated by universities despite their usefulness, research on the development of scales for extracurricular activities is lacking, and it has been difficult to determine student growth through extracurricular activities in Japan. Therefore, the authors developed six scales (the Extracurricular Student Growth Perception Scale⁹) to measure perceived growth among students who engage in various non-credit-granting educational practices (extracurricular activities), including club activities, volunteer activities, peer support activities, student involvement in staff, semi-regular extracurricular activities, and experiential activities.

However, although each of the six scales has a small number of items, the total number of items for the six scales is 81, which is a large number. It was also assumed that for programs without clear objectives or student development goals, program administrators would not be able to determine which of the six scales should be used to evaluate a certain aspect. Therefore, this paper aimed to develop a shortened version of the Extracurricular Student Growth Perception Scale using mixed methods research¹⁰ with qualitative and quantitative analysis.

2. Preliminary Survey

This preliminary survey aimed to create an abbreviated version of a scale to measure extracurricular activities and students' perceived growth. First, in creating the abbreviated version, we decided to extract items from the Growth Perception Scale group. In addition, the Self-regulated Learning Scale for Student Success (SS Scale)¹¹ was used as a reference to formulate the items of the scale. The SS scale measures learning strategies for balancing regular and extracurricular activities and has been found to correlate with the Growth Perception Scale. Therefore, with the permission of the authors of the SS scale, this paper has made some changes to the wording of the items in the scale to create a shortened version.

The task of creating an abbreviated version of the items was reviewed by 25 faculty members and students from the authors' four universities. In total, there are 25 factors in the Extracurricular Student Growth Perception and SS scales, with each factor consisting of three or four items. It was agreed by consensus that the shortened version would carefully select one important item from each factor and to contain a total of 25 items. As a result of this consensus, an abbreviated version of the scale consisting of 25 items was developed, as shown in Table 1. For the SS scale, the ending was changed to “~things” to match the other items. The survey was conducted using the 25-item Shortened Extracurricular Student Growth Perception Scale (hereafter referred to as SSG-25). Each item in this scale was considered to be an important factor related to student growth, and the items were assumed to have a one-factor structure and to be strongly correlated with each other.

Table 1: Items used in the short version of the scale

Scale	Factor	Item	Adoption	
Resilience	Ability to find value in activities	Being enthusiastic about the activity and being able to engage in it.		
		Recognizing things that are worth the time and effort.		
	Ability to continue despite difficulties	Recognizing things that may not make sense now but will be useful in the future.	✓	
		Continuing an activity without giving up in the face of difficulties.		
		Having the desire to work through issues to the end.	✓	
		Involving others and asking for their help when starting something new.		
Ability to maintain consistency within oneself	Staying calm when people you know well do things you do not expect them to do.	✓		
	Responding with consideration of the outcome.			
Operational and planning skills	Ability to plan	Acting with the understanding that others are distinct individuals.		
		Setting up your own meetings and discussions.		
	Ability to adjust to different roles	Facilitating and leading a meeting or discussion.		
		Communicating regarding meetings and projects frequently.	✓	
		Estimating the pace of work and calculating the time required in reverse.		
		Arranging tasks in order of priority and efficiency.		
	Ability to use IT skills	Determining the division of roles so that you can work on tasks separately.	✓	
		Listening to those around you about your role.	✓	
	Social Norms and Understanding Diversity	Understanding international diversity	Supporting those around you to facilitate communication.	
			Planning and executing work with input from others.	
Understanding rules and manners		Doing what only you can do.		
		Using new computer software and equipment as needed.		
		Proactively using online and videoconferencing systems for activities.		
		Using the Internet to search for appropriate information.	✓	
Skills to Achieve Team Goals	Ability to organize a team	Not avoiding unfamiliar people or places.		
		Discovering new values through exposure to new cultures.		
	Ability to make issues personal	Not avoiding people from different positions or viewpoints.		
		Treating people from all walks of life, both domestic and international, without discrimination.	✓	
		Being aware of the exemplary behavior of those around you.		
		Creating rules and manuals as needed.	✓	
	Ability to observe surroundings	Being able to adhere to schedule and meet deadlines.		
		Developing good manners in choice of words, attitude, etc.		
	Assertive Strategy	Ability to share roles	Connecting people so that they can get along with each other.	✓
			Interacting with people on a regular basis so that they can consult with you at any time.	
Compromise strategy		Making some jokes and engaging in a bit of playfulness to create bonding.		
		Always trying to have a bright and positive attitude and demeanor.		
		Not ignoring any problems that come up.		
		Making issues that are not close to you personal.	✓	
Interpersonal Skills	Ability to understand the feelings of others	Identifying issues and organizing information.		
		Being aware that you are both supported and a supporter.		
	Ability to share information	Observing your target audience and incorporating their characteristics.	✓	
		Encouraging and maintaining motivation among your peers and those around you.		
		Observing the goings-on around you and deciding what you need to do.		
		Not trying to do it alone; instead, involving others and letting them help.	✓	
SS Scale	Ability to interact online	Passing on what I have learned to the next generation.		
		Obtaining everyone's opinions and summarizing them.		
	Ability to empathize with others	Being able to allocate work to each person in a way that allows them to take advantage of their strengths.		
		Speaking up so that others can understand you without getting emotional.		
		Comparing your opinion with the opinions of those around you to strive toward a better goal.		
		Dividing and sharing the work that others could do and the work that you could do.	✓	
Desire to help others	Ability to seek assistance from others	Pointing out when someone is wrong, even if they are in a superior position.	✓	
		Not being afraid to speak up no matter the situation.		
	Ability to manage one's emotions	Being able to refuse at your own discretion rather than accepting everything.		
		Receiving advice from people in other grades.		
		Taking advice from senior colleagues.	✓	
		Expanding friendships across grade levels.		
Planning and coordination	Ability to understand the feelings of others	Reading a person's emotions based on small gestures and attitudes.		
		Reading emotions from communication.	✓	
	Ability to share information	Considering the feelings and emotions of others.		
		Sharing information frequently to avoid misunderstandings.	✓	
		Working on sharing information frequently.		
		Agreeing with the other party.		
Goal setting and implementation	Ability to interact online	Taking deep breaths to calm yourself in potentially emotional situations.	✓	
		Leaving the scene when you feel you are about to become emotional.		
	Ability to empathize with others	Being aware of your feelings.		
		Being aware that you are being watched online and paying attention to your facial expressions.		
		Using bigger than usual reactions when online.		
		Using online and other contingency plans even in unexpected situations.	✓	
Reflection	Ability to empathize with others	Think about what you can do to help when you see someone in need.		
		Rejoicing with and encouraging those around you.		
	Desire to help others	Looking at the strengths of the other person and focusing on what they are able to do.	✓	
		Seeking assistance and cooperation from those who have expertise in the field you are studying.	✓	
		Obtaining advice from someone who has expertise in the field when reflecting on your own learning.		
		Obtaining advice from those close to you when reflecting on your learning.		
Reflection	Planning and coordination	Studying at your own pace without overdoing it.		
		Making a study plan based on your lifestyle.	✓	
	Goal setting and implementation	Working on balancing learning while changing priorities between regular classes, extracurricular activities, and personal life when study is not going well.		
		Subdividing the study plan into smaller components and creating a to-do list.		
		Establishing goals before engaging in learning.		
		Executing the study plan while checking for any discrepancies between the planned schedule and the current situation.	✓	
Reflection	Reflecting on previous learning based on exam results, number of credits earned, and results of other achievements.			
	Reflecting on the process and methods of learning.			
		Reflecting on what you did well along with what you did not do well in terms of learning.	✓	

Note: The original text is in Japanese, and the items were not created or surveyed in English.

3. Main Survey

3-1. Purpose

This study aimed to verify the reliability and validity of the scale by surveying college students nationwide using the SSG-25, which was developed through qualitative analysis of a preliminary survey.

3-2. Methods

1) Participants and Survey Period

The survey was conducted by Cross Marketing, a web-based research firm. College students nationwide were administered the survey in July 2023. A total of 2310 students' responses were collected. The mean age \pm standard deviation of respondents was 20.37 ± 1.56 years.

2) Teaching Materials and Analysis Methods

The teaching materials were prepared by the same members of the panel as in the preliminary study. Based on the teaching materials of the Extracurricular Student Growth Perception Scale⁹, the authors agreed that the concept of perceived growth is ambiguous; therefore, self-efficacy¹², which is confidence in one's ability to perform each activity listed in the scale, should be measured. The teaching materials stated "To what extent are you confident that you can do the following through extracurricular activities? Please choose one that applies to you. (If you are not involved in any activity or will be involved in some activity in the future, please imagine your routine student life and respond accordingly.)" The six-point response format was used with the following choices: "(1) Not at all confident," "(2) Not confident," "(3) Not very confident," "(4) Somewhat confident," "(5) Confident," and "(6) Very confident." The SSG-25 was administered in such a way that items were randomly presented to each respondent.

The study conducted an exploratory factor analysis of the SSG-25. Alpha coefficients for the factors were calculated to verify reliability. The validity of the results was based on a confirmatory factor analysis of fit and correlation analysis of student life satisfaction, health behavior, and involvement of the surrounding community¹³. Satisfaction with student life consists of 10 items of satisfaction with academics, extracurricular activities, and daily life. The health behaviors were created based on Breslow's seven health habits¹⁴. It consists of 10 items related to the support and involvement of faculty, staff, seniors and juniors in extracurricular activities, and friends.

3) Ethical Considerations

Informed consent for participation in the survey was obtained in accordance with the privacy protection agreement between the survey company and the participants. In addition, participants were explained at the beginning of the study that they would not suffer any disadvantages in their lives as a result of their responses and that the data would be used for research purposes. Only those participants who gave their consent selected "Next" to begin the questionnaire.

3-3. Results

Based on the significant inter-item correlations observed in the SSG-25, exploratory factor analysis was conducted using the Promax rotation method to extract relevant factors using an eigenvalue of 1.00 as the basis. Factor interpretation was based on a factor loading of .400, resulting in the extraction of a 25-item, one-factor structure (Table 2). The cumulative contribution rate was 52.12%. Cronbach's alpha coefficient was .961.

In the confirmatory factor analysis, the model with no correlation between the error variables of each item showed the following goodness of fit indices: GFI = .911, AGFI = .894, CFI = .938, RMSEA = .059, and SRMR = .031. The correlation between SSG-25 and satisfaction with student life was .543 ($p < .01$), with health behaviors .316 ($p < .01$), and with involvement with surroundings .545 ($p < .01$).

Table 2: Results of Factor Analysis (M=101.2, SD=21.1)

No	Concepts	Item	Factor
1	Ability to find value in activities(M=4.0, SD=1.1)	Recognizing things that may not make sense now but will be useful in the future. /今は意味のないことでも今後役に立つと思えること	.694
2	Ability to continue despite difficulties(M=4.3, SD=1.7)	Having the desire to work through issues to the end. /課題の解決に向けて最後までやり抜く気持ちをもつこと	.733
3	Ability to maintain consistency within oneself(M=3.9, SD=1.2)	Involving others and asking for their help when starting something new. /よく知っている人が思ってもいないことをしても冷静でいられること	.625
4	Operational and planning skills (M=3.9, SD=1.2)	Communicating regarding meetings and projects frequently. /こまめに会議や企画の連絡をすること	.734
5	Ability to plan(M=4.1, SD=1.1)	Determining the division of roles so that you can work on tasks separately. /手分けして課題に取り組めるよう、役割分担を決めること	.776
6	Ability to adjust to different roles (M=4.2 SD=1.2)	Listening to those around you about your role. /自身の役割について周りの声をきくこと	.763
7	Ability to use IT skills (M=4.4, SD=1.1)	Using the Internet to search for appropriate information. /インターネットを活用して適切な情報を検索すること	.656
8	Understanding international diversity(M=4.0, SD=1.2)	Treating people from all walks of life, both domestic and international, without discrimination. /国内・国外の様々な人に対して、分け隔たりなく接すること	.633
9	Understanding rules and manners (M=4.0, SD=1.2)	Creating rules and manuals as needed. /必要に応じてルールやマニュアルを作成すること	.703
10	Ability to organize a team (M=4.0, SD=1.3)	Connecting people so that they can get along with each other. /人と人が仲良くなれるよう繋ぐこと	.719
11	Ability to make issues personal (M=3.8, SD=1.1)	Making issues that are not close to you personal. /自分の身近ではない課題についても自分事にする	.674
12	Ability to observe surroundings (M=4.2, SD=1.2)	Observing your target audience and incorporating their characteristics. /自分が目標とする人を観察して特徴を取り入れること	.753
13	Ability to share roles (M=3.8, SD=1.2)	Not trying to do it alone; instead, involving others and letting them help. /一人でやろうとせず周りに任せながら巻き込んで取り組むこと	.689
14	Compromise strategy (M=4.2, SD=1.1)	Dividing and sharing the work that others could do and the work that you could do. /人ができそうな仕事と自分ができそうな仕事を分担すること	.779
15	Proactive strategy (M=3.6, SD=1.2)	Pointing out when someone is wrong, even if they are in a superior position. /立場が上の相手でも間違っている場合は指摘すること	.555
16	Ability to seek assistance from others(M=4.3, SD=1.2)	Taking advice from senior colleagues. /先輩からアドバイスを受けること	.714
17	Ability to understand the feelings of others(M=4.3, SD=1.2)	Reading emotions from communication. /コミュニケーションから感情を読み取る	.731
18	Ability to share information (M=4.1, SD=1.1)	Sharing information frequently to avoid misunderstandings. /誤解をうまないようにこまめに情報共有をすること	.783
19	Ability to manage one's emotions (M=4.1, SD=1.2)	Taking deep breaths to calm yourself in potentially emotional situations. /感情的になりそうな場面では深呼吸をして落ち着かせること	.650
20	Ability to interact online (M=3.9, SD=1.2)	Using online and other contingency plans even in unexpected situations. /不測の事態にもオンラインを活用するなどの工夫をおこなうこと	.697
21	Ability to empathize with others (M=4.3, SD=1.1)	Looking at the strengths of the other person and focusing on what they are able to do. /相手の強みやできていることに目を向けること	.764
22	Desire to help others (M=4.1, SD=1.2)	Seeking assistance and cooperation from those who have expertise in the field you are studying. /学習を進めるとき、専門的な知識を持っている人に支援や協力を求めること	.751
23	Planning and coordination (M=3.9, SD=1.2)	Making a study plan based on your lifestyle. /自分の生活スタイルを踏まえて学習計画を立てること	.669
24	Goal setting and implementation (M=3.9, SD=1.2)	Executing the study plan while checking for any discrepancies between the planned schedule and the current situation. /学習計画した予定と今の状況にズレがないか確認しながら実行すること	.694
25	Reflection(M=4.0, SD=1.1)	Reflecting on what you did well along with what you did not do well in terms of learning. /学習面で、うまくできなかったことと一緒にうまくできたことも振り返ること	.725

Note: The original text is in Japanese, and the items were not created or surveyed in English.

4. Consideration

The SSG-25 was expected to consist of one factor in the preliminary study, which was a qualitative analysis, and the exploratory factor analysis resulted in the extraction of one factor as expected. Confirmatory factor analysis showed that the AGFI value was less than .900, but the goodness of fit of the other indicators was high and within acceptable limits. The validity of the results was verified by the positive correlations with student life satisfaction, health behaviors, and involvement with surroundings. With regard to reliability, Cronbach's alpha coefficient was as high as .961, verifying the high reliability of SSG-25. Based on the above, we have succeeded in developing a more convenient scale to measure students' perceived growth related to extracurricular activities. In addition to validating the reliability and validity of the SSG-25, the study also revealed that students with a high sense of growth through extracurricular activities were more satisfied with their student life, had the right health habits, and had appropriate involvement with their surroundings. This suggests that participation in extracurricular activities is a factor that increases student success.

Future use of the SSG-25 could include, for example, a comprehensive understanding of the strengths and weaknesses that exist for each specific extracurricular group or program and identify issues requiring intervention. The SSG-25 is also based on six growth perception measures. Therefore, identification of the intervention scope will help us determine which of the six growth perception measures should be selected for further detailed effectiveness testing. In addition, when measuring student growth through mid- to long-term extracurricular activities for all students at each university, when more items and assessments are required, more students are expected to drop out during the study. As the number of items in SSG-25 is small and some items include learning strategies related to regular courses, we believe that the abovementioned problem may be avoided.

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短縮版課外学生の成長実感尺度 (SSG-25) の開発 —尺度の開発過程と信頼性・妥当性の検証—

山野 洋一*・茅根 未央**・松本 清***・植村 雅史****・野中 美幸****
志岐 亜里沙****・木原 宏子****・深谷 麻未****・石田 明菜****・渡邊 あい子****
岸岡 奈津子****・渡邊 柚花*****・細川 千絵****・中村 天翼****・大前 美郎****

要旨

本稿では「立命館大学 Grassroots Practice Support Program to Promote R2030: GPSP」の「正課外の諸活動における学生の成長の可視化(2023)-評価指標の作成と標準化および諸活動学生への適用と成長のプロセスの探索-」における2023年度の活動について報告をおこなう。本報告は混合研究法を用いて、課外学生の成長実感尺度群の項目から4大学の教職員と学生で短縮版の項目を選定する質的分析と全国の大学生を対象としたWEB調査で、短縮版課外学生の成長実感尺度を開発することを目的とした。質的分析により25項目の短縮版項目を作成した。2023年7月に全国の大学生2310名を対象に調査を実施した。因子分析をおこなった結果、25項目1因子が抽出された。作成した短縮版尺度の α 係数は.961と高かった。また、作成した尺度は、学生生活の満足感や健康行動、周囲の関与と正の相関が認められたことから、信頼性・妥当性のある25項目の短縮版課外学生成長実感尺度(SSG-25)の開発ができた。

キーワード

課外活動, 成長実感, 自己効力感, Student Success, 混合研究法

* 執筆者：山野洋一
所属/職位：立命館大学 学生部 衣笠学生オフィス 契約職員（専門職）
連絡先：〒603-8577 京都市北区等持院北町56-1
TEL：075-465-8167
E-mail ①：yamano-a@st.ritsumeai.ac.jp
E-mail ②：y-yamano@hotmail.co.jp

** 東洋大学
*** 東京工業大学
**** 立命館大学
***** 上智大学

