


Measuring competencies for successful socio-pedagogical work

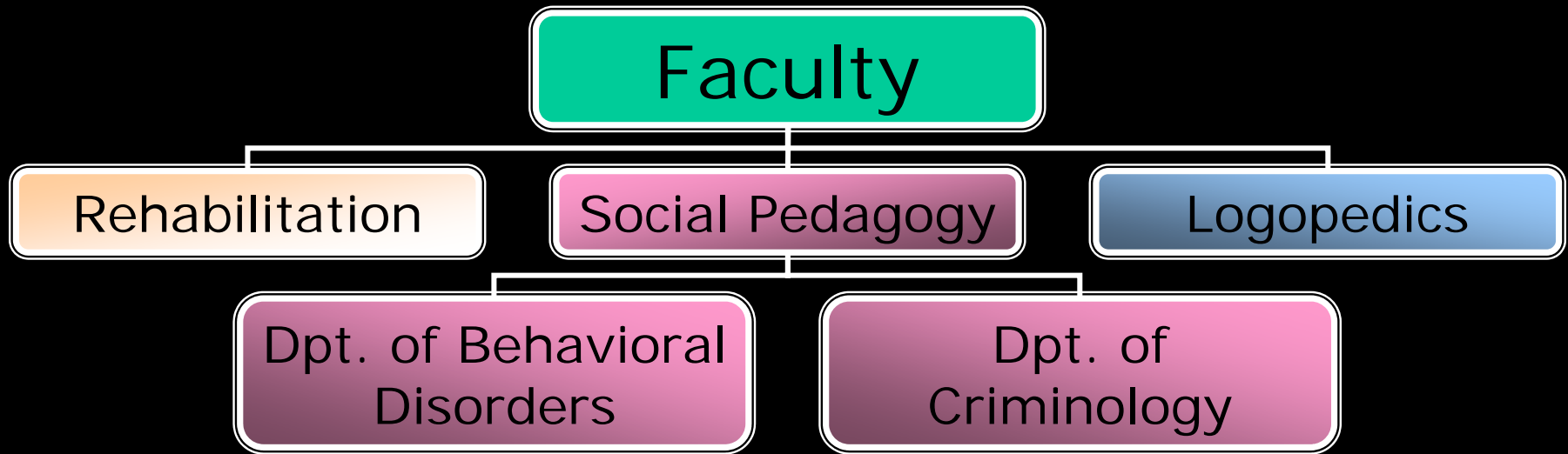


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3 years + 2 years + 3 years

University program for 47 years

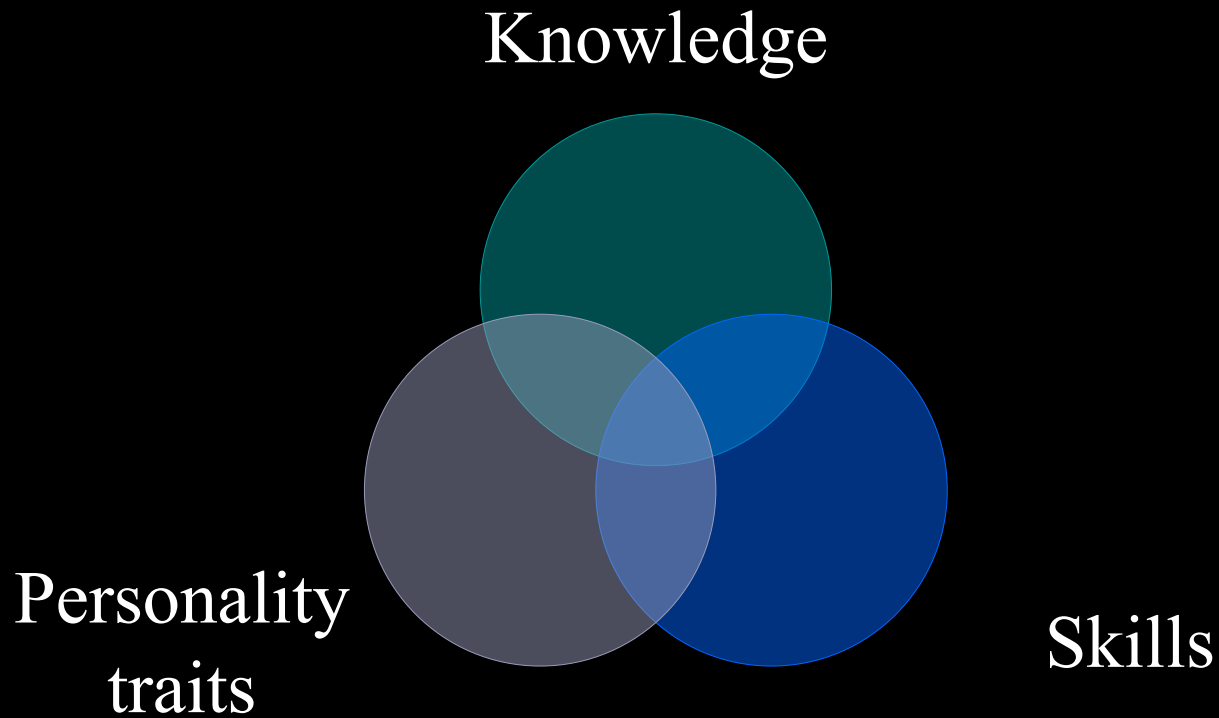
“Scientific establishment and development of Social pedagogy in the Republic of Croatia”

- ❑ scientific project
- ❑ 3 years
- ❑ financed by Croatian Ministry of Science, Education and Sport

3 major aims of the Project are:

1. explore the development and position of Social pedagogy in Croatia through:
 - a) *scientific work*
 - b) *university education*
 - c) *practice*
2. explore and compare Social pedagogy in different European countries (*Finland, Sweeden, Germany, Austria, France, Slovenia*)
3. explore and measure professional competencies for successful socio-pedagogical practice

Professional competencies



Research instrument

1. general socio-demographic data and information about job description
2. information about clients and interventions
3. *Perceived Importance of Sociopedagogical Competencies Scale*
4. *Perceived Competency Scale for Sociopedagogical Work*
5. job satisfaction and additional educations
6. perceived professional and social status of Social pedagogy in Croatia

Sample

- N=194 social pedagogues
- 14% male; 86% female

- $\min_{age} = 24$; $\max_{age} = 65$
- $M_{age} = 39,39$; $SD_{age} = 10,590$

- $\min_{work} = 1$; $\max_{work} = 42$
- $M_{work} = 13,5$; $SD_{work} = 10,416$

3 major samples regarding different public systems (work sectors)

1. Social welfare system

- a) social welfare centers*
- b) family centers*
- c) institutions for children and youth*

2. Educational system

- a) elementary schools*
- b) high-schools*

3. Justice system

- a) prisons and jails*
- b) courts and attorney offices*

Measuring competencies

- two parallel Scales -

1. Perceived Importance of SP Competencies Scale

"How important it is to have some knowledge and skills"

2. Perceived Competency Scale for SP work

"How confident you feel you acquired some knowledge and skills"

Both Scales have 67 items

List of different knowledge and skills

Scaling from 1 to 5

Factor structure (after deleting items)

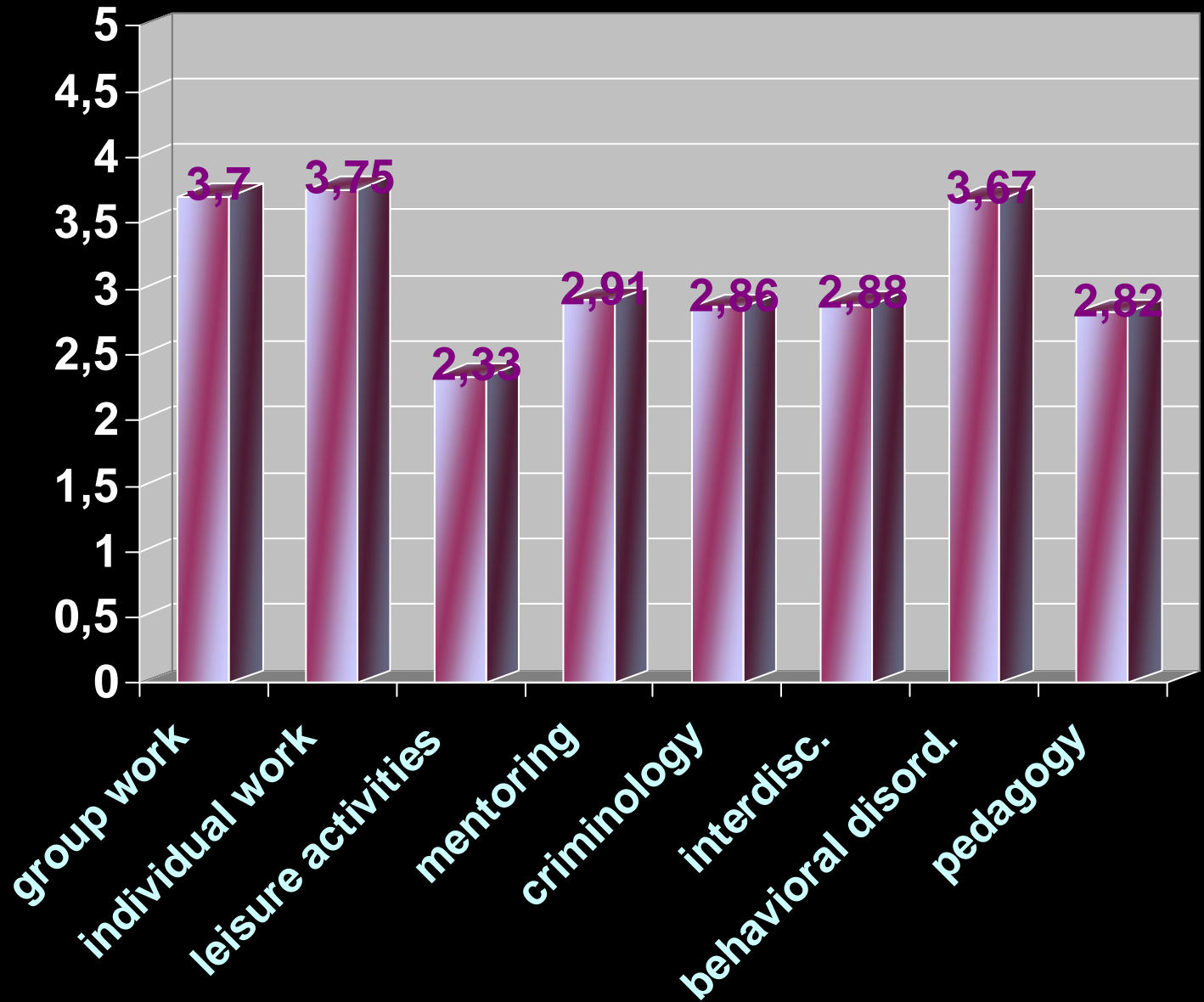
Subscale Skills	No. Items	α Cronbach
1. Group work and skills training	10	,838
2. Individual work and assessment	10	,770
3. Leisure time activities	4	,846
4. Mentoring and supervising	6	,750
Subscale Knowledge		
1. Criminology and penology	11	,940
2. Interdisciplinary kn. about behavior	11	,905
3. Behavioral disorders	8	,821
4. Pedagogy and Education System	7	,742

Descriptive results



Which competences are
perceived as most important

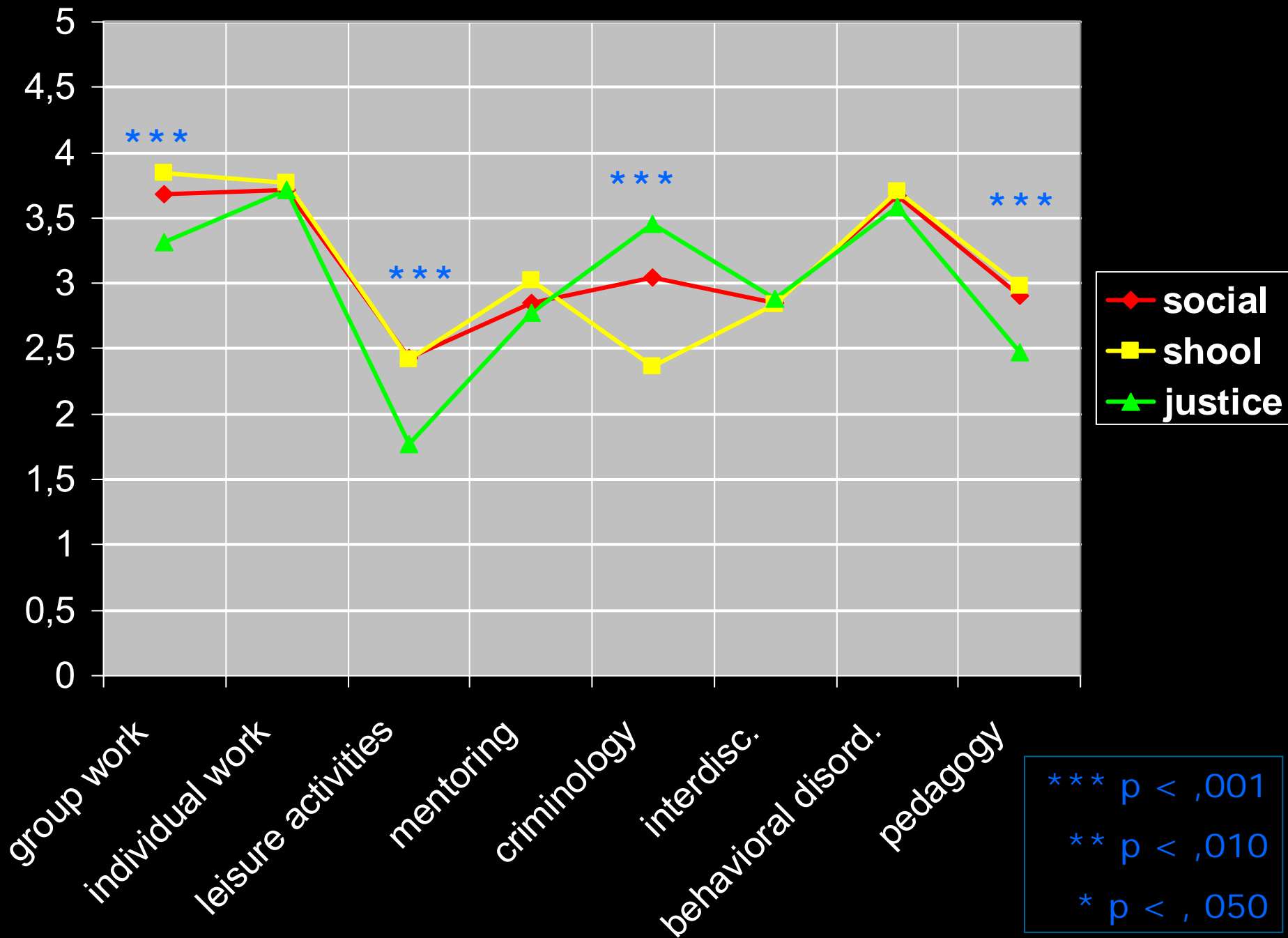
Perceived Importance of SP Competencies



ANOVA



Differences in perceived
IMPORTANCE of competencies
regarding working sector



Types of knowledge and skills

JUSTICE SYSTEM

1. KNOWLEDGE ABOUT CRIMINOLOGY AND PENOLOGY

EVERYONE

1. INDIVIDUAL WORK AND ASSESSMENT SKILLS
2. MENTORING AND SUPERVISING SKILLS
3. INTERDISCIPLINARY KNOWLEDGE ABOUT BEHAVIOR
4. KNOWLEDGE ABOUT BEHAVIOR DISORDERS

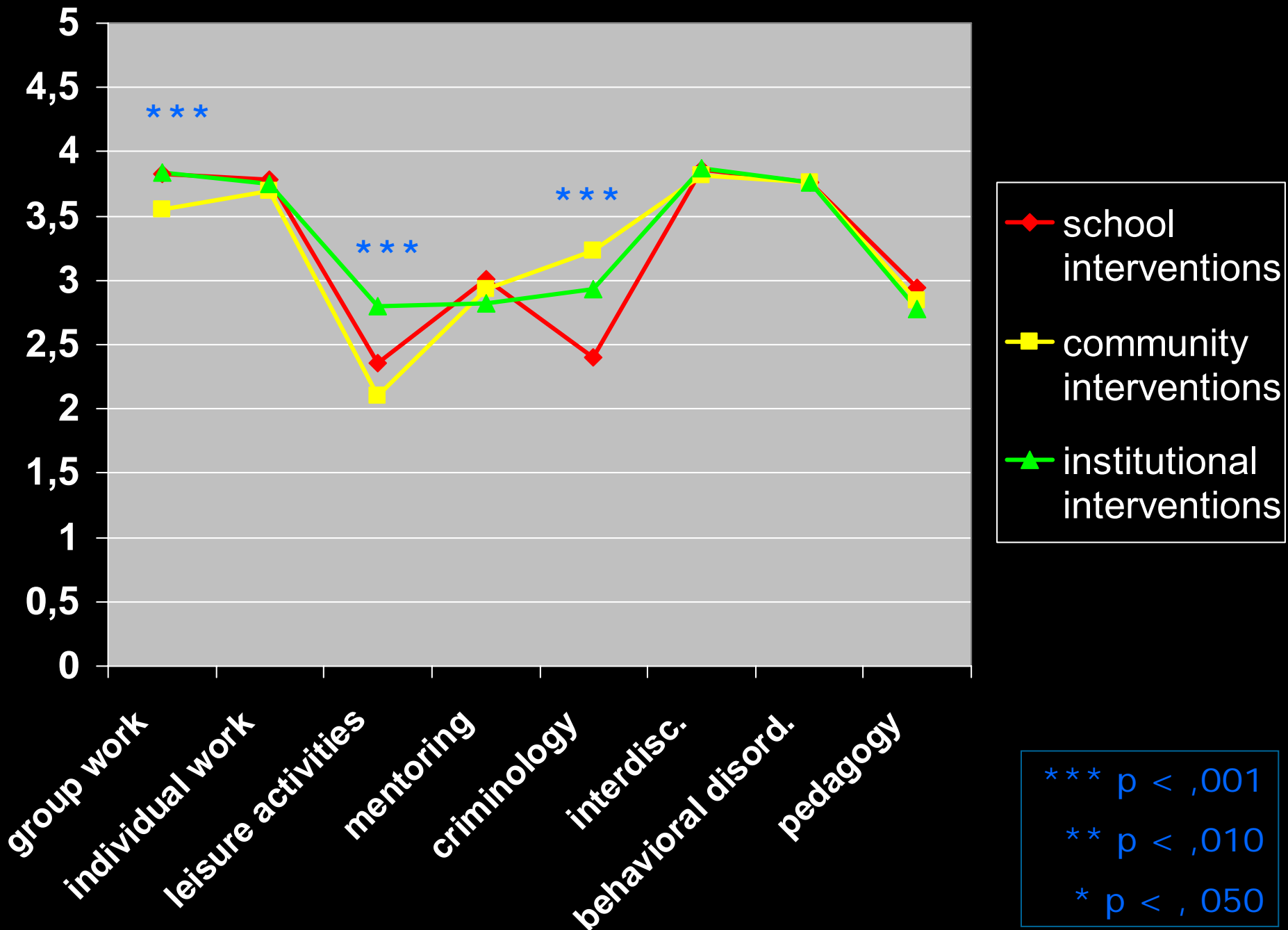
SOCIAL WELFARE AND SCHOOL SYSTEM

1. GROUP WORK AND LIFE SKILLS
2. LEISURE ACTIVITIES SKILLS
3. PEDAGOGY KNOWLEDGE

ANOVA



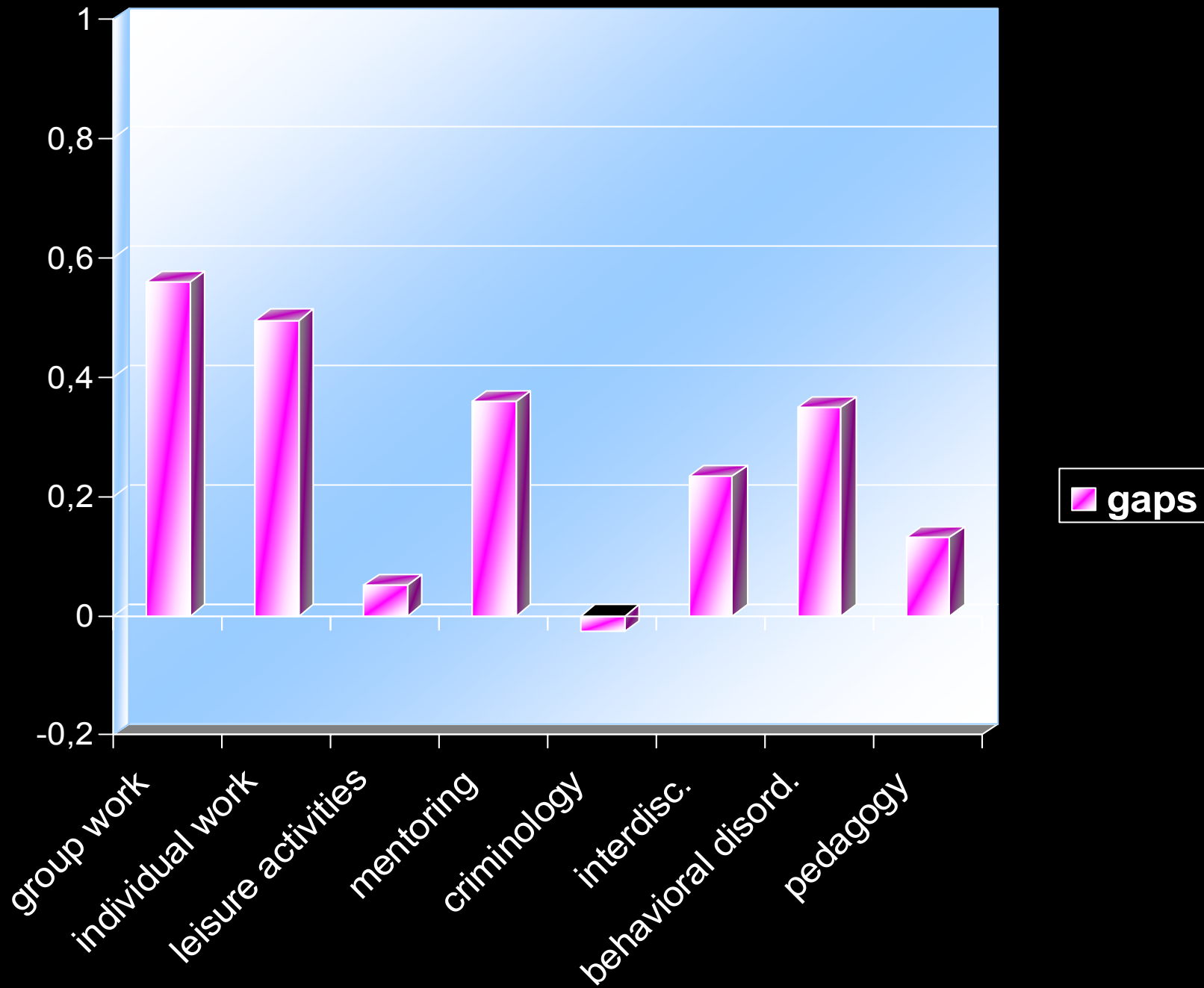
Differences in perceived
IMPORTANCE of competencies
regarding type of interventions



Descriptive results



Gaps between the perceived
IMPORTANCE of competencies
and the level of ACQUIRED
competencies



Discriminative analysis



Differences in perceived “gaps”
regarding working sector

Discriminative analysis

- **independent variable:** working sector
(1. social welfare, 2. school, 3. justice)
- **dependent variable:** gaps between the perceived importance of competencies and the level of acquired competencies

Fun.	Eigen.	% var.	Canonical Correlation	Wilks' Lamba	χ^2	p
1	,248	73,4	,446	,735	37,723	<,01
2	,090	26,6	,287	,918	10,541	>,05

Group Centroids for the 1st Function

Justice system	Social welfare system	School system
-,952	-,211	,512

Gaps on factors	Coef.	Correl.
1. Group work and skills training	,367	,440*
2. Individual work and assessment	-,113	,241
3. Leisure time activities	,262	,459*
4. Mentoring and supervising	,019	,241
1. Criminology and penology	-,906	-,682*
2. Interdisciplinary kn. about behavior	-,088	-,156
3. Behavioral disorders	,375	,232
4. Pedagogy and Education System	,215	-,156

Conclusion I.

- skills for individual and group work, as well as assessments skills are perceived as the most important skills for successful SP practice
- knowledge about behavioral disorders (children, youth and adults) is perceived as the most important knowledge for successful SP practice

Conclusion II.

- level of importance depends on working sector and type of work
- the **biggest gaps** are perceived in competencies that are mostly used everyday
- results are useful for educational curricula (for future generations), as well as for organizing lifelong learning through workshops, additional educations, postgraduate study

Thank you for your attention...

