

A Study of the Impact of University Students Consciousness of Lifelong Education, Everyday Creativity and Cognitive Learning Competency on Life Core Competencies

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Abstract For the results of the study, the consciousness for lifelong education of university students had positive effects on their life core competencies. Second, the consciousness for lifelong education of university students had positive effects on their everyday creativity and cognitive learning competency. Third, the everyday creativity and cognitive learning competency also had positive effects on their life core competencies. Forth, the everyday creativity and cognitive learning competency of university students had a mediating effect between the consciousness of lifelong education and the life core competencies. In other words, their consciousness of lifelong education influences their everyday creativity and cognitive learning competency; then, it influences their life core competencies positively. These results can be used to change the consciousness of lifelong education of university students and to develop their everyday creativity and cognitive learning competency and life core competencies.

Keywords: university students, lifelong education consciousness, everyday creativity, cognitive learning competency, life core competencies

1 Introduction

The 21C knowledge-based society needs talented people with key competencies that are different from previous societies. In such a fast-changing society, everything is changing, including knowledge, the occupations, competencies and attitudes which the society demands. There is a great need for fostering creative and analytic people who have life core competencies [1]. This knowledge-based society puts a greater importance on information and data research, processing of the information and application, and utilization ability for the human purposes rather than who has the greater amount of the knowledge [2]. University students need to change their lifelong education consciousness and to develop their everyday creativity and cognitive learning competency, core competencies related to lifelong education. Because social partici-

pation, communication skills and problem solving ability are requirements to live as a healthy member of a society, university students need to promote those [3]. These competencies should be fostered through qualified lifelong education at university and be developed through a campus life. To achieve the desired social and economic results, their effective utilization is necessary.

This study aims to promote the lifelong education participation with continuous interest and participation for the lifetime education even after graduation through the A Study of the Impact of among lifelong education consciousness, everyday creativity and cognitive learning competency as well as the life core competencies and to promote these factors which are necessary for their reality in order to improve the lives of university students. Thus, this paper puts forth a problem posing for A Study of the Effects of variables like following.

First, how does lifelong education consciousness affect the life core competencies for university students?

Second, how does everyday creativity affect the life core competencies for university students?

Third, how does cognitive learning competency affect the life core competencies for university students?

Fourth, Students consciousness of lifelong learning, what paths that affect the everyday life of creativity and cognitive learning competency are core competencies?

2 Exemplified Research Model

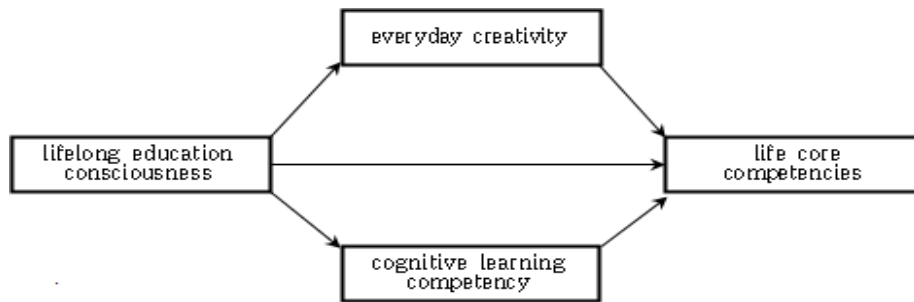


Fig. 1. Exemplified Research Model

3 Research Methods and Procedures

3.1 Research Objects

Table 1. demographic characteristics (n=607)

| variables | contents | frequency(n) | proportion(%) | variables | contents | frequency(n) | proportion(%) |
|------------------|-------------------|--------------|---------------|-----------------------------|----------------------|--------------|---------------|
| exuality | man | 218 | 64.1 | participation Period | 1-2 semes- ter(s) | 88 | 14.5 |
| | woman | 389 | 35.9 | | 3-4 semesters | 279 | 46.0 |
| years | 20-21 years(a) | 145 | 24.3 | | 5-6 semesters | 203 | 33.4 |
| | 22-23 years(b) | 109 | 17.8 | | 7-8 semesters | 37 | 6.10 |
| | 24-25 years(c) | 270 | 44.4 | courses number completed | 1-2 courses | 177 | 29.2 |
| | 25 years(d) | 83 | 13.5 | | 3-4 courses | 298 | 49.1 |
| academic year | year 1 | 78 | 16.4 | | 5-6 courses | 108 | 17.8 |
| | year 2 | 236 | 38.8 | | 7-8 courses | 24 | 4.0 |
| | year 3 | 255 | 42.0 | | | | |
| | year 4 | 38 | 6.20 | | | | |

3.2 Measurement Instruments

The measurement instrument for lifelong education consciousness used in the lifelong education consciousness scale was developed by Choi, Donmin and others [4]. The measurement instrument scale developed by Jung, Eunee and Park, Yonghan [5] was used as a parameter for everyday creativity. The learning competence test for college students (LCT-CMB) developed by Lee, Kyunghwa and others [6] was used instrument of cognitive learning competency. For the measurement instrument of the life core competencies, the scale by Lee, Seokjae and others [2] from the Korean Educational Development Institute was used.

3.3 Data Collection and Analysis

SPSS 21.0 Program was used for the calculations of the Cronbach's reliability coefficient and correlation analysis, descriptive statistics analysis and frequency analysis to analyze collected data. The multiple regression analysis and path analysis

4 Research Results

4.1.1 Impact on lifelong education consciousness and the everyday creativity and cognitive learning competency core life competencies

Table 2. Impact on Lifelong education consciousness core life competencies

| variable | non-standardized coefficient | | standardized coefficient (β) | t | multicollinearity | |
|---|------------------------------|------|--------------------------------------|----------|-------------------|--------------|
| | B | S.E | | | Tolerance | VIF |
| constant | 1.244 | .150 | | 8.309 | | |
| understanding of lifelong education | .119 | .033 | .180 | 3.594*** | .621 | 1.609 |
| worth for lifelong education | .020 | .030 | .032 | .655 | .637 | 1.569 |
| attitude to lifelong education | .048 | .029 | .077 | 1.617 | .686 | .1.458 |
| F=35.630***, R=.625, R ² =.391 | | | | | | |

* $p < .05$, *** $p < .001$

Table 3. Impact on everyday creativity core life competencies

| variable | non-standardized coefficient | | standardized coefficient (β) | t | multicollinearity | |
|------------------------------|------------------------------|------|--------------------------------------|----------|-------------------|--------|
| | B | S.E | | | Tolerance | VIF |
| constant | 1.709 | .125 | | 13.687 | | |
| creative flexibility | .111 | .027 | .192 | 4.176*** | .777 | 1.287 |
| alternatively solving skills | .076 | .034 | .138 | 2.250* | .440 | 2.272 |
| adventurous pursuit freedom | .048 | .029 | .077 | 1.617 | .686 | .1.458 |

| | | | | | | |
|----------------------------|------|------|------|----------|------|-------|
| altruistic self-confidence | .188 | .037 | .244 | 5.097*** | .681 | 1.469 |
| relational openness | .067 | .029 | .105 | 2.325* | .764 | 1.309 |
| distinctive independence | .146 | .028 | .240 | 5.202*** | .733 | 1.364 |
| exploratory immersive | .005 | .024 | .009 | .205 | .848 | 1.179 |

F=43.068***, R=.596, R²=.355

*p<.05, **p<.01, ***p<.001

Table 4. Impact on cognitive learning competency core life competencies

| variable | non-standardized coefficient | | standardized coefficient(β) | t | multicollinearity | |
|------------------------|------------------------------|------|-----------------------------|----------|-------------------|-------|
| | B | S.E | | | Tolerance | VIF |
| constant | 1.863 | .115 | | 16.164 | | |
| knowledge and thinking | .234 | .034 | .417 | 6.947*** | .403 | 2.482 |
| creativity | .104 | .031 | .191 | 3.324* | .437 | 2.287 |
| problem solving | .067 | .021 | .149 | 3.230** | .684 | 1.461 |

F=27.686***, R=.665, R²=.442

*p<.05, **p<.01, ***p<.001

4.1.2 lifelong education consciousness, everyday creativity and cognitive learning competency, life path between the core competencies

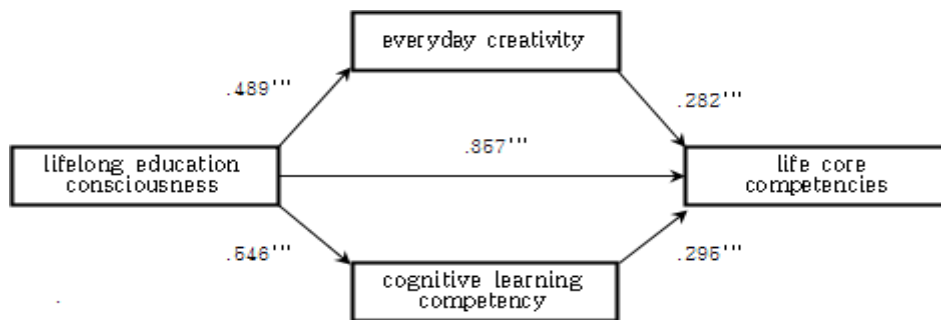


Fig. 2. lifelong education consciousness, everyday creativity and cognitive learning competency, path between the life core competencies

Table 5. lifelong education consciousness, everyday creativity, cognitive learning competency, path effects between life core competencies

| predictor variable | life core competencies | | | | |
|----------------------------------|------------------------|-----------------|--------------|-----------------------|--|
| | direct effect | indirect effect | total effect | indirect effects path | |
| lifelong education consciousness | .357 | .489x.282=.138 | .299 | .656 | lifelong education consciousness -> everyday creativity |
| | | .546x.295=.161 | | | lifelong education consciousness -> cognitive learning competency |
| everyday creativity | .282 | - | .282 | | |
| cognitive learning competency | .295 | - | .295 | | |

5 Discussion and Conclusion

The research results are as follows: First, lifelong education consciousness of university students has a significant effect on the life core competencies. This suggests that if lifelong education consciousness becomes higher, the life core competencies will also become higher. Second, lifelong education consciousness also affects everyday creativity and cognitive learning competency significantly. This means lifelong education consciousness has an influence on everyday creativity and cognitive learning competency. When the level of lifelong education consciousness is higher, higher effects on everyday creativity and cognitive learning competency occur. Third, everyday creativity and cognitive learning competency have meaningful effects on the life core competencies. This suggests that everyday creativity and cognitive learning competency influence the life core competencies. everyday creativity and cognitive learning competency have a parameter role in affecting the life core competencies. Fourth, everyday creativity and cognitive learning competency play a meaningful parameter between the lifelong education consciousness and the life core competencies.

Based on these results, this study came up with the following conclusion: First, it is necessary to develop and operate educational programs from various angles in order to promote the lifelong education consciousness of university students. Second, systematic lifelong education program development and its operation are urgently needed to enhance everyday creativity, cognitive learning competency, and life core competencies from the university lifelong educator fostering courses.

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