Validation of School Core Competence Scale for Undergraduates: Empirical Findings of Taiwan Case

Abstract

This study aimed to validate the 25-item School Core Competence Scale (SCCS) of the National Kaohsiung University of Applied Sciences. Item analysis and exploratory factor analysis were utilized with 368 undergraduates and confirmatory factor analysis with another 384 undergraduates. The SCCS had eight subscales, including Communication and Expression, International Perspective, Humanity, Civics and Morals, Professional Knowledge and Skills, Integrative Learning, Passion and Anti-stress, and Self-discipline. Results indicated that the SCCS is a valid and reliable instrument among undergraduates. Particularly, women scored higher on Communication and Expression, Civics and Morals, Self-discipline as well as the total scale.

Keywords: School Core Competence Scale, validation studies, Taiwanese undergraduates.

Introduction

The term “core competence” is common in education literature as well as in economics and management (Holmes and Hooper, 2000). Core competence is defined by a set of learning outcomes (skills, competences, or qualifications) that each student should acquire during, and demonstrate at the end of, their period of studying at a higher education institution. Furthermore, when applied to education as a whole, core competence refers to facilitating the empowerment of people through learning how to acquire information (i.e., data), turning it into knowledge and skills (i.e.,