

Glocal Hero Action – International Programme Evaluation Report

Through a series of individual and teamwork tasks, the Glocal Hero Action – International Programme aims to enhance individuals' curiosity towards local community and the world, empathy towards vulnerable populations, interpersonal competence, local and global awareness, and self-efficacy. To evaluate the programme effectiveness, an online survey study employing pretest-posttest design was conducted by an independent research team to assess the changes in psychosocial capacities and local and global awareness of the participants throughout the programme. Time 1 (T1) assessment was conducted prior to the programme, and Time 2 (T2) assessment was carried out immediately after the programme. In addition, this study also investigated the mediating role of motivation changes in the relationship of perception of programme features and psychosocial changes as well as the growth in local and global awareness.

Method

Survey Participants

In T1 assessment, 188 participants (mean age = 21.78 years, standard deviation [*SD*] = 3.08; 73.4% female) completed the designed questionnaire. A final total of 101 participants completed both T1 and T2 assessments (mean age = 21.78 years, *SD* = 3.04; 76.2% female). About 60.4% of the participants were non-local residents. Majority of them (90.1%) completed bachelor's degree education. Preliminary analyses indicated that participants who completed both assessments and those completed only T1 assessment were not differ significantly in terms of their age, gender ratio, educational attainment, and residence (all *ps* > .05).

Procedure

Participant recruitment was undertaken through the programme staffs. Prior to the programme, an invitation was sent to the programme participants, along with an online survey link. Informed consent was obtained from all participants at T1 assessment. The participants were informed about the nature of this study. They were contacted again after the programme completion for T2 assessment. Their participation in this study was voluntary.

Measures

All the following measures were included in both T1 and T2 assessments, except perception of programme features and programme satisfaction which were only assessed in T2. All the measurements were in English. The Cronbach's alphas (α s) of the measures across the two assessments are reported in Table 1.

Motives for participation. The intrinsic motivation of the participants were measured with 15 items extracted from the Aspirations Index (Kasser & Ryan, 1996). These items focus on three aspects, including developing a meaningful relationship, enhancing personal growth, and contributing to the community. Sample items include "To meet a new friend", "To grow and learn new things", and "To work for the betterment of the community". In addition, four items were developed to measure the extrinsic motivation in domains of peer pressure, reward value, and

lower cost. Participants rated their agreement to each statement as their motives for participation in this programme on a seven-point Likert scale (1 = *not at all* to 7 = *completely true*). Higher scores denote greater endorsement of that motives.

Curiosity. The desires to seek out novel experiences and explore complex events were assessed by the 20-items Curiosity Scale (Kashdan et al., 2020). Participants indicated their agreement to each statement, such as “I enjoy learning about subjects that are unfamiliar to me” and “I like finding out why people behave the way they do”, using a seven-point Likert scale (1 = *not at all* to 7 = *completely true*). Higher scores indicate higher curiosity.

Empathy. The empathy was measured by the Basic Empathy Scale (Jolliffe & Farrington, 2006). Participants rated the 20 items using a seven-point Likert scale (1 = *strongly disagree* to 7 = *strongly agree*). Sample items include “I get caught up in other people’s feelings easily” and “I often get swept up in someone’s feelings”. Higher scores represent higher empathy towards other people.

Interpersonal competence. The interpersonal competence was measured by the 15-item Brief Form of the Interpersonal Competence Questionnaire (Coroiu et al., 2015). The items focus in five aspects including initiating relationships, disclosing personal information, asserting displeasure with others, providing emotional support and advice, and managing interpersonal conflict. Participants indicated their level of competence and comfort in handling each type of situation on a seven-point Likert scale (1 = *very poor at* to 7 = *very good at*). Higher scores represent more confidence in abilities to complete the interpersonal tasks.

Self-efficacy. The 10-item General Self-Efficacy Scale (Schwarzer & Jernusalem, 1995) was used to assess participants’ general sense of perceived self-efficacy in coping with daily hassles. Sample items include “I can solve most problems if I invest the necessary effort” and “If I am in trouble, I can usually think of a solution”. A seven-point Likert scale (1 = *not at all* to 7 = *completely true*) was adopted, with higher scores denoting better self-efficacy.

Awareness of local and global issues. Two items were included to assess the participants’ perceived awareness of local community issues, including “In general, I consider myself aware the social issues in my community” and “I understand what are happening in my community”. In addition, another two similar items were used to assess their awareness of global issues, including “In general, I consider myself aware the social issues in the world” and “I understand what are happening in the world”. Participants indicated their agreement to these four statements on a seven-point Likert scale (1 = *strongly disagree* to 7 = *strongly agree*). Higher scores denote higher awareness.

Feature perception. Participants’ perception of programme features in three domains, including interesting tasks, friendship cultivation, and autonomy, were assessed by three items in Time 2 assessment. The items include “The tasks in the programme are designed to be interesting”, “The programme encourage me to establish friendship”, and “The programme allows autonomy in completing the tasks”. Participants indicated their agreement to these four statements on a seven-point Likert scale (1 = *strongly disagree* to 7 = *strongly agree*). Higher scores denote more positive perception.

Programme satisfaction. Participants' overall satisfaction towards the programme were measured with three items, namely "If possible, I will join this programme again", "I will recommend this programme to my friends", and "Overall, I am satisfied with the programme". Participants indicated their agreement to each statement on a seven-point Likert scale (1 = *strongly disagree* to 7 = *strongly agree*). Higher scores represent higher satisfaction.

Demographics. Participants' age, gender, education level, and residence (0 = *local* and 1 = *non-local*) were recorded in Time 1 assessment. Preliminary analyses showed that gender did not correlated with any psychosocial measures (all $ps > .05$), thus it was not included in the following analyses. Only age, education level, and residence were controlled in the analyses as covariates. The results patterns reported below remain largely the same even when these covariates were not included in the mediation models.

Analytical Plan

To examine the psychosocial changes overall the programme period, paired sample t -tests were conducted on each psychosocial capacity. To investigate the direct effect of feature perception on changes in psychosocial capacities and local and global awareness, the change scores were first calculated by subtracting T1 scores from T2 scores. Linear regression analysis was then performed using the R package lavaan (Rosseel, 2012) with feature perception as the independent, and four psychosocial changes and two awareness changes as the dependent variables. A mediation analysis was also conducted to examine the mediating role of motivation changes in the relationships between feature perception and the psychosocial changes and awareness changes. Specifically, the mediation model considering feature perception as the independent variable, intrinsic and extrinsic motivation changes as the mediators, and psychosocial changes and awareness changes as the dependent variables. Age, education level, and residence were controlled as covariates in regression and mediation analyses.

Results

Descriptive Analyses

Table 1 presents the means of the intrinsic and extrinsic motivation, psychosocial capacities, local and global awareness in T1 and T2 assessment as well as the feature perception and programme satisfaction. Comparing the intrinsic motivation with extrinsic one at T1, the results first indicated that participants were more likely motivated to join the programme intrinsically rather than extrinsically prior to the beginning of the programme ($M_{diff.} = 2.20$, $SD = 1.36$, $p < .001$). Such pattern in motivation remained unchanged throughout the programme ($M_{diff.} = 1.99$, $SD = 1.65$, $p < .001$). The results of paired sample t -tests indicated that there was no significant changes in participants' motivation, psychosocial capacities, local and global awareness across the two assessments (all $ps > .05$). Regarding the perception of programme features, most of the participants agreed that the programme consisted of different interesting tasks, encouraged them to establish friendship, and allowed them autonomy in completing the tasks ($M = 5.55$, $SD = 0.98$). Overall, they were satisfied with the programme ($M = 5.83$, $SD = 1.22$).

Table 2 presents the correlations among feature perception, motivation changes, and psychosocial changes. The feature perception was significantly correlated with changes in intrinsic ($r = 0.32, p = .001$) and extrinsic motivation ($r = 0.28, p = .005$), and the changes in curiosity, empathy, and interpersonal competence ($r_s = 0.20 - 0.33, p_s < .05$) as well as changes in local awareness ($r = 0.29, p = .003$). Change in intrinsic motivation was significantly associated with the changes in four psychosocial capacities ($r_s = 0.25 - 0.64, p_s < .05$) and local and global awareness ($r = 0.42, p < .001$ and $r = 0.37, p < .001$ respectively). Similarly, change in extrinsic motivation was significantly associated with the changes in four psychosocial capacities ($r_s = 0.22 - 0.35, p_s < .05$) and global awareness ($r = 0.29, p = .003$).

Linear Regression Analysis

The results of the regression analysis was shown in Figure 1. Expect changes in self-efficacy and global awareness, feature perception were found predictive of changes in curiosity ($B = .23, SE = .07, p = .002$), empathy ($B = .13, SE = .06, p = .031$), interpersonal competence ($B = .35, SE = .08, p < .001$), and local awareness ($B = .35, SE = .12, p = .004$). Such effects were significant even after controlling age, education level, and residence.

Mediation Analysis

Given the results of liner regression analysis, the mediating effects of intrinsic and extrinsic motivation changes were only examined in the relationships between feature perception and changes in curiosity, empathy, interpersonal competence, and local awareness. The results of the mediation analysis was shown in Figure 2 and the total, direct and indirect effects were presented in Table 3. The results indicated that the participants with positive feature perception were associated with enhancements in intrinsic ($B = 0.30, SE = 0.09, p = .001$) and extrinsic motivation ($B = 0.47, SE = 0.16, p = .004$). In terms of the direct effects, feature perception remained predictive of change in interpersonal competence ($B = 0.26, SE = 0.08, p = .001$), after taking intrinsic and extrinsic motivation changes into account and controlling for the three covariates. These suggested that feature perception provided unique contribution in facilitating the growth in interpersonal competence.

The significant indirect effects of feature perception through intrinsic motivation change were found on changes in curiosity ($B = 0.14, SE = 0.05, p = .003$), interpersonal competence ($B = 0.10, SE = 0.04, p = .011$), and local awareness ($B = 0.17, SE = 0.06, p = .009$). However, such effects were not observed on empathy change. In contrast, no significant indirect effects of feature perception through extrinsic motivation change was found on the four dependent variables.

Discussion

In order to enhance the psychosocial growth of young generation, the Glocal Hero Action – International Programme was developed to enhance their curiosity, empathy, interpersonal competence, self-efficacy, and local and global awareness. This pretest-posttest study was conducted in attempt to examine the individual growth in the programme. The results of this study first demonstrated that participants' psychosocial capacities and awareness of local and global issues were maintained at higher levels throughout the programme. For examples, more than half

of the participants considered themselves as empathic persons and higher in interpersonal competence and self-efficacy. More than 80% of them reported that they were aware of the social issues in their own community and the world.

The present findings also showed that greater intrinsic motivation was prevalent among the participants with positive perception of programme features (i.e., interesting tasks, friendship cultivation, and autonomy). As predicted, such a heightened intrinsic motivation was associated with positive growth in curiosity, interpersonal competence, and enhancement in local. As a result, better growth in psychosocial capacities as well as increase in awareness of social issues were observed among participants who held positive views of programme features than those with negative views, and the differences in psychosocial and awareness development between participants with positive and negative perception of programme features were accounted by their levels of intrinsic motivation. These findings unveil a mechanism underlying the relationships between programme features and personal outcomes in the programme through intrinsic motivation, providing an empirically supported framework for programme design.

Limitation and Future Directions

The present study monitored the psychosocial and awareness changes in a personal growth programme, revealed a mechanism underlying the relationships between programme feature and psychosocial growth and awareness enhancement. However, several limitations should be considered. First, the participants in present study reported higher psychosocial capacities at baseline, which might make the programme hard to demonstrate its positive impact on personal psychosocial growth. The higher baseline may possibly be due to a fact that, prior to the programme, the participants have been engaged in a series of workshops which also aimed to cultivate their curiosity, empathy, interpersonal competence, self-efficacy, local and global awareness. Future study shall control such confounding effect by administering the baseline measures much earlier than those activities or conducting the study with participants who are fresh to this kind of psychosocial growth programme. Second, the programme duration was about two weeks which may not be effective in altering the growth in participants' psychosocial capacities. For example, as suggested in a recent meta-analysis study (Zhang & Zhou, 2019), for intervention programme to make a contribution to participants' intercultural attitudes and skills, a duration of two months is encouraged. Thereby, future programme may consider a longer duration to ensure individuals having enough time to develop their competence. Lastly, the interval between the two survey assessments varied from 12 to 17 days (mean = 15.25 days, $SD = 1.18$). This indicates that some participants may take the first assessment after the programme commencement and/or take the second assessment few days after the programme completion. Despite the results of present study remains the same even taking this factor into consideration, future study shall ensure a more rigorous data collection procedure.s

	α	Time 1	Time 2	p
		$M (SD)$ or %	$M (SD)$ or %	
Age	—	21.78 (3.04)	—	—
Gender (female)	—	76.2%	—	—
Education (bachelor or above)	—	90.1%	—	—
Residence (non-local)	—	60.4%	—	—
Intrinsic motivation	0.88	5.67 (0.79)	5.52 (1.02)	0.12
Extrinsic motivation	0.68	3.47 (1.50)	3.53 (1.54)	0.65
Curiosity	0.77	4.86 (0.60)	4.83 (0.63)	0.66
Empathy	0.72	5.08 (0.58)	5.00 (0.67)	0.14
Interpersonal competence	0.83	5.15 (0.70)	5.02 (0.80)	0.10
Self-efficacy	0.91	5.06 (0.98)	5.19 (0.94)	0.20
Local awareness	0.83	5.65 (0.93)	5.49 (1.10)	0.16
Global awareness	0.79	5.36 (1.02)	5.28 (1.07)	0.36
Feature perception	0.82	—	5.55 (0.98)	—
Programme satisfaction	0.93	—	5.83 (1.22)	—

Note. Gender was coded as 0 = male and 1 = female. Education was coded as 0 = secondary or below and 1 = bachelor or above. Residence was coded as 0 = local and 1 = non-local.

	1	2	3	4	5	6	7	8	9	10	11	12
1. Age	—											
2. Gender	0.04	—										
3. Education	0.16	-0.03	—									
4. Residence	0.36	0.12	-0.13	—								
5. Feature perception	0.29	0.11	0.20	0.31	—							
6. Intrinsic motivation	0.15	0.11	0.05	0.02	0.32	—						
7. Extrinsic motivation	0.15	0.15	0.01	0.09	0.28	0.58	—					
8. Curiosity	0.08	0.04	0.09	-0.06	0.29	0.64	0.35	—				
9. Empathy	0.18	-0.01	-0.08	0.01	0.20	0.25	0.24	0.23	—			
10. Interpersonal competence	0.09	0.11	-0.07	-0.10	0.33	0.45	0.22	0.58	0.25	—		
11. Self-efficacy	0.08	0.08	0.08	-0.18	0.12	0.47	0.33	0.59	0.17	0.56	—	
12. Local awareness	0.19	0.04	0.03	0.05	0.29	0.42	0.15	0.39	0.27	0.56	0.48	—
13. Global awareness	0.20	0.18	0.12	0.02	0.14	0.37	0.29	0.33	0.27	0.51	0.33	0.51

Note. Gender was coded as 0 = male and 1 = female. Education was coded as 0 = secondary or below and 1 = bachelor or above. Residence was coded as 0 = local and 1 = non-local. Correlation coefficients displayed in bold are significant at $p < .05$.

Table 3. Total, Direct and Indirect Effects of Feature Perception on Psychosocial and Awareness Changes

	Curiosity		Empathy		Interpersonal competence		Local awareness	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Total effect	0.22**	0.07	0.12*	0.06	0.35***	0.08	0.34**	0.12
Direct effect	0.09	0.06	0.09	0.06	0.26***	0.08	0.22	0.12
Indirect effect	0.14**	0.05	0.02	0.02	0.10*	0.04	0.17**	0.06
through intrinsic motivation change [95%CI]	[0.05, 0.23]		[-0.02, 0.06]		[0.02, 0.18]		[0.04, 0.29]	
Indirect effect through extrinsic motivation change [95%CI]	-0.01	0.02	0.02	0.02	-0.02	0.02	-0.06	0.04
	[-0.04, 0.03]		[-0.02, 0.06]		[-0.07, 0.03]		[-0.13, 0.02]	

Note. In the mediation model, feature perception was inputted as the independent variables whereas intrinsic and extrinsic motivation changes were inputted as the mediators. Age, educational level, and residence were statistically controlled as covariates in the mediation analysis.

* $p < .05$; ** $p < .01$; *** $p < .001$.

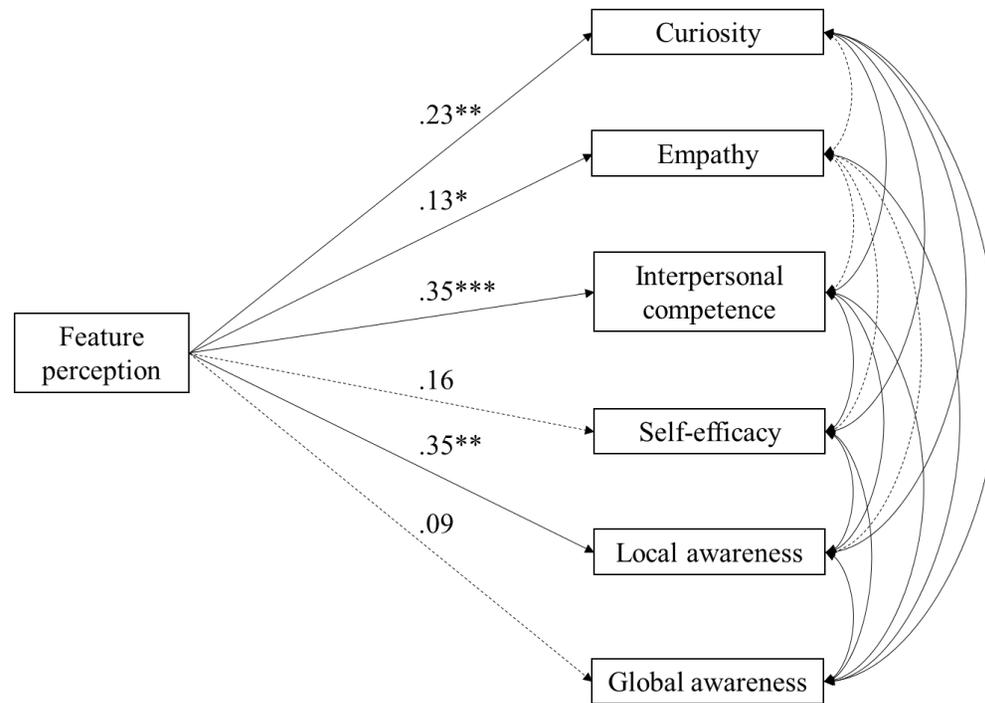


Figure 1. The model on the relationships between feature perception and psychosocial and awareness changes.

Note. Numbers in the figure indicate unstandardized regression coefficients. The dashed lines represent non-significant regression coefficients. Age, education level, and residence were statistically controlled as covariates in the mediation analysis.

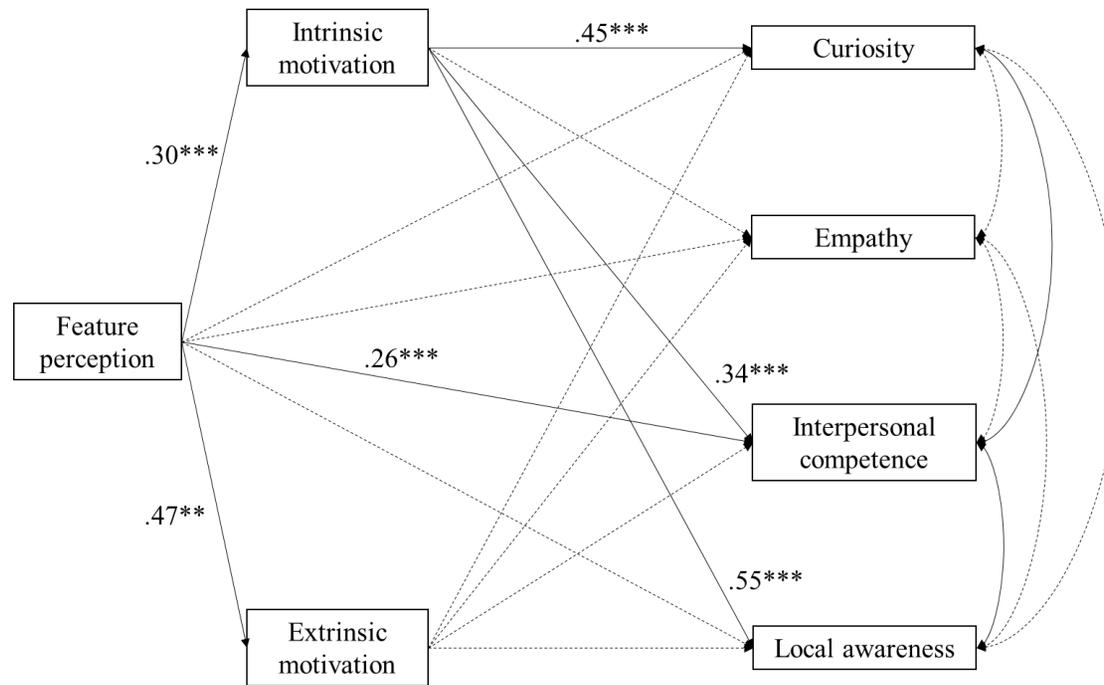


Figure 2. The mediation model on the relationships between feature perception and psychosocial and awareness changes through motivation changes.

Note. Numbers in the figure indicate unstandardized regression coefficients. The dashed lines represent non-significant regression coefficients. Age, education level, and residence were statistically controlled as covariates in the mediation analysis. Goodness of fit of this mediation model: $\chi^2 = 2.72$ ($df = 6, p = .84$), CFI = 1.00, TLI = 1.00, RMSEA = .00, SRMR = .02.

* $p < .05$; ** $p < .01$; *** $p < .001$.

References

- Coroiu, A., Meyer, A., Gomez-Garibello, C. A., Brähler, E., Hessel, A., & Körner, A. (2015). Brief form of the Interpersonal Competence Questionnaire (ICQ-15): Development and preliminary validation with a German population sample. *European Journal of Psychological Assessment, 31*(4), 272-279. <https://doi.org/10.1027/1015-5759/a000234>
- Jolliffe, D., & Farrington, D. P. (2006). Development and validation of the Basic Empathy Scale. *Journal of Adolescence, 29*(4), 589-611. <https://doi.org/10.1016/j.adolescence.2005.08.010>
- Kashdan, T. B., Disabato, D. J., Goodman, F. R., & McKnight, P. E. (2020). The Five-Dimensional Curiosity Scale Revised (5DCR): Briefer subscales while separating overt and covert social curiosity. *Personality and Individual Differences, 157*, 109836. <https://doi.org/10.1016/j.paid.2020.109836>
- Kasser, T., & Ryan, R. M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. *Personality and Social Psychology Bulletin, 22*(3), 280-287. <https://doi.org/10.1177/0146167296223006>
- Rosseel, Y. (2012). lavaan: An R package for structural equation modeling. *Journal of Statistical Software, 48*(2), 1-36. <https://doi.org/10.18637/jss.v048.i02>
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: Nfer-Nelson.
- Zhang, X., & Zhou, M. (2019). Interventions to promote learners' intercultural competence: A meta-analysis. *International Journal of Intercultural Relations, 71*, 31-47. <https://doi.org/10.1016/j.ijintrel.2019.04.006>