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## **Social Competencies of Students of Science and Social Majors for Volunteer Work**

### **Abstract**

The article discusses the recognition of social competencies of students of science and social majors to do voluntary work. The theoretical concept on which the research is based is the concept of social competencies by J. Skrzypczak, who sees them as “the ability to do something, depending on the familiarity of knowledge, skills and abilities included in it, as well as on the degree of conviction about the need of using that ability.” The main purpose of the research is to diagnose the social competencies of students of science and social majors to do voluntary work and to identify the differences between groups in this respect. The method of diagnostic survey was chosen for the purposes of the study. Research has shown slight differences between the students of science and social majors. They only concern the assessment of one’s own level of motivation to help.

### **Keywords**

voluntary work, social competences, students, social studies, sciences

## 1. Introduction

The issue of voluntary work is increasingly gaining importance, not only due to services which are offered to those who need them, but mostly because of the scope of values it covers. Voluntary work is a specific activity. It is more often perceived as a kind of place for character honing, a place of self-fulfilment, and an internship for future professional work.<sup>1</sup>

At the beginning, it should be noted that it is worth undertaking research in this field for several important reasons. Firstly, voluntary work in Poland is a relatively new phenomenon and, indicated in written sources, there is little research devoted to the issue of competencies required to perform the tasks of volunteers, especially students who undertake voluntary activities.

Secondly, although the *Act of 24 April 2003 on public benefit and volunteer work* regulates legal issues relating to voluntary work, it does not refer in any way to what qualifications and predispositions people undertaking voluntary work should have. This task is left to the bodies organising voluntary work. Although, good intentions are very important in the process of helping, they are not enough. Unless we know how to provide assistance, we can do more harm than good.

Thirdly, the conclusions drawn from the research could be used to help to encourage students to engage in this type of activity, how to modify higher education curricula to stimulate motivation to act for the benefit of others, and at the same time how to help in a competent manner. “Volunteers who work with people should learn constantly [...] Everyone who wants to help effectively should become a professional in helping. Therefore, volunteers should be characterised by constant improvement of their knowledge. In this respect, it is also important to compare one’s activities with the achievements of other people.”<sup>2</sup>

Fourthly, the duty of every science is to strive to gather important knowledge about the field of reality that interests us.

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<sup>1</sup> E. Turska, *Znaczenie wolontariatu w opiniach studentów pedagogiki*, „Dyskursy Młodych Andragogów” 21 (2020), pp. 191–204.

<sup>2</sup> B. Kromolicka, *Wolontariusz w służbie człowiekowi umierającemu. Na przykładzie Szczecińskiego Hospicjum Domowego*, Szczecin 2000, wyd. Uniwersytetu Szczecińskiego.

## 2. Grounding in theoretical concepts

The theoretical concept that can be referred to in this research is the **concept of social competencies by J. Skrzypczak**, who treats them as “the ability to do something, depending both on the awareness of the knowledge, skills and abilities involved, as well as on the degree of belief in the need to use this ability.” It is therefore about how to use one’s own abilities in using learned skills, supported by specific theoretical knowledge to effectively cope with the surrounding world in a selected area.”<sup>3</sup>

## 3. Current state of knowledge

The question of competencies has been the subject of interest of social scientists relatively recently, only since the mid-1980s, when research on the social competencies of adults was conducted by E. Aronson, D. T. Wilson, R. M. Akert [E. Aronson, T.D. Wilson, R. M. Akert.<sup>4</sup> Research on competencies is conducted on many levels, including: the area of professional work, social communication, self-perception. When discussing the issue of research on competences, it is impossible to ignore the research conducted by M. Argyle, the aim of which was individual differences in the level of social competences. The author included gender, social class and personality as factors differentiating social competences.<sup>5</sup>

Research aimed at determining the relationship between professional preferences and social competencies was conducted by A. Matczak<sup>6</sup> with high school and university students.

Research on the caring competencies of hospice volunteers was conducted by B. Kromolicka.<sup>7</sup> They focused on the stages of preparing volunteers to work

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<sup>3</sup> J. Skrzypczak, *Tak zwane kompetencje kluczowe, ich charakter i potrzeba kształtowania w toku edukacji ustawicznej*, „Edukacja Ustawiczna Dorosłych” 3(1998), p. 20.

<sup>4</sup> E. Aronson, T.D. Wilson, R.M. Akert *Psychologia społeczna. Serce i umysł*, Poznań 1997, Wyd. Zysk, pp. 282–285.

<sup>5</sup> A. Argyle, *Zdolności społeczne*, in: S. Moscovici (ed.), *Psychologia społeczna w relacjach ja-inni*, Warszawa 1998, wyd. Szkolne i Pedagogiczne, pp. 77–102.

<sup>6</sup> A. Matczak, *Preferencje zawodowe młodzieży a kompetencje społeczne*, „Psychologia Wychowawcza”, 38(1998) 4, pp. 107–115.

<sup>7</sup> B. Kromolicka, *Wolontariusz w służbie człowiekowi umierającemu. Na przykładzie Szczecińskiego Hospicjum Domowego*, Szczecin 2000, wyd. Uniwersytetu Szczecińskiego.

with the sick, assessing their own skills and preparation for caring for the terminally ill, as well as the deficiencies felt by the respondents in contacts with the sick and their family.

It is also worth mentioning the research on the profiles of social competencies of people working (in helping professions) and the unemployed, conducted in 2000 by M. Czechowska-Bieluga, A. Kanios and E. Sarzyńska.<sup>8</sup>

In turn, in 2003 K. Bobrowska-Jabłońska<sup>9</sup> studied the importance of emotional intelligence and social competencies in education at Warsaw School of Economics (SGH). The research covered 226 students of this university. The research results revealed that SGH students cope best in situations requiring assertiveness, achieving one's own goals or needs by influencing others or resisting the influence of others, and the weakest in situations of close interpersonal contact, involving extensive disclosure of partners. The students cope relatively well in situations of social exposure, which mean being the object of attention and potential judgment from many people.

In 2005, research on emotional intelligence and social competencies among employed and unemployed people was conducted by M. J. Caban and T. Rewerski.<sup>10</sup> The research results revealed that there are significant differences in the level of emotional intelligence between the groups of employed and unemployed people.

Research on the social competencies of managers and unemployed people was conducted by B. Mazurek-Kucharska.<sup>11</sup> The aim of the research was to answer the question whether two social groups of people functioning differently differ in the level of social competencies.

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<sup>8</sup> M. Czechowska-Bieluga, A. Kanios, E. Sarzyńska, *Profil kompetencji społecznych osób pracujących i bezrobotnych*, Lublin 2000, wyd. UMCS.

<sup>9</sup> K. Bobrowska-Jabłońska, *Znaczenie inteligencji emocjonalnej i kompetencji społecznych w kształceniu w SGH—raport z badań*, E-mentor 2003 no. 2, <https://www.e-mentor.edu.pl/artykul/index/numer/2/id/17>, (13.06.2023).

<sup>10</sup> M. Caban, T. Rewerski, *Inteligencja emocjonalna i kompetencje społeczne u osób pracujących i bezrobotnych*, „Polityka Społeczna” 2(2005), pp. 8–10.

<sup>11</sup> B. Mazurek-Kucharska, *Kompetencje społeczne we współczesnej psychologii i teorii zarządzania. Przegląd wybranych podejść i problemów*, in: S. Konarski (ed.), *Kompetencje społeczno-psychologiczne ekonomistów i menedżerów Teoria—badania—edukacja*, Warszawa 2006, wyd. SGH, pp. 55–94.

The social competences of students of technical and social sciences were the subject of research by J. Wierzejska.<sup>12</sup> The author's research did not show any significant differences between the studied groups of academic youth.<sup>13</sup>

In turn, in 2018, A. Kanios and A. Bocheńska-Brandt examined the profiles of social competencies of students preparing to care for the elderly. The research results showed significant statistical differences in all distinguished types of social competencies between the studied groups of Polish and German students. In all analysed scales examining social competencies, Polish students achieved slightly higher results.<sup>14</sup>

#### 4. Methodological foundations of own research

The main purpose of the research is the diagnosis of the social competencies of students of science and social majors to work as volunteers, and to compare both groups with each other.

The research questions were formulated as follows:

1. What knowledge of volunteer work do students of science and social majors have, and are there any differences between the researched groups in this respect?
2. What social skills do students of science and social majors have, and are there any differences between the studied groups in this respect?
3. What is the motivation for volunteer work among students of science and social majors, and are there any differences between the studied groups in this respect?

For the purposes of this article, the diagnostic survey method was chosen. The research technique employed in the research is the survey technique. Therefore, the study used a research tool which is *A self-designed survey questionnaire for research on the social competences of students of science and social*

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<sup>12</sup> J. Wierzejska, *Kompetencje społeczne studentów kierunków technicznych i społecznych*, „Studia Edukacyjne” 39 (2016), pp. 155–168.

<sup>13</sup> E. Turska, *Znaczenie wolontariatu w opiniach studentów pedagogiki*, „Dyskursy Młodych Andragogów”, 21(2020), pp. 191–204.

<sup>14</sup> A. Kanios, A. Bocheńska-Brandt, *Profile kompetencji społecznych studentów przygotowujących się do opieki nad osobami starszymi—badanie polsko-niemieckie*, „Kwartalnik Pedagogiczny” 64(2019) 4, pp. 237–254.

*majors to work in volunteering (own authorship)*. The research was carried out in November 2022 using a Google survey. The research covered students of two universities: SGH Warsaw (science majors) and UMCS (humanities majors: pedagogy, social work, psychology). A total of 190 people were examined. The examination was diagnostic in its nature.

## 5. Own research results

A total of 190 students took part in the study, including less than half of the students (49.47%–94 people) of the Warsaw School of Economics (SGH) and slightly over half of the students (50.52%–96 people) of the Maria Curie-Skłodowska University in Lublin (UMCS).

**Chart 1.** Type of university of respondents

Type of university	N	%
SGH	94	49.47
UMCS	96	50.53

As empirical analyses have shown, 61.7% of SGH students were women, and less than every fourth respondent was a man (38.3%). In turn, women predominated among the UMCS academic youth. They constituted as much as 95.83% of the surveyed population.

There were only four men, which constitutes 4.17%. The differences between the study groups in this respect are statistically significant ( $p=0.000$ ).

**Chart 2.** Gender of the surveyed students

Gender	Science majors		Social majors	
	N	%	N	%
Women	58	61.7	92	95.83
Men	36	38.3	4	4.17

$\chi^2=16.64$   $df=1$   $p=0.000$

Another variable analysed was the level of studies. In both groups, the bachelor's level prevailed. Among SGH students the vast majority, that is, 93.62%, were bachelor's students, only three people (6.38%) studied at Master's level. A similar proportion was observed among UMCS students. Most of them, that is,

85.42%, are first-cycle degree programme students, while less than 15% (14.58%) are Master's level students.

**Chart 3.** Level of studies

Level of studies	Science majors		Social majors	
	N	%	N	%
Bachelor's	88	93.62	82	85.42
Master's	6	6.38	14	14.58

$c^2=0,93$   $df=1$   $p=0,333$

The respondents were also asked what year they were currently studying. Among SGH students, the vast majority, that is, 91.49%, are first-year students. Single people (6 people—2<sup>nd</sup> year; 2 people—3<sup>rd</sup> year) studied in higher years of studies. The situation was different among UMCS academic youth. A significant part (62.50%) studied in the first year, but as many as ¼ were third-year students. The remaining 12.5% of respondents were second-year students.

**Chart 4.** Year of studies

Year of studies	Science majors		Social majors	
	N	%	N	%
1st year	86	91.49	60	62.50
2nd year	6	6.38	12	12.50
3rd year	2	2.13	24	25.00

$c^2=12,61$   $df=2$   $p=0,001$

An interesting issue, due to the analysed problem, was the respondents' major of study. SGH students represented many different majors of study, while UMCS students represented only two. The majority of students (78.72%) of the university of economics are studying general major, while single people represented finance and accounting, information methods in economics or global business, finance and management. Among students from Lublin, 56.25% studied social work, while the remaining 43.75% studied pedagogy.

Among SGH students, less than half (46.81%) studied full-time. A similar part of them (44.68%) took evening studied. Only eight people (8.51%) took extramural studies. In turn, UMCS students represented 100% of the full-time studies.

**Chart 7.** Study mode

Study mode	Science majors		Social majors	
	N	%	N	%
full-time	44	46.81	96	100.00
evening	42	44.68	0	0.00
extramural	8	8.51	0	0.00

$\chi^2=34.65$   $df=2$   $p=0.000$

As empirical analyses shown, the vast majority of surveyed students have experience in volunteering. Both SGH students (76.60%) and UMCS students (75%) work for charity.

**Chart 8.** Having experience in volunteer work

Having experience in volunteer work	Science majors		Social majors	
	N	%	N	%
<i>Yes</i>	72	76.60	72	75.00
<i>No</i>	22	23.40	24	25.00

$\chi^2=0.329$   $df=1$   $p=0.855$

The vast majority of young people engage in volunteering informally. As many as 77.78% of SGH students and 63.89% UMCS students did not sign any agreement to help with volunteering. Individual people (from both universities) indicated a formal mode of volunteering. Detailed data is provided in chart no. 9.

**Chart 9.** Ways of becoming involved in volunteering

Ways of becoming involved in volunteering	Science majors		Social majors	
	N	%	N	%
Agreement	10	13.89	16	22.22
Informal	56	77.78	46	63.89
Other	6	8.33	10	13.89

The data concerns only those people who engage in volunteering

$\chi^2=1,682$   $df=2$   $p=0,431$



Students usually engage in volunteering occasionally. As the analyses showed, the vast majority of them (80.56%—SGH; 61.11%—UMCS) help unsystematically. Every third (33.33%) UMCS student and every sixth (16.67%) SGH student is involved in permanent volunteering.

**Chart 10.** Types of being involved in volunteering

Types of being involved in volunteering	SGH		Social majors	
	N	%	N	%
Permanent	12	16.67	24	33.33
Occasional	58	80.56	44	61.11
Other	2	2.78	4	5.56

$\chi^2=3.294$   $df=2$   $p=0.192$

The data concerns only those people who engage in volunteering

Another issue which was analysed were the types of people helped by students who engage in volunteering. As shown in the data in chart no. 11, the vast majority (61.11%) of SGH students are involved in helping children. One third of respondents (33.33%) help elderly people and youth (other students) (30.56%). More than one in four of them (27.78%) work as volunteers for people with disabilities.

A similar distribution of percentage data was observed among UMCS students. The vast majority of them, that is, 77.78%, help children by volunteering. Less than 40% (38.89%) work with elderly people. One third (33.33%) indicated students, and every fourth student indicated refugees (27.78%) and sick people (25%).

**Chart 11.** Types of people helped by students who engage in volunteering

Types of people	SGH		Social majors	
	N	%	N	%
Children	44	61.11	56	77.78
Youth/students	22	30.56	24	33.33
Elderly people	24	33.33	28	38.89
Sick people	22	30.56	18	25.00
Disabled people	20	27.78	16	22.22
Refugees	6	8.33	20	27.78
Migrants	0	0.00	6	8.33
People with addictions	4	5.56	0	0.00
Other people	8	11.11	6	8.33

The data concerns only those people who engage in volunteering

The vast majority of students could not precisely determine how much time they devote to volunteer work. This is probably due to the fact that most of them engage in volunteer work on an unsystematic basis. However, every fourth (25%) UMCS student devotes three to four hours a week to volunteering.

**Chart 12.** The amount of time (weekly) devoted to volunteer work

Amount of time	SGH		Social majors	
	N	%	N	%
1–2 hours	8	11.11	6	8.33
3–4 hours	10	13.89	18	25.00
5–8 hours	2	2.78	4	5.56
Over 8 hours	2	2.78	0	0.00
Difficult to determine	50	69.44	44	6.11

$\chi^2=2.810$   $df=4$   $p=0.590$

The data concerns only those people who engage in volunteering

According to the adopted concept of social competencies, they are understood as a set of knowledge, motivation and social skills. Therefore, the individual components of social competences for volunteering will be described later.

The first analysed variable is the knowledge of volunteer work possessed by students of science and social majors. In this respect, the issue was the rules that should be followed when engaging in volunteering. The surveyed SGH students indicated the principle of honesty as the most important. This choice was made by as many as 76.6% of respondents. Next the principle of respect for privacy (68.09%) and the principle of acceptance (63.83%) were pointed out. Students of social sciences made a similar choice. The principle of honesty (89.58%), the principle of acceptance (87.5%) and the principle of respect for privacy (79.17%) were also indicated as the most important principle.

The surveyed students were also asked about activities performed during their volunteer work. Most economics students indicated organizing charity events (52.78%). Every third of them (33.33%) gives private lessons. Less than 1/3 (30.56%) indicated help with cleaning activities. Every fourth SGH student indicated explaining difficult issues (27.78%) and organizing special events (25%). Slightly different activities are performed by students of social studies when performing voluntary work. The most frequently mentioned were conversations with the people under their care (58.33%) and organising charity events

(58.33%). Less than 40% organise special events. Going for walks with people in need also turned out to be an important issue (36.11%).

**Chart 13.** Principles to follow when engaging in volunteering

Principles	Science majors		Social majors		c2	p
	N	%	N	%		
The principle of respect for privacy	64	68/09	76	79.17	1,503	0.220
The principle of proper communication	54	57.45	72	75.00	3,275	0.070
The principle of acceptance	60	63.83	84	87.50	7,251	0.007
The principle of trust	50	53.19	74	77.08	5,979	0.014
The principle of honesty	72	76.60	86	89.58	2,007	0.156

The data does not add up to 100% because the selection was multiple

**Chart 14.** Activities performed in the course of volunteer work

Activities performed in the course of volunteer work	Science majors		Social majors	
	N	%	N	%
Having conversations	24	33.33	42	58.33
Going for walks	16	22.22	26	36.11
Explaining, clarifying	20	27.78	18	25.00
Helping with cleaning	22	30.56	24	33.33
Organising charity events	38	52.78	42	58.33
Giving lectures on a given topic	8	11.11	6	8.33
Providing assistance with personal hygiene activities	2	2.78	6	8.33
Helping with homework (tutoring)	24	33.33	18	25.00
Organizing special events	18	25.00	28	38.89
Establishing contacts with institutions and organizations	2	2.78	16	22.22

The data does not add up to 100% because the selection was multiple

How do students find out about the possibility of volunteering? This issue also seemed quite interesting. As empirical analyses shown, this feature does not differentiate the respondents. Most often, these are friends who volunteer. This answer was given by 75% of SGH students and 77.78% of UMCS students.

Science major students also mentioned student organisations operating at the university (72.22%) and Facebook (66.67%). Students of social sciences indicated the Internet (72.22%) and student organisations (52.78%).

**Chart 15.** Sources of knowledge about volunteering

Sources of knowledge about volunteering	Science majors		Social majors	
	N	%	N	%
From the Internet	44	61.11	56	72.22
From Facebook	48	66.67	36	50.00
Through student organizations operating at the university	52	72.22	38	52.78
Through friends who volunteer	54	75.00	56	77.78
Through conversations with academic teachers	6	8.33	22	30.56
Through student internships	2	2.78	24	33.33

The data does not add up to 100% because the selection was multiple

The opinions of the surveyed students on the personality traits of a good volunteer, were one of the analysed issues in terms of students' knowledge about volunteer work. The students of science and social sciences indicated empathy (SGH—80.85%; UMCS—89.58%), openness (SGH—78.72%; UMCS—93.75%) and communication skills (SGH—74.47%; UMCS—75%).

**Chart 16.** Opinions of the surveyed students on the personality traits of a good volunteer

Opinions of the surveyed	Science majors		Social majors	
	N	%	N	%
Openness	74	78.72	90	93.75
Communication skills	70	74.47	72	75.00
Empathy	76	80.85	86	89.58
Responsibility	58	61.70	70	72.92
Honesty	60	63.83	66	68.75
Punctuality	22	23.40	24	25.00
Careful listening	44	46.81	66	68.75
Sensitivity	52	55.32	76	79.19

The data does not add up to 100% because the selection was multiple

The respondents were also asked about the benefits of volunteering. As the analyses showed, for both groups of surveyed students the most important thing is the opportunity to help those in need (SGH—89.36%; UMCS—95.83%). In addition, students of science and social studies indicated:

- the opportunity to gain new knowledge and skills (SGH—53.19%; UMCS—72.92%);
- the opportunity to gain new experience (SGH—53.19%, UMCS—81.25%);
- the opportunity to change one’s mind-frame (SGH—51.06%; UMCS—62.5%);
- the opportunity to influence the surrounding reality (UMCS—68.75%);
- the opportunity to meet new people (SGH—48.94%).

**Chart 17.** Benefits of volunteering

Benefits	Science majors		Social majors	
	N	%	N	%
The opportunity to help those in need	84	89.36	92	95.83
The opportunity to influence the surrounding reality	40	42.55	66	68.75
The opportunity to meet new people	46	48.94	44	45.83
The opportunity to gain new knowledge and skills	50	53.19	70	72.92
The opportunity to gain new experience	50	53.19	78	81.25
The opportunity to gain professional internship	18	19.15	38	39.58
The opportunity to change one’s mind-frame	48	51.06	60	62.50

The data does not add up to 100% because the selection was multiple

Another analysed variable was motivation to work as a volunteer. In this respect, there were slight differences between the studied groups. SGH students indicated the following motives for volunteering:

- willingness to help others—87.23%;
- satisfaction, self-satisfaction—65.96%;
- willingness to meet new people—51.06%;
- gaining knowledge and new skills—44.68%;
- self-fulfilment—42.55%.

In turn, students of social sciences most often indicated the following motives:

- willingness to help others—85.42%;
- gaining professional experience—60.42%;
- gaining knowledge and new skills—58.33%.

**Chart 18.** Motives for volunteering

Motives	Science majors		Social majors	
	N	%	N	%
Willingness to help others	82	87.23	82	85.42
Satisfaction and self-satisfaction	62	65.96	56	58.33
Increased self-esteem	28	29.79	26	27.08
Willingness to meet new people	48	51.06	34	35.42
Gaining knowledge and new skills	42	44.68	56	58.33
Gaining professional experience	22	23.40	58	60.42
Self-fulfilment	40	42.55	48	50.00
Preparation for your future profession	12	12.77	46	47.92

The data does not add up to 100% because the selection was multiple

Students who perform volunteer work were asked to rate their own level of motivation to volunteer work. SGH students turned out to be more self-critical in this respect. Nearly half of them (44.44%) rated their level of motivation for charity work as average. The same number of respondents (27.78%) stated that their level of helping was high or low. The situation in this respect is slightly different in the group of UMCS students. The vast majority of them (75%) rate their level of motivation as average. Almost every fifth respondent (19.44%) indicated a high level of motivation for voluntary work. Only four people (5.56%) assessed that they had a low level of motivation to help. There were statistically significant differences between the study groups ( $p=0.030$ ).

**Chart 19.** Assessment of one's own level of motivation to volunteer

Level of motivation	Science majors		Social majors	
	N	%	N	%
High level of motivation	20	27.78	14	19.44
Medium level of motivation	32	44.44	54	75.00
Low level of motivation	20	27.78	4	5.56

$\chi^2=8.943$   $df=3$   $p=0.030$

The data concerns only those people who engage in volunteering

In turn, the group of people who do not engage in volunteering were asked about the reasons for this decision. Students of both groups most often indicated

lack of free time, not feeling such a need at this point in their lives, or lack of faith in their own abilities. Detailed data is provided in chart no. 20.

**Chart 20.** Reasons for not engaging in volunteering

Reasons for not engaging in volunteering	Science majors		Social majors	
	N	%	N	%
Lack of free time	12	54.55	12	50.00
Lack of proper knowledge and skills	2	9.09	4	16.67
Lack of faith in their own abilities	2	9.09	8	33.33
Unpopularity of volunteer work	2	9.09	2	8.33
No need felt	10	45.45	6	25.00
I don't know where to apply, how to start	4	18.18	4	16.67

The data concerns only those people who engage in volunteering

The last issue analysed in this research project is students' social skills for volunteer work. Firstly, the surveyed academic youth were asked about their opinions on whether they had the skills needed to work as volunteers. The vast majority of them (both SGH and UMCS students) believe that they have such skills. As many as 65.96% of SGH students and 64.58% of UMCS students are convinced of this fact. Percentage differences were visible among undecided people. As many as 1/3 (31.25%) of students of social sciences and 23.4% of students of economics had difficulty in expressing a clear opinion on this issue.

**Chart 21.** Opinions on the skills of the surveyed students needed for volunteer work

Opinions of the surveyed	Science majors		Social majors	
	N	%	N	%
Yes	62	65.96	62	64.58
No	10	10.64	4	4.17
O don't know/It's hard to say	22	23.40	30	31.25

$\chi^2=1.890$   $df=3$   $p=0.030$

The last issue analysed was self-assessment of skills required for volunteer work. The following types of skills were analyzed: communication skills, creativity and creative work skills, group/team work skills, good work organisation skills and specialised skills.

When it comes to communication skills, the largest percentage of SGH students (42.55%) rate it at a high level, while the largest group of UMCS students rate it at an average level (47.92%). Both groups of respondents assessed the creativity and creative work skills as well as the group/team work skills at an average level.

In turn, good work organisation skills were rated at a high level in both groups. Quite important specialised skills at the disposal of the surveyed youth are, in their opinion, at an average level.

There were no statistically significant differences in this respect between the study groups.

**Chart 22.** Self-assessment of skills needed for volunteer work

Opinions of the surveyed		Science majors		Social majors		$\chi^2$	p
		%	N	N	%		
Communication skills	High level	40	42.55	32	33.33	1.386	0.499
	Medium level	34	36.17	46	47.92		
	Low level	20	21.28	18	18.75		
Creativity and creative work skills	High level	18	19.15	22	22.92	0.209	0.900
	Medium level	52	55.32	50	52.08		
	Low level	24	25.53	24	25.00		
Group/team work skills	High level	32	34.04	34	35.42	0.284	0.867
	Medium level	34	36.17	38	39.58		
	Low level	28	29.79	24	25.00		
Good work organisation skills	High level	40	42.55	40	41.67	0.023	0.988
	Medium level	28	29.79	30	31.25		
	Low level	26	27.66	26	27.08		
Specialised skills	High level	20	21.28	30	31.25	1.532	0.464
	Medium level	56	59.57	46	47.92		
	Low level	18	19.15	20	20.83		



## 6. Summary

The surveyed students who engage in volunteer work are mostly women. The vast majority of them are first-year bachelor's degree students. Students of sciences majors represented mainly economic sciences, while students of social sciences represented social work and pedagogy. The vast majority of young people engage in volunteering informally. They could not determine exactly how much time they devote to volunteer work. This is probably due to the fact that most of them engage in volunteer work occasionally.

It turns out that, most often volunteers offer their assistance to children.

Analysing the issues of social competencies for volunteer work, a general conclusion can be drawn that the surveyed students have the necessary knowledge, motivation and skills for volunteer work. Interestingly, the differences between the studied groups are actually small and concern only the assessment of their own level of motivation to help. And the motivation to help pro-socially is an extremely important predictor of action. Aristotle has already claimed that true human happiness, which he understood as eudaimonia, consists more in loving than in being loved.<sup>15</sup> We find a similar meaning in the words attributed to St. Paul, who emphasized that "it is more blessed to give than to receive" (Ac 20:35).

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<sup>15</sup> N. Weinstein, R. M. Ryan, *When helping helps: Autonomous motivation for prosocial behavior and its influence on well-being for the helper and recipient*, "Journal of Personality and Social Psychology" 98(2010) 2, pp. 222–244.

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