

The Value of Service-Learning: The Student Perspective

Dr Donella Caspersz

The University of Western Australia, Crawley, WA

Email: donella.caspersz@uwa.edu.au

Dr Doina Olaru

The University of Western Australia, Crawley, WA

Email: doina.olaru@uwa.edu.au

Mr Leigh Smith

The University of Western Australia, Crawley, WA

Email: leigh.smith@uwa.edu.au

The Value of Service-Learning: The Student Perspective

ABSTRACT

The aim of this paper is to discuss the findings of a survey conducted in a University Business School with students exploring the intrinsic value of service-learning. We found that similar to Toncar et al. (2006) students in this survey associated the value of service-learning with practical skills, interpersonal skills and citizenship. While significant factors associated with personal growth were noted, these were rated lower than the others. We also found a significant difference between males and females in the sample. We draw on these findings to offer some viewpoints about service-learning in management education.

Keywords: social entrepreneurship, experiential/student-centred learning, factor analysis, ethical education

1: INTRODUCTION

Service-learning (SL) is an oft used term with a multiplicity of meanings. This paper draws on earlier research where we interrogated the meaning of the term in a randomly selected sample of articles from key academic databases using the data-mining tool Leximancer (Caspersz, Olaru & Smith, 2012). The analysis indicated that the main components of SL are *community*, *learning* and *service*, appearing in relatively equal representation, followed by second tier components such as *sense*, *experiential*, *education* and *engagement*. Based on these findings we defined SL as: “*a process of ‘reflective’ (of the experience) education in which students learn civic or social responsibility through a scholarship of community engagement that embodies the principle of reciprocity*” (Caspersz, Olaru & Smith, 2012: 19).

In this paper we consider the ‘value’ of SL for key stakeholders (Driscoll, Holland, Gelmon & Kerrigan, 1996; Toncar, Reid, Burns, Anderson & Nguyen, 2006). The term value as used here refers to the intrinsic value that an activity has for an individual, as opposed to a cost-benefit analysis that can also be attributed to this term. Whilst our research approach has included students, staff (Faculty), organisations (community and employer) and University administration (such as the Vice Chancellor or nominee), the focus of this paper is to report on findings from a survey with students. We begin with presenting our conceptualisation of the value proposition that SL holds for these groups, before

describing our research approach and findings. We conclude with a discussion of the implications these hold for management education in this field.

1.1: Conceptualising ‘Value’ in Service-Learning

Many Universities offer SL as a pathway to developing graduate attributes of a ‘sense of civic responsibility’, ‘social responsibility’, and ‘citizenship’ (GAP, 2008). Eyler, Giles, Stenson & Gray (2001) provide an annotated bibliography of what is known about the effects of SL on students, faculty, institutions and community. Of particular interest to us are their findings that service-learning has had a positive effect on:

- Students’ personal development and interpersonal skills;
- Reducing stereotyping and facilitating cultural & racial understanding;
- Students’ commitment to service and involvement in community service after graduation;
- Students’ academic learning and ability to apply what they learn at University to ‘real-life’ problems and settings;
- Academic outcomes such as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development.

Students engaged in SL have stronger faculty relationships than those who are not involved, they have improved satisfaction with their college (University or School), and are more likely to graduate (Eyler et al., 2001; also see Meyer, Hofshire & Billig, 2004). Billig, Root & Jesse (2005) similarly found that high school students who participated in SL were significantly more likely to say that they enjoyed school than students who did not participate (also see Furco, 2002), while service-learning enhanced students’ academic performance and self-assessment of their own learning (Eyler & Giles, 1989), and a practical understanding of their theoretical content (Eyles et al., 2001; Jensen & Burr, 2006).

In the stream of research that stresses the importance of SL in encouraging social responsibility (Lester, Tomkovick, Wells, Flunker & Kickul, 2005; Caspersz & Olaru, forthcoming), SL fosters students’ sense of civic responsibility (Ballantyne & Phelps, 2002; Ngai, 2006) and moral awareness

(Boss, 1994; Eyler 2000). Googins (2004) suggests that SL provides educators with the opportunity to give students the training and education that organisations can ‘do well by doing good’. Thus, SL engages students with developing an understanding of civic engagement knowledge and societal issues (Toncar et al., 2006), respectful attitudes and caring towards diverse groups (Hoover & Webster, 2004; Younnis, McClellan & Mazer, 1999), and ultimately a sense of civic efficacy (Kahne & Weishemeir, 2006).

In summary, while adding value to traditional learning outcomes, SL can also add value by encouraging social responsibility. We suggest that the multiple levels at which SL adds value in this way reflect the tiers of knowledge/interests described in the social theory of Jurgen Habermas.

In *Knowledge and Human Interests* (1968) Habermas distinguished between *instrumental*, *hermeneutic* and *emancipatory* knowledge/interests. *Instrumental* interest reflects purposeful intervention by humans and is associated with a technical, objective knowledge. Habermas associates *hermeneutic* knowledge with the knowledge developed by human disciplines such as history or the social sciences. This is considered a strategic knowledge, as the individual draws on this to position themselves in the web of social relationships. *Emancipatory* knowledge/interest is Habermas’ third form, which he associates with the knowledge generated by the critical sciences.

We suggest that Habermas’ knowledge/interests framework assists in conceptualising the ‘value’ of service-learning as it recognises the importance of attaining the *instrumental* (or learning outcomes) knowledge to then graduate to higher-order of *hermeneutic* and ultimately *emancipatory* knowledge/interests. That is, SL fosters instrumental knowledge/interests to then assist participants to better understand the world they live in (hermeneutic) and the social responsibility they hold to change this (emancipatory knowledge/interests). Through this, Habermas argues social actors engage in a process of communicative rationality by which they free (emancipate) themselves from the constraints of current roles, interactions, identities, interpretive patterns and norms to ‘construct’ ‘new’ meanings that might cause society to question legitimised traditions, solidarities and identities that previously

fostered social integrality (Crick & Joldersma, 2006; Guo & Sheffield, 2006). This awareness subsequently encourages actors to create change or engage in emancipatory activity.

1.2: Identifying the Stakeholders

Lester et al. (2005) identified three groups of stakeholders who are affected by SL: students, employers and community service organisations. While we survey these same groups, we add to Lester et al. (2005)'s list: staff (Faculty) views about the value of SL, and University administration (such as the Vice-Chancellor or nominee and Deans or nominees). We have done this for the following reasons:

- There are a number of systemic barriers that challenge the effective implementation of SL in Universities.
 - Firstly, ensuring that graduates are 'market-ready' and possess transferable 'work' skills has become a major preoccupation in Universities whose very existence is now dominated by a discourse of accountability (Crick & Joldersma, 2006). Not surprisingly, research notes that a critical obstacle to implementing service programs is Faculty attitudes, whereby Faculty may flatly refuse to participate because these activities are not considered 'core academic business', and hence do not contribute towards promotion for instance (Kolenko, Porter, Wheatley & Colby, 1996).
 - Linked to this is the effect of SL on faculty workload programs (Kolenko et al., 1996) as in this new age of accountability-driven education, Faculty seek to divest activities to cope with their increasing workload.
 - Finally, drawing on our own experience we would argue that Faculty resistance to SL also stems from failure to identify the 'specific learning goals' of service-learning programs as again, lack of clarity about these makes it difficult for Faculty to fit SL into their agenda.
- In terms of University Administrators, given the dominance of an accountability discourse, developing the legitimacy of SL in Australian Universities until now has, at best, remained ambiguous and, at worst, been ignored (Langworthy, 2007; Kenworthy U'ren, 2008).

However, coinciding with the timing of the Bradley Report (the *Review of Higher Education* conducted by Emer Prof Denise Bradley), and its own subsequent response to the Bradley recommendations, then Deputy Prime Minister and Minister for Education, Employment and Workplace Relations Gillard, in a speech to the *Australian Financial Review Higher Education Conference* about the report (March 9, 2009) referred to the funding of ‘outreach’ programs across the nation to provide mentoring and pastoral care. This is viewed as a strategy to address equity in education and particularly encourage those considered disadvantaged into tertiary education, in summary what the Government refers to as the ‘social inclusion’ agenda (see <http://www.socialinclusion.gov.au/>). With this, a ‘new array of factors’ entered University discourse, one emphasis being to legitimate a ‘care’ discourse in University considerations (Caspersz, 2009).

Providing service-learning opportunities for students reflects this emphasis, as it not only signals an intent by Universities to ‘do good’ in their communities through their student body, but also harness ‘good’ in their students to continue in this vein post-University. However, as Holland (1997: 30) argues, “*For the service movement to be sustained and institutionalized, each institution must develop its own understanding of the degree to which service is an integral component of the academic mission*”. Jongbloed, Enders & Salerno (2008) are even more precise when they argue that for a university to avoid mission overload when attempting to respond to challenge of SL, it should consider how its response to SL is simultaneously differentiated from other offerings yet integral to the University’s own responsibility for corporate social responsibility.

This research was subsequently conducted in a Business School. In management education, the primary growth in service-learning research and application has occurred during the past decade, starting with the 1996 service-learning special issue in the *Journal of Business Ethics*. Yet, even now (in 2012) there is ambivalence as to whether SL should be a core offering in Business Schools. This is notwithstanding the burgeoning of compulsory Business Ethics courses in Universities (including Australian universities) in the past decade for – in the first instance – postgraduate students.

Like others (see Godfrey, Illes & Berry, 2005; Boyle, 2007) we too would argue that while of enormous significance, these courses are still offered within a discourse of ‘accountability’, rather than ‘care’. Service-learning requires ‘care’ or ‘caring’, which in turn necessitates education about morals and values in a real-world setting. While generally sitting ‘outside’, rather than ‘within’ management education, it is undoubtedly the case that as the training ground for would be CEOs and Directors of public, private and non-government organisations, Business Schools are best placed to teach their students about ‘care’ (Taylor, 2005). However, as Boyle (2007) argues, this requires re-setting the mindset about SL and challenging the tacit moral and civic values underpinning educational offerings in Business Schools (what Boyle refers to as the ‘hidden curriculum’). Jackson (1993) identified six categories of activities to scrutinise in order to understand the moral values inherent in the hidden curriculum: rituals and ceremonies, the physical environment, spontaneous moral talk by teachers and staff, classroom rules and regulations, curricular substructures (e.g. assumptions about truth, trust, justice), and expressive behaviors (Jackson, 1993: Part One). Boyle (2007) draws on these categories to create a set of questions that business schools could ask in auditing their SL endeavors, to assess the tacit moral and civic messages being communicated. For instance, in asking how students are oriented, Boyle suggests that schools could include a service project in their orientation. Boyle argues that the answers to such questions will reveal the location and extent of the gap between the formal and hidden curricula, and, once completed, the school can make necessary changes based on the audit results.

2: RESEARCH APPROACH

In developing the research approach to investigate the value proposition of SL for these groups, we have for the most part followed the approach developed by Lester et al. (2005) and Toncar et al. (2006) with adaptations as necessary for all stakeholder groups. For convenience sake, we combined the survey for employers and community organisations into one ‘*organisations*’ survey.

All surveys have been developed as both pencil and paper and online surveys. Specifically, the survey with students was administered online using SurveyMonkey in May 2012. The instrument included a number of 15 questions/items, measured on a 7-level Likert scale and randomised in their order of

presentation to the respondents. The questions covered the benefits of SL for: self-development or practical and interpersonal skills (self confidence, organisational, communication and problem solving skills, personal growth); developing social responsibility and citizenship (involvement in the community, making a difference, understanding of cultural and racial differences, establishing caring relationships, citizenship); and leadership skills. Two additional questions elicited the age and gender of the student. The survey took in average 2.48 min, with a range of 6.93 min.

The survey was facilitated through the student services office of the Faculty and was thus made available to the undergraduate students within the School.

It is important to note that there is no formal SL program organised at either the School or University level in which this research was conducted. In 2011 the University commenced a process to accredit units currently offered as SL units, should they meet specified criteria, notably the relatedness of the service undertaken by students to the formal learning program, and secondly the conduct of service with third sector organisations. However, no units offered by the School have been accredited as SL units by the University; hence, student views can be considered ‘greenfield’ views.

3: FINDINGS

The sample of students included 165 respondents, with 65% females and 37% having had prior experience of SL activities. The ages vary between 18 and 63, with an average age of 20 years.

Figure 1 aggregates the responses to the questions asked.

[Figure 1 about here]

Students consistently valued highly the benefits of SL, with 14 out of 15 items averaging above 5. The highest average values were for “experience personal growth” (5.47), followed by “being involved in the community” (5.39) and “learning practical workplace skills” (5.38). The lowest values were recorded for the items referring to “establish caring relationships” (4.89), “applying classroom knowledge to real life scenarios” (5.00), and “gaining a greater understanding of cultural and racial differences” (5.06).

Factor analysis with alpha extraction (Hair, Black, Babin & Anderson, 2010) was further conducted, to assess the strength of relationships among items. As Table 1 confirms, the analysis highlighted a one-dimensional factor explaining 68% of the total variance. This was unexpected, as the items reflect two main latent constructs referring to benefits for the student's personal development and factors that impact others, or the four "nonmutually exclusive" constructs investigated by Toncar et al. (2006). Although there is insufficient data at this stage to apply confirmatory factor analysis and check the discriminant validity of the constructs, we are confident in suggesting that the sample viewed these elements as integral for their formation as citizens and working together towards this goal. All factor loadings are greater than 0.65, with organisational skills (0.874), self-confidence (0.872), responsibility and citizenship (0.856) the strongest items (Table 1). The Cronbach alpha indicator of reliability had the value of 0.996, demonstrating good internal consistency of the construct.

[Table 1 about here]

In reference to the factors identified by Toncar et al. (2006: 230, Table 5) the results at this stage suggest that students associate the value of SL firstly with the development of practical skills (i.e. develop organisational skills, build my self-confidence), citizenship (i.e. develop social responsibility and citizenship skills), and interpersonal skills (i.e. experience personal growth), with personal responsibility (i.e. demonstrate my trustworthiness to others) receiving amongst the lowest factor loadings (Table 1). Given the lack of prominence given to SL in the site where the research was conducted, this is expected. We thus suggest that the findings reflect a lack of understanding about the value of SL to students, especially in terms of fostering personal responsibility.

Finally, latent factor scores were calculated and compared across gender, age, and previous involvement groups (Table 2 and Figure 2). Table 2 indicates significant differences between male and female students (at 0.01 level) and marginally significant between younger students than 21 and above 21 years of age (0.083). However, there is no significant difference in the perceived benefits of SL for students previously engaged in a service-learning activity and those who were not (0.993).

[Table 2 about here]

Figure 2 a) and b) presents graphically the differences between the gender and age groups.

[Figure 2 about here]

The lack of differentiation by level of experience surprised us, as exposure to SL activities is expected to enhance the perceptions of participants about their usefulness. The results may suggest that when exposure to SL is minimal or in the absence of formal activities (which would provide SL opportunities to students), the benefits of the activity are yet to ripen. At the same time, unsuccessful SL projects can have consequences for all participants and reduce the magnitude of the perceived benefits.

The significant difference between male and female students is not astonishing. In their extensive review of gender differences in servant leadership (a concept associated with service-learning) Barbuto and Gifford (2010) noted that the literature thus far more commonly associated males with agentic or assertive behavior, whereas females are more commonly associated with communal behaviours or a concern with interpersonal relationships¹. Whilst the findings reported here do not analyse where gender differences arise in terms of the factor loadings, this is an area for future research and investigation.

4: DISCUSSION AND IMPLICATIONS

4.1: Discussion of Results

It is interesting to note that in light of the embryonic awareness of service-learning in the site in which the research was conducted, student understanding of the value of SL confirms trends in previous research and importantly, the Habermasian conceptualisation of its value to these stakeholders. That is, in noting the significance of developing organisational skills, students affirm the practical or 'instrumental' value of SL. Similarly, we could interpret their affirmation of interpersonal skills as reflecting the hermeneutic knowledge/interests described by Habermas. Finally, recognition of the link between SL and ability to develop social responsibility and citizenship skills can be viewed as noting the opportunity that SL offers to develop emancipatory knowledge/interests.

¹ Interestingly, Barbuto and Gifford's own research (2010) does not bear this out.

While we note that 37% of the sample identified prior experience in some SL activity, we suggest that even where there was no noted evidence of prior experience, students may have had prior *knowledge* of SL and the value it offers. This augurs well for receptivity by at least this stakeholder group to being offered formal SL initiatives and explains the similarity in the factor scores in the two “experience” groups.

However, the relatively equal acknowledgement of all three knowledge levels/interests as discussed above by the sample offers further promise in two additional areas. The first is that by linking value of SL with interpersonal skills in particular, it offers the potential to contribute to an individual’s psycho-social wellbeing, which has been found to covary with social integration in communities (Gracia & Herrero, 2004). This relatedness or the extent to which people feel connected to the people around them (Pavey, Greitmeyer & Sparks, 2011), which promotes a positive attitude towards community, fosters pro-social behaviour (Morrissey & Werner-Wilson, 2005; Perry, Brudney, Coursey & Littlepage, 2008), and generally has the potential to contribute to building healthy communities (Albanesi, Cicognani & Zani, 2007).

Secondly, by offering the potential to cultivate emancipatory knowledge/interests in students, SL offers an enormous potential to create positive change in a very troubled world. The fact that we can teach students this knowledge/interest was confirmed in other research that we have conducted (Caspersz & Olaru, forthcoming). In this, we conducted qualitative research with students involved in a voluntary student activity whereby students worked with communities in need using their own skills and knowledge to create social change. It was clear that students experienced a mindset change through their engagement with the program. We offer some data from this research to illustrate this point (Caspersz & Olaru, forthcoming: 16):

You can’t measure what I have taken out of the program – I could write a million essays and it wouldn’t come near enough. What has it given me? A platform and framework to express the internal yearnings to want to do something, to make a difference. (C)

[The program] is giving me the thorough learning through relevant practice. (H3)

It offers the place to lead changes in community. (B)

In summary, while the findings from this research are only at a preliminary stage, we would argue that there are a number of implications for management education that emerge. Most prominent is confirmation that students are receptive to SL and clearly articulate its value beyond their practical or instrumental (or work-related) interests, to embrace an interpersonal and intersubjective reflection on the potential SL offers to their whole self. That is, while keen to learn to be successful in their careers (Brady, 2007): we argue that we can augment their eagerness to be successful by providing reality learning through SL that not only enhances an already existing desirability to act pro-socially and create social change, but teaches them the skills and knowledge they can use to do this.

4.2: Limitations and Further Research

The limited sample size prevented us from a confirmatory analysis or validation of the scale. Of particular interest is to ascertain whether the relative importance of personal development, citizenship or social responsibility shown in this sample is maintained for other samples from other schools or universities. In addition, the analysis provides only one facet/view from one stakeholder as we have not concluded survey administration for the other stakeholder groups. Finally, our research agenda includes a further qualitative stage of all stakeholders; this has not commenced at time of writing.

There are also areas for further investigating arising from our findings, notably exploration of the influence of prior experience and gender differences. We may have to adjust our data collection tool in light of these findings to better capture these effects.

Nonetheless, the research presents an interesting picture of the value (i.e. intrinsic value) students attribute to service-learning. The absence of any formal program in the research site that would have informed students about this value highlights an interesting question: ‘where do students glean this understanding from’? This is yet a further research focus for our future research program in this area.

REFERENCES

- Albanesi C, Cicognani E & Zani B (2007) Sense of Community, Civic Engagement and Social Well-Being in Italian Adolescents, *Journal of Community & Applied Psychology* 17: 387-406.
- Ballantyne J & Phelps K (2002) What Can I Do? Applying Classroom Knowledge to Service Work, or Doing Practice Sociology, *Sociological Practice: A Journal of Clinical and Applied Sociology* 4(1): 41-52.
- Barbuto J & Gifford GT (2010) Examining Gender Differences of Servant Leadership: An Analysis of the Agentic and Communal Properties of the Servant Leadership Questionnaire, *Journal of Leadership Education* 9(2): 4-22.
- Billig S, Root S & Jesse D (2005) The impact of participation on service learning on high school students' civic engagement, *CIRCLE Working Paper 33*, RMC Research Corporation, Denver, CO.
- Boss JA (1994) The Effect of Community Service Work on the Moral Development of College Ethnic Students, *Journal of Moral Education* 23(2): 183-98.
- Boyle ME (2007) Learning to Neighbor? Service-Learning in Context, *The Journal of Academic Ethics* 5(1): 85-104.
- Bradley D, Noonan P, Nugent H and Scales B (December 2008) *Review of Australian Higher Education: Final report*, <http://www.deewr.gov.au/HigherEducation/Review/Pages/ReviewofAustralianHigherEducationReport.aspx>.
- Brady J (2007) Infusing service learning into the elementary school curriculum. PH D Thesis, ROWAN UNIVERSITY, Proquest dissertations & theses, <http://gradworks.umi.com/32/67/3267821.html>.
- Caspersz D & Olaru D (forthcoming) Developing 'emancipatory interest': learning to create social change, to appear in *Higher Education Research and Development*.
- Caspersz D, Kavanagh M & Whitton D (2009) Editors Introduction, 4(1) Autumn 2009 <http://auceca.com.au/wp-content/uploads/2010/06/AUTUMN2009.pdf>.
- Caspersz D, Olaru D, & Smith L (2012) Striving for definitional clarity: What is service learning?, Paper presented at the *Teaching and Learning Forum 2012 Creating an inclusive learning environment - Engagement, equity, and retention*, Murdoch University, Perth, Australia, 2-3 February.
- Crick RD & Joldersma CW (2006) Habermas, lifelong learning and citizenship education, *Studies in Philosophical Education* 26: 77-95.
- Driscoll A, Holland B, Gelmon S & Kerrigan S (1996) An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community and Institutions, *Michigan Journal of Community Service-learning* 3(1): 66-71.

- Eyler J (2000) What do we most need to know about the impact of service-learning on student learning? *Michigan Journal of Community Service Learning* 7: 11-17.
- Eyler J & Giles D (1989) *The impact of service learning program characteristics on student outcomes*. Paper presented at the National Society for Experiential Education Conference, Snowbird, UT.
- Eyler J, Giles DE Jr, Stenson C & Gray C (2001) *At a glance: what we know about the effects of service learning on college students, faculty, institutions and communities*, 1993-2000, 3rd Edition, available at <http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>, accessed 20th March 2011.
- Furco A (2002) Is service-learning really better than community service? A study of high school service, in Furco A & Billig SH (Eds.), *Advances in service-learning research: Vol.1. Service-learning: The essence of the pedagogy*: 23–50, Information Age Publishing Greenwich, CT.
- GAP (2008) <http://www.itl.usyd.edu.au/projects/nationalgap/resources/gamap/map.cfm?ga=7>, accessed 15th September, 2010.
- Gillard J (2009) *Australian Financial Review – Higher Education Conference* – 9 March 2009, Ministers Media Centre – Employment, Education and Workplace Relations Portfolio.
- Godfrey PC, Illes, LM & Berry G (2005) Creating breadth in business education through service-learning, *Academy of Management Learning & Education* 4(3): 309-323.
- Googins B (2004) The growing divide between ethics and corporate citizenship, *Ethics matters*, February: 1–8.
- Gracia E & Herrero J (2004) Determinants of Social Integration in the Community: An Exploratory Analysis of Personal, Interpersonal, and Situational Variables, *Journal of Community and Applied Social Psychology* 14:1-15.
- Guo Z & Sheffield J (2006) ‘Habermasian Inquiring System: Towards a General Framework for Knowledge Management Research’, *Proceedings of the 39th Hawaii International Conference on System Sciences*, Hawaii, USA.
- Habermas J (1968) *Knowledge and Human Interests*, Boston, MA, Beacon Press.
- Hair J, Black W, Babin B & Anderson R (2010) *Multivariate Data Analysis: A global Perspective* (7th edition), Pearson Education, Saddle River, NJ.
- Herrero J & Gracia E (2004) Predicting social integration in the community among college students, *Journal of Community Psychology* 32(6): 707-720.
- Holland B (1997) Analyzing Institutional Commitment to Service: A model of key organizational factors, *Michigan Journal of Community Service Learning*, Fall: 30-41.
- Hoover T & Webster N (2004) Modeling service learning for future leaders of youth organizations, *Journal of Leadership Education*, 3(3): 58-62.
- Jackson FM (1993) Evaluating service-learning, *Rethinking tradition: Integrating service with academic study on college campuses*, Providence, R.I.: Campus Compact.

- Jensen S & Burr K (2006) Participation and learning relationships: A service-learning case study, *Journal of Industrial Teacher Education*, 43: 3.
- Jongbloed J, Enders J & Salerno C (2008) Higher education and its communities: interconnections, interdependencies and a research agenda, *Higher Education* 56: 303-324.
- Kahne J & Westheimer J (2006) The Limits of Political Efficacy: Educating Citizens for a Democratic Society, *PS: Political Science and Politics* 39(2): 289-296.
- Kenworthy-U'ren A (2008) A Decade of Service-Learning: A Review of the Field Ten Years After JOBE's Seminal Special Issue, *Journal of Business Ethics* 81: 811-822.
- Kolenko TA, Porter G, Wheatley W & Colby M (1996) A Critique of Service Learning Projects in Management Education: Pedagogical Foundation, Barriers, and Guidelines, *Journal of Business Ethics* 15(1): 133-142.
- Langworthy A (2007) Education for the Public Good: Is Service Learning possible in the Australian Context, *AUCEA* 2(1).
- Lester S, Tomkovick C, Wells T, Flunker L & Kickul J (2005) Does Service-Learning add value? Examining the perspectives of multiple stakeholders, *Academy of Management Learning & Education*, 4(3): 278-294.
- Meyer SJ, Hofshire L, & Billig SH (2004) *The impact of service-learning on MEAP: A large-scale study of Michigan Learn & Serve Grantees: Year Two Evaluation Report*, RMC Research Corporation, Denver, CO.
- Morrissey KM & Werner-Wilson RJ (2005) The Relationship between Out-of-School Activities and Positive Youth Development: An Investigation of the Influences of Communities and Family, *Adolescence* 40(157): 67-85.
- Ngai SS (2006) Service-Learning, Personal Development and Social Commitment: A Case Study of University Students in Hong Kong, *Adolescence*, 41(161): 165-177.
- Pavey L, Greitemeyer T & Sparks P (2011) Highlighting relatedness promotes prosocial motives and behaviour, *Personality and Social Psychology Bulletin* 37(7): 905-917.
- Perry J, Brudney J, Coursey D & Littlepage L (2008) What drives morally committed citizens? A study of the antecedents of public service motivation, *Public Administration Review* 68(3): 445-458.
- Taylor M (2005) A service learning kaleidoscope of insights: conversations with Mihaly Csikszentimihalyi, theorist/systems change artist; Bernardo Milano, practitioner/foundation leader; and John Saltmarsh, historian/service-learning educator, *Academy of Management Learning & Education*, 4(3): 363-376.
- Toncar MF, Reid JS, Burns DJ, Anderson CE & Nguyen HP (2006) Uniform Assessment of the Benefits of Service-learning: The Development, Evaluation, and Implementation of the SELEB Scale, *Journal of Marketing Theory and Practice* 14(3): 223-238.

Younnis J, McClellan JA & Mazer B (2001) Voluntary Service, Peer Group Orientation, and Civic Engagement, *Journal of Adolescent Research* 16(5): 456-468.

Figure 1: Descriptive Statistics for the 15 Items

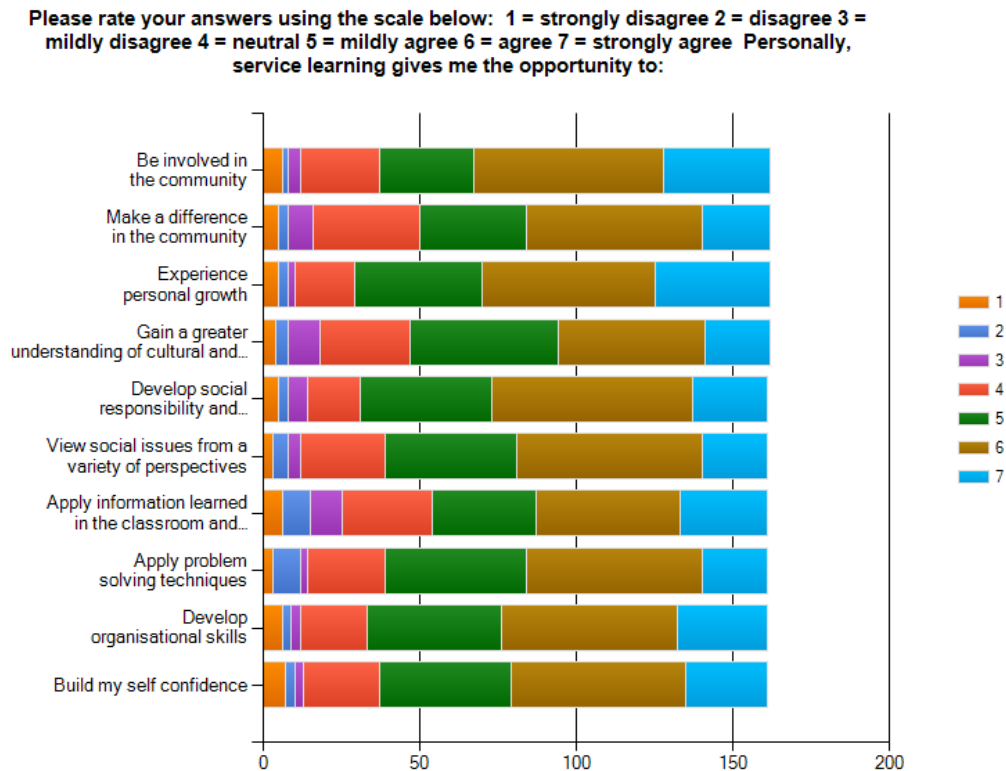


Table 1: Factor Loadings “Value” of Service-Learning and Allocation of Our Findings Using Toncar et al. (2006:230, Table 5)

Practical skills	Interpersonal Skills	Citizenship	Personal Responsibility
Develop organisational skills 0.874 (1)	Experience personal growth 0.843 (4)	Develop social responsibility and citizenship skills 0.856 (3)	Demonstrate my trustworthiness to others 0.786 (10)
Build my self confidence 0.872 (2)	Further develop my oral and written communication skills 0.832 (7)	View social issues from a variety of perspectives (from Lester) 0.835 (5)	Establish caring relationships 0.774 (12)
Learn practical workplace skills 0.799 (9)	Enhance my leadership skills 0.805 (8)	Be involved in the community 0.833 (6)	
Apply problem solving techniques 0.774 (13)		Gain a greater understanding of cultural and racial differences 0.779 (11)	

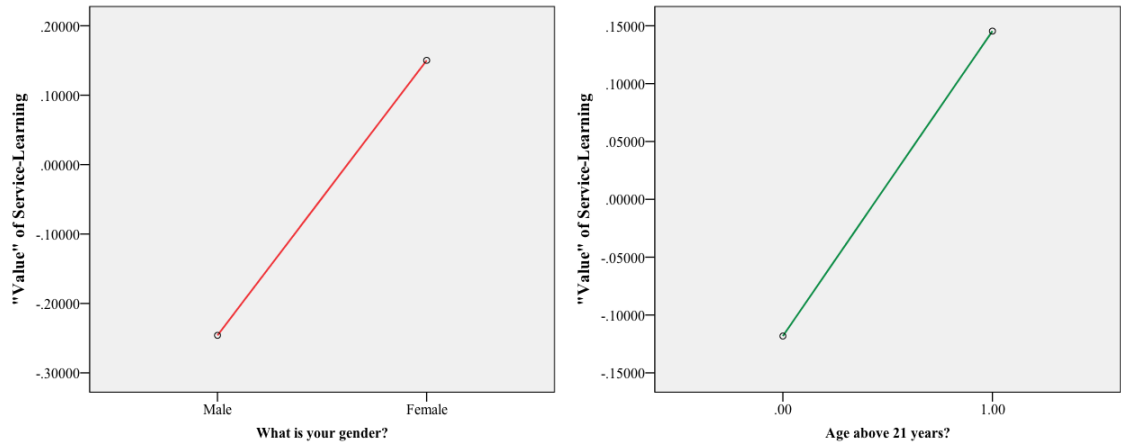
Apply information learned in the classroom to real life scenarios 0.689 (15)		Make a difference in the community 0.765 (14)	
---	--	--	--

Note: In brackets the number of the item.

Table 2: “Value” of Service-Learning – Standardised Factor Scores by Gender and Age

	Gender		Age	
	Male	Female	< 21 years	>=21 years
“Value” Service-Learning Factor Score	-0.246	0.150	-0.118	0.145

Figure 2: “Value” of Service-Learning Factor Scores by Gender and Age



a) Gender differences

b) Age differences