ABSTRACT

THE DEVELOPMENT OF SOCIAL RESPONSIBILITY
ON TEENAGERS THROUGH SERVICE-LEARNING
ACTIVITIES

by

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Main adviser: Victor Andrés Korniejczuk

MASTER THESIS ABSTRACT

Montemorelos University

Education Department

Title: THE DEVELOPMENT OF SOCIAL RESPONSIBILITY ON TEENAGERS THROUGH SERVICE-LEARNING ACTIVITIES

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Problem

There are many evidences that service-learning is a wonderful tool to achieve today's curricular goal: to make students responsible participants in community life. At the same time, there are many studies that underline the fact that students like to be involved in such activities and projects. But how can teachers know what the degree of their involvement is? Are there any factors that inhibit or exceed this involvement? That is the reason why the author of this research elaborates the following question: Is there a significant effect of gender or year of study on the degree of social responsibility in teenagers who are involved in service-learning?

Method

The present research is quantitative correlational, ex post facto and transversal. It proves that teenagers' social responsibility is developed differently by gender and year of study.

After the validation of the Scale of Service-learning Involvement into Romanian language, the instrument was applied on 127 students from National College Ferdinand I Bacau who are involved in service-learning activities.

Findings

The results were analyzed for all the three subscales of the instrument: Exploration, Realization, and Internalization. Thus, the findings showed that for the first phase there are no significant effects of gender or year of study on the degree of social responsibility in teenagers who are involved in service-learning. But for the other two there are significant effects of gender or year of study on the degree of social responsibility in those teenagers.

Conclusions

Starting from the results of the research, the conclusions of this study will be presented:

1. Teenagers' participation in solving social problems of the community has the potential to promote the development of social responsibility.

2. Teenage boys and girls involved in service-learning activities have different levels of social responsibility development. Boys assert higher levels of social

responsibility development. At this age, boys insert better the value of social responsibility than girls.

3. Students from different years of study who are involved in service-learning activities have different levels of social responsibility.

Montemorelos University

Education Department

THE DEVELOPMENT OF SOCIAL RESPONSIBILITY
ON TEENAGERS THROUGH SERVICE-LEARNING
ACTIVITIES

A Thesis
Presented in Partial Fulfillment
of the Requirements for the Degree
Master in Education

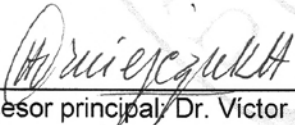by

Iulia-Gabriela Macovei

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THE DEVELOPMENT OF SOCIAL RESPONSABILITY
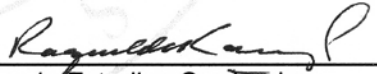ON TEENAGERS THROUGH SERVICE-LEARNING
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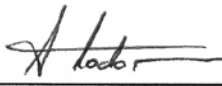Maestría en Educación

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CHAPTER I

INTRODUCTION

Context of the Research

We live in a global world with rapid global changes. Teachers are working harder to create school environments in which students can become deeply engaged in learning and foster new ways to view the world. It seems that their major goal is to transform students into global citizens just in a few years of formal education. However, they forget that the greatest sources of knowledge often sit outside the schoolyards and are living in the local communities.

The Christian writer Ellen G. White (1903) catches so well this idea:

In preparation for a life of service the youth are sent to school, to acquire knowledge by the study of books. Cut off from the responsibilities of everyday life, they become absorbed in study, and often lose sight of its purpose. The ardor of their early consecration dies out, and too many take up with some personal, selfish ambition. Upon their graduation, thousands find themselves out of touch with life. They have so long dealt with the abstract and theoretical that when the whole being must be roused to meet the sharp contests of real life, they are unprepared. (p. 265)

The fact that many students finish their studies without knowing what the real life is about made the teachers reflect on their own pedagogy and ask themselves what the main ingredient that prepares the students to live the life in a responsible way is. The answer was found in serving others. This would help students to develop all their human dimensions - mental, spiritual and physical – and prepare them for the

real life. Service could teach them that school is not another entity separately from the real life. But service is not enough. It has to be combined with learning.

Service-learning is an active-participatory method that allows participants to deepen their learning by engaging them in meeting the needs of communities through collaboration that is reciprocal in nature. As Kendall (1990) stated, it is also a philosophy of "human growth and purpose, a social vision, an approach to community, and a way of knowing" (p. 23). It is also a valuable tool in facilitating active citizenship because service-learning can transform students into citizens aware of their social responsibilities. Service-learning provides students with an opportunity to demonstrate values and skills derived from social-emotional learning, such as respect and responsibility.

Definition of Terms

Because the variables used in the present research represent "virgin ground" for Romanian education – especially service-learning – I consider it is very useful to define them first. The term "service-learning" first emerged in the work of Sigmon and William Ramsey at the Southern Regional Education Board in 1967 (Giles and Eyler, 1994). In fact, Williams and Lankford (1999) suggest that the concept "dates as far back as Aristotle and is representative of the philosophy embraced by John Dewey" (p. 38).

By 1990, Kendall had identified 147 distinct definitions of service-learning. Giles and Eyler (1999) and Furco (2003) describe service-learning as a teaching

model that intentionally integrates academic learning with learning through service.

Sigmon (1979) saw service-learning as "the coming together of many hearts and minds seeking to express compassion for others and to enable a learning style to grow out of service" (p. 10).

The Corporation for National and Community Service defines service-learning as an innovative method of teaching and learning that integrates community service activities into academic curricula. Through service-learning programs or projects, classroom studies are supplemented by service activities within the community, enabling students to reflect upon and address local and national problems. Indeed, service-learning curricula extend the classroom into the community, and transform students from passive learners in the classroom to active learners in the community. In service-learning, the focus of the service is on meeting real needs in the community.

As we already saw service-learning is defined in various ways and definitional discussions have been the source of disagreement among its proponents. However, there is general agreement that service-learning pedagogy explicitly links community service to the curriculum; meets a genuine community need; is collaboratively designed with the service provider and the recipient; and includes the four essential elements of planning, service implementation, structured reflection and celebration or recognition of accomplishments (Morgan & Streb, 2001; Schine, 1997).

For a better understanding, it is useful to see what service-learning is not. Service-learning programs are distinguished from other forms of experiential learning

– volunteerism, community service, field education and internship – by their intention to benefit students and recipients of service equally. For example, the concept of service learning is closely linked, and in some ways is synonymous with community service, but it is not the same. A clear distinction also exists between service-learning and volunteer service. In both activities, individuals become involved in service projects that are of benefit to others and their communities for which they derive no direct monetary or material benefits. In volunteer service there is no explicit focus on any educational value. In service-learning, projects are designed, enacted, supervised, and evaluated with the educational benefits of the volunteer experience as one of the consciously held goals. For example, if students collect trash out of an urban streambed, they are providing a service to the community as volunteers; a service that is highly valued and important. When students collect trash from an urban streambed, then analyze what they found and possible sources so they can share the results with residents of the neighborhood along with suggestions for reducing pollution, they are engaging in service-learning.

For this study the term "service-learning" refers to reciprocal learning with intentional reflection: students apply classroom learning to their service experience, and simultaneously bring the service experience back into the classroom where they further connect their real-life experiences to the course content. In addition, service-learning could be part of a class or school experience, or it could happen outside of school.

The second variable used in the present research is social responsibility. In ge-

neral, responsibility involves the obligation to answer for actions. It causes one to be accountable for his actions and inactions and the resulting consequences.

Social responsibility dates to ancient Rome whose citizens wanted to contribute to Roman society. It may have started with Lucius Quinctius Cincinnatus in 519 B.C. Although social responsibility has existed for centuries in society, it was officially sanctioned as a blueprint for democracy in 1787 by the ratification of the United States Constitution. By engaging in social responsibility, citizens ensure and uphold certain democratic values. Schools teach social responsibility to students with the goal of producing responsible citizens and active participants in the community and the government, citizens aware of social injustices and dedicated to work toward social equity.

Social responsibility encompasses the capacity and desire of the student, who is the future citizen, to behave properly without direct supervision, to try and correct his own behavior when it is improper and to assist others in behaving properly. It shows the commitment of a citizen to his/her community to take responsibility for the well-being of the community. Service-learning and community engagement are often cited as developing students' social responsibility as it will be shown in the second chapter.

Social responsibility is defined as "a sense of the obligations of citizenship, awareness of social injustice and its complex causes, and dedication to working toward social equity" (Olney & Grande, 1995, p. 43). The same authors described the development of social responsibility in three phases. The first phase is exploration, in

which students participate in volunteer work mainly for fun or to be part of a peer group; the second phase is realization, in which students begin to commit to an issue, site, or activity; and the third phase is internalization, where students are aware of the complexities and importance of social justice issues and are committed to work toward social equality and equity. In the present study, social responsibility is operationalized and measured by the Scale of Service Learning Involvement created by Olney and Grande in 1995 (see Appendix A).

Statement of the Problem

The purpose of this study was to examine the development of social responsibility as an outcome of service-learning activities among students at The National College Ferdinand I Bacau and whether some of the students' characteristics (gender and year of study) are factors of social responsibility.

The major goal of the research was to find answer to the following question: Is there a significant effect of gender and year of study on the degree of social responsibility in teenagers who are involved in service-learning activities?

Rationale for the Study

The subject of the present work was provided by my personal observations made during the two years of pedagogical practice from university and voluntary work for different NGOs.

The realization of this research is justified because many authors (Billig & Furco, 2002; Giles & Eyler, 1999; Kahne, Westheimer, & Rogers, 2000; Mendel

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Reyes, 1998; Morgan & Streb, 2001; Schine, 1997) stated that service-learning is a powerful pedagogical alternative that promotes the development of competent and effective citizens by combining academic instruction with the opportunity to practice democratic citizenship while engaged in service to the community.

Personally, I think this subject is very important for our country. After the falling of communism in 1989 many supposed that "old" rules and principles are to be given away because they belonged to that political system. Many school subjects were cut off, but they were not replaced with new ones for a long period of time. I, myself, am one of these "transition students" who did not take any Civics and I feel very bad about it. Maybe our country would be different if we did this kind of courses.

Significance of the Research

There are at least three interrelated lines of argument that establish the significance of the present study. First, the study will advance knowledge in the applicable field of study; that is, it will revise and create new knowledge. The results will extend what is known about service-learning assets, especially social responsibility.

First, the study will advance knowledge in the applicable field of study; that is, it will revise and create new knowledge. The results will extend what is known about service-learning assets, especially social responsibility.

Second, it will contribute to the solution of a significant practical problem faced by educators who are searching methods about how to connect students to the real

life of their communities, how to promote active democratic citizenship and help resolve the societal problems. This study will show the teachers new ways to fulfill the goal set in December 2006, when the new Romanian curriculum for Social Studies in high-schools was approved: "the responsible participation to the community life, the promoting of human rights, the acceptance of diversity, the active engagement of the students in making decisions in class/school/community, civic actions in community, the offering of social alternatives" (Education Minister, 2006, p. 2).

Third, it will use for the first time the Scale of Service-Learning Involvement into Romanian language. It will demonstrate the usefulness of this instrument that measures students' development along the phases in the Service Learning Model.

Hypotheses

Cauc, Manu, Parlea, and Goran (2003), citing Ion Marginean, says that the hypotheses represent enunciations "through which there can be formulated causal and functional explanations" (p. 25). With their help we can verify the relations between empirical variables.

The hypotheses, from which was started the present research, were:

H1: There is a significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities.

H2: There is a significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities.

Research Questions

Specifically, this study sought to answer the following research questions:

Q1: Is there a significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities?

Q2: Is there a significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities?

Purposes of the Research

In the planning of the research I had in mind the following objectives:

1. To examine the development of social responsibility in students who are involved in service-learning activities.

2. To verify if students' characteristics (gender and year of study) are factors of social responsibility.

3. To encourage the Romanian teachers to use SSLI as a guide to evaluate students' involvement in service-learning.

4. To validate a SSLI model into Romanian language.

5. To inform the high-school administration about the results.

Limitations

It was investigated only The National College Ferdinand I Bacau. So, one limit of the present research is that the results are valid just for this institution.

Delimitations

Students from The National College Ferdinand I Bacau formed the selected population in the study. These were students who took part or are taking part in the service-learning projects.

The research took place during the school year 2008-2009.

Assumptions

I assumed that the investigated students answered with honesty and - according to the theory - the instrument measured what it had to measure.

CHAPTER II

REVIEW OF LITERATURE

This study sought to understand the impact of service-learning activities on college students' development of social responsibility. The purpose of this literature review is to present a framework of service-learning, its evolution and assets. Then the next part of this chapter will explore literature related to service-learning as a mechanism for fostering social responsibility development among high school students. This final section will try to show why responsibility is considered an important asset for practitioners and theorists.

Evolution of Service-learning

Before delving into the background of this study, it is important to first clarify the evolution of service-learning. Service has a long history. It begins in America in 1862, when President Lincoln signed the Land-Grant Act, making service to the community a primary mission of colleges. The reminded act, the founding of Jane Addams's Hull House in 1889, John Dewey's experimental philosophy and his articulation of the intellectual foundations of teaching in 1903, and the beginning of the cooperative education movement at the University of Cincinnati in 1906, all laid the foundation for the gradual incorporation of the service-learning movement into society.

During the 1980s, there was a significant increase in service programs on USA college campuses largely due to publications by the Carnegie Foundation which described the educational system as failing to provide adequate training for citizenship. In response, Campus Compact and the Campus Outreach Opportunity League were created. These organizations were committed to helping students develop the values and skills of citizenship through participation in community service (Stanton, Giles, & Cruz, 1999).

Federal support during the 1990s brought service-learning to the forefront of university educational practices through the National and Community Service Act which provided funding for programs encouraging community service by college students and nonprofit organizations.

In 1994 another program, AmeriCorps, was established. This one, together with the Corporation for National and Community Service, has engaged more than two million Americans in service each year. In 1997 former Presidents Clinton, Bush and Carter met at the Summit for America's Future to recognize and expand the role of service-learning. In 2001 the first International Conference on Service-Learning was held.

Over the past decade service-learning programs have been integrated into a variety of disciplines including human services, nursing, communications, psychology, education, science and sociology. Even if its origins are in the United States and its founders, Jefferson and Toqueville, in John Dewey's experimental philosophy, or in the tumultuous trend of 1960, service-learning hit the American culture and society.

In Romania the service-learning programs were first introduced by NGOs. For example, The New-Horizons Foundation – launched in Lupeni city in 2000 – has the following mission statement: "through two proven experiential education strategies – adventure education and service learning – we are facilitating a shift in perception away from a win-lose way of thinking, towards a win-win cooperative ethic, and the long-term benefits (not least economic) that result." Then, talking about one of the service-learning programs, named IMPACT, they continue: "Together these (adventure education and service learning) create a synergy and constitute a strategy able to overcome post-communist civic apathy and impart Romanian youth with the values and skills necessary for healthy development in today's complex world" (New-Horizon Foundation Page, 2007).

It was The New-Horizons Foundation that hosted the first National Service-Learning Conference in our country in October 2004 and the one that was awarded with "The NGO of the Year" in 2010.

An important step was made in December 2006 when the new curriculum for Social Studies in high schools (Education Minister, 2006) was approved. This program started in 2007-2008 and it took over the contents of the optional discipline Civic Education, emphasizing the active dimension of the reaching goals as it follows "the responsible participation to the community life, the promoting of human rights, the acceptance of diversity, the active engagement of the students in making decisions in class/school/community, civic actions in community, the offering of social alternatives" (Education Minister, 2006, p. 3).

The novelty of the curriculum is its pragmatism. The units are correlated with specific competencies and they enable the teacher to realize an explicit connection between what is to be taught and the reason why it has to be learned. The new curriculum also recommends values and attitudes that have to complete the cognitive dimension of learning with the affective-moral dimension. From this new perspective the teacher has to create such an atmosphere so that the students become active participants. In other words, teachers "have to stimulate school involvement in the community life, turning account from community-based activities" (Education Minister, 2006, p. 6).

Service-learning Assets

Service-learning experiences have been found to have a range of positive effects on intellectual, psychological and emotional, and social assets but only when they are of high quality. They appear to be more positive experiences when they are integrated with other school and community experiences.

In the following we shall see what the main intellectual, psychological and emotional assets are; focusing on the ones we are interested in – the social assets.

Intellectual assets

Student intellectual development has been a focus of many studies on service-learning assets. Some studies found evidence of significant cognitive development, that is, service-learning can improve students' development of higher order and complex thinking (Batchelder & Root, 1994; Osborne, Hammerich, & Hensley, 1998)

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and enhance students' complex problem solving ability (Eyler, Root, & Giles, 1998; Giles & Eyler, 1999).

Follman and Muldoon (1997) reported that students' school attendance increased on days when they had service-learning, with the interpretation that on those days the students realized that to skip school would be to disappoint the service recipients with whom they feel connected.

Vogelgesang and Astin (2000) found that students participating in service-learning experienced positive academic assets in three academic areas: critical thinking, writing skills, and college grade-point average.

After systematically analyzing reflection papers of 60 students who participated in service-learning, Litke (2002) found that low- and high-achieving students demonstrated a better ability to apply and conceptualize course concepts after the service experience.

Billig's (2004) extensive review of the service-learning research concluded that students participating in service-learning generally do better than others on school engagement, attitudes toward school, attendance, communication with parents about school, test scores, grade point average, and problem-solving skills.

A more recent study made by Tannenbaum and Brown-Welty (2006) found that students who participated in service-learning programs had better qualifications and grades.

The nationally representative survey "National Survey on Service-Learning and Transitioning to Adulthood" (2006) conducted by National Youth Leadership Council

and Harris Interactive revealed service-learning's significant impact on the youth-adult transition. The survey showed that, compared to their peers, young adults who participated in K-12 service learning are more satisfied with their current status in life, are more likely to discuss politics or community issues and vote in an election year, are more politically and socially connected to their communities, both as leaders and as role models, understand the importance of lifelong learning and, as a whole, are more educated and have higher aspirations, and are more active members of society.

A review of data from Dávila and Mora (2007) suggests that participation in civic engagement activities including service-learning enhanced academic achievement: students who participated in service-learning activities in high school were 22% more likely to graduate from college than those who did not participate; students who participated in service-learning scored 6.7% higher in reading achievement and 5.9% higher in science achievement than those who did not participate in service-learning.

In summary, these studies have provided some evidence that service-learning experiences are effective in helping students develop ability of understanding and application of knowledge, complexity of problem solving, complexity of thinking and writing.

Psychological and Emotional Assets

It is very clear that service-learning provides opportunities for students to experience meaningful participation in various life contexts.

Boyle-Baise and Kilbane (2000) conducted an ethnographic study with 25 pre-service teaching students and found that students changed their attitudes towards themselves and the community after a semester of tutoring neighborhood children.

Payne (2000) suggests that service-learning is a vehicle for confining and modifying students' career decisions.

Service-learning provides students with an opportunity to learn beyond the bounds of the traditional classroom. This type of learning is a process through which people learn to recognize and manage emotions, care about others, and make responsible decisions to solve problems (Fredericks, 2003; Wang & Gordon 1994; Zins, Weissberg, Wang, & Walberg, 2001).

After Madsen (2004), service-learning proves to be an efficient mean to change negative emotions into positive emotions. Students who were involved in his study were very worried in the beginning; they had many doubts regarding the team-work or their own abilities. In the end they were proud of their work, they felt very valuable and they expressed the desire to be involved in these kinds of projects in the future.

Strain (2005) demonstrated that students involved in service-learning projects show a higher moral sensitivity and that their moral judgment is modified.

Comparing service-learning and paid internships across group and time, Curtin and Garcia (2011) found a significant increase of work motivation, personal presentation, overall social competence, peer relations, and school adjustment for those who participated in service-learning.

Social Assets with Accent on
Social Responsibility

In the following lines we will observe the social assets developed by students who participated in service-learning programs and we shall take note of those studies that emphasize the social responsibility as a benefit of those programs.

Delve, Mintz, and Stewart (1990) developed a Service Learning Model to map the assets of service-learning from external rewards to internal commitment to social change. The model depicted five phases for social responsibility development: Exploration, Clarification, Realization, Activation, and Internalization. The model assumes that students who are involved in the service activities will change from self-oriented to other-oriented, and begin to gain the sense of social responsibility not only in terms of helping others in need, but also in terms of changing social structure. In order to measure students' development along the phases in the Service Learning Model, Olney and Grande (1995) developed the Scale of Service Learning Involvement (SSLI), which has three subscales: Exploration, Realization, and Internalization. This is the instrument that will be used in this research.

Markus, Howard and King (1993) developed a questionnaire that attempts to measure several outcomes of service-learning, including the development of social responsibility. Many studies have reported their results based upon this instrument and have found positive evidence between service-learning and social responsibility (Giles & Eyler, 1994; Kendrick, 1996; Markus et al., 1993).

Stephens (1995) reported that middle-school students who participated in service-learning experiences developed a greater sense of social responsibility.

Service-learning programs can, if implemented properly, have a positive effect on increasing a student's sense of social responsibility (Hepburn, 1997). By being engaged in community service activities, youth begin to realize at a very young age that they are a valued resource and can make a positive difference in their own communities.

There are some other studies that have found some increase in social responsibility and civic behavior on students who participated in service-learning activities (Eyler, Giles, & Braxton, 1997; Myers-Lipton, 1998). Kollross (1997) and Johnson and Bozeman's (1998) studies also support the causal relationship between service-learning courses and the development of social responsibility.

After a national evaluation of federally funded Learn and Serve projects, Melchoir (1998) found that well-designed and well-implemented school-based projects improved students' civic attitudes and school performance. Weiler, LaGoy, Crane, and Rovner (1998) described similar findings in their evaluation of elementary and secondary service learning programs in California. Students reported increased interest in school work, greater understanding of the curriculum, and a greater sense of civic responsibility.

Similarly, Tolo (1999) showed that young people who participated in service-learning became more *civic-minded*, and learned they could improve their community by working through civic and political processes.

In the same way, service-learning provides youth with the opportunity to directly experience the political systems as part of their education, thus developing

active and engaged citizens (Delli Carpini, 2000).

Rockquemore and Schaffer (2000) found that students made significant changes in their attitudes toward social justice, equality of opportunity, and social responsibility after having participated in service-learning. Similar results were found in other studies (Astin, 1996; Kendrick, 1996; Myers-Lipton, 1998; Payne, 2000; Yates & Youniss, 1996).

The effects of service-learning on social responsibility and academic success were also investigated among a large, racially and socioeconomically diverse sample of students in Grades 6 through 8 in three middle schools by Scales, Blyth, Berkas, and Kielsmeier (2000). Over the school year, service-learning students maintained their concern for others' social welfare, whereas control students declined on those concerns. Compared with others, students with substantial hours of service-learning, a lot of reflection, and a high degree of motivation, attributed to service-learning their pursuit of better grades and their perception that school provided personal development opportunities.

Perry and Katula (2001) conducted a meta-analysis to examine the extent to which service affects citizenship. These researchers found that three dimensions of citizenship were impacted by service: individual's motivations and skills that include civic and political involvement and community attachment; cognitive capacities, and ethics; philanthropic and civic behaviors; and political behaviors, including voting, campaign contributions, service on public boards or commissions, and running for public office. The authors described the influence of specific antecedents, such as

parental education and church attendance; the attributes of service such as quality; the attributes of the server, such as intellectual stimulation, socialization, and practice; and the degree of institutionalization of practices on service and service-learning impacts.

In addition, several studies confirm that service-learning provided a way for students to become active, positive contributors to society (Morgan & Streb, 2001; Melchoir & Bailis, 2002; Youniss et al., 1997).

Other studies have found that service-learning had a positive effect on students' interpersonal and personal development (Giles & Eyler, 1999; Moely, Mercer, Illustre, Miron, & McFarland, 2002). For example, Giles and Eyler (1999) suggest that students in service-learning courses gain a greater level of self-knowledge and change their beliefs about the community.

Munter (2002) showed that when students help their community they practice personal and social responsibility in real situations and Allen (2003) stated that they also gain an understanding of why their services are important.

Melchoir and Bailis (2002) compare results from middle and high school students across the United States involved in Serve America, Learn and Serve programs. Results indicated that the service-learning programs had a statistically significant positive impact on students' civic attitudes and behaviors, particularly in the areas of personal and social responsibility for the welfare of others; personal and social responsibility for community involvement, service leadership, acceptance of diversity, and communication skills.

Studying the impact of the Colorado Learn and Serve program, Kim & Billig, (2003) examined 35 classrooms and 761 students, about half of whom participated in service-learning and half of whom did not. The results showed a statistically significant difference in connection to community, connection to school, and social responsibility for those participating in service-learning relative to their nonparticipating peers.

In one of the ten service-learning programs studied, Kahne and Westheimer (2003) found that participating students made significantly larger gains in developing civic skills and community engagement.

There are more service-learning researches that focus on the processes or the development of students' social responsibility and civic engagement (Hoxmeier & Lenk, 2003; Papamarcos, 2005). These studies also underline the positive effect of service-learning on social responsibility. Another study developed by Wade and Yarbrough (2005) reports increases in civic knowledge, attitudes, and intention to participate in community improvement.

Billig, Root and Jesse (2005) compared 1000 high school students in service learning programs with similar students who did not participate. They found that students who were engaged in political or civic action scored higher on measures of civic dispositions and knowledge than those who provided direct service (such as tutoring) or indirect service (such as fund-raising).

A more recent study made by Simons and Clearly (2006) shows that service learners increased their political awareness, diversity attitudes, civic engagement,

community self-efficacy, and affiliation preferences for community involvement. Other benefits of service-learning programs, say the authors, were reducing stereotyping and the development of tolerant attitudes.

In the same area of social responsibility, Furco and Granicher (2007) reported, through 53 case studies, that almost 82% of participating students met or exceeded proficiency on teacher-selected civic-related standards or indicated growth on civic-focused pre- and post-surveys.

As Young, Shinnar, Ackerman, Carruthers and Young (2007) stated, the national study Learn and Serve America showed that service-learning programs improved students' academic performance and increased their sense of personal and social responsibility.

Having as a goal to determine how service-learning could prepare university students for their future leadership responsibilities, Newman, Bruyere and Beh (2007) suggest that service-learning and reflection serve as a way to learn essential qualities of leadership: responsibility, empowerment and resourcefulness.

This chapter presented a theoretical foundation, existing research, and justification for current research related to service-learning and social responsibility. The next chapter will present the research methods that will be used in the present study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter identifies the research design guiding this study, including descriptions of the specific hypothesis tested, research context and design, sampling strategy, instrumentation and measures, data collection and data analysis procedures.

The purpose of this research was to investigate if there is a significant effect of gender or year of study on the degree of social responsibility in The College Ferdinand I Bacau students who are involved in service-learning activities.

Research Design

This research was quantitative and empirical. It was quantitative because information was treated numerically through data analysis software and it was empirical because data were collected through questionnaires administered for reaching a goal.

In addition, it was non-experimental, ex post facto, descriptive and transversal. It was non-experimental because the subjects were investigated in their own situations. The study was ex post facto because the variables' characteristics are already encountered in the subjects and they do not represent a product of the research. It was a descriptive research because it offered the possibility to make

connections and predictions. And it was transversal because it found relations between variables.

This research studied the social responsibility as a dependent variable and gender and year of study as independent variables.

Population

Participants in this study were students from The National College Ferdinand I Bacau Romania. This is a large sized, four-year, public high school with a total of 1092 students in the fall of 2008. 55% of the students are females and 45% are males. From the total population, almost 25% were or are involved in service-learning or voluntary activities.

Sample

Because service-learning is a new concept for the Romanian education, 33 students were questioned in the pilot test and a convenience sample of 149 self-selected students were questioned in the final test. They all were students who participated or are participating in service-learning activities.

Null Hypotheses

Arising from the literature reviewed in Chapter 2, this study identified the following null hypotheses to address the research questions proposed:

Q1: Is there a significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities?

Null hypothesis 1: There is no significant effect of gender on the degree of

social responsibility in teenagers who are involved in service-learning activities.

Q2: Is there a significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities?

Null hypothesis 2: There is no significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities.

Instrument

The study utilized the "Scale of Service Learning Involvement" (SSLI) by Olney and Grande (1995). The instrument measures the effects of service-learning on the evolution of college students' sense of social responsibility. It has been created and validated to be able to measure levels of students' social responsibility development.

The SSLI has 70 items that have been grouped into three subscales: Exploration (20 items), Realization (20 items), and Internalization (30 items). Responses to questions in the same subscale are added up to obtain a subscale score. Because the response for each question ranged on a Likert scale from 1 to 5, the subscale scores ranged from 20 to 100 for Exploration and Realization subscales, and 30 to 150 for Internalization scale. The last subscale, Internalization, represents the highest phase of social responsibility and includes a personal sense of commitment to and obligation for citizenship, awareness of the complexities and importance of social justice issues, and a life or long-term commitment to work toward social equality and equity.

The results in Olney and Grande's (1995) study supported the SSLI as a measure of social responsibility development. Cronbach's alpha assessed the internal

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reliability of the three SSLI subscales and showed moderate to high consistency of the subscales. The alpha for Exploration subscale was .84, for Realization subscale was .70, and for Internalization subscale was .74. Convergent validity of SSLI looked at whether predicted interrelations among the SSLI subscales were achieved. As expected by the authors, the Exploration and Internalization phases had a significant negative correlation, and the Realization and Internalization phases had a significant positive correlation.

Because we do not have a Romanian validation for SSLI, this instrument was translated and validated on a pilot sample of 33 subjects from The National College Ferdinand I Bacau Romania. For the pilot test, Cronbach's alpha was .83 (see Appendix B), and .90 for the final test (see Appendix C).

Data Collection Procedure

This study draws on quantitative methodology because it used SSLI (Olney & Grande, 1995) as an instrument. SSLI has been created and validated to be able to measure levels of students' social responsibility development.

The data were collected in two phases – pilot test and final test – between October 1, 2008 and June 15, 2009 from students studying at The National College Ferdinand I Bacau Romania, and became available for use in July 2009.

Approval from The National College Ferdinand I Bacau Romania was granted prior to collection of data. The solicitation letters and research consent forms are in Appendix D. These formularies – outlining the purpose of the study, what participation entailed, and the fact that participation was completely voluntary – were signed by all

participants. They were assured, verbally and in writing, that their decision regarding participation in the research component would have no bearing on their grades.

The instrument was applied by teacher Lucica Ciuperca and researcher Iulia-Gabriela Alexandru. The questionnaire printed on colored paper (red for girls and blue for boys) was handed to every student who consented voluntarily to take part in the research. They had 60 minutes to answer the questions. In the first phase (pilot test), they could ask questions or underline words that seemed inappropriate. After completing the questionnaire, they gave it back to the investigator. All answers were anonymous and confidential.

Data Analysis

Quantitative data were analyzed through the Statistical Package for Social Sciences (SPSS; version 8.0), according to the specifications of Table 1.

Summary

This chapter has identified the methods to be used in this quantitative study of students' perceived levels of social responsibility based upon involvement in service-learning. The next chapter will present and explain the results attained from utilizing these methods.

Table 1

Operationalization of Hypothesis and Variables

Null hypothesis	Variable	Type	Scale	Value	Instrument	Test of significance
There is no significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities.	Social responsibility – 3 subscales (E, R, I)	DV	interval	20-100 30-150	SSLI 0-70 items	MANOVA
	Gender	IV	nominal	0=female 1=male	paper color green=fe-male blue= male	
There is no significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities.	Social responsibility – 3 subscales (E, R, I)	DV	Interval	20-100 30-150	SSLI 0-70 items	MANOVA
	Year of study	IV	ordinal	1=the 1st year (Freshman) 2=the 2nd year (Sophomore) 3=the 3rd year (Junior) 4=the 4th year (Senior)	a question	

CHAPTER IV

FINDINGS

In this chapter, the findings from this study are reported. First, the demographical information of the participants is analyzed. Then, the research questions will be addressed using appropriate analysis of the data from SSLI.

Demographical Information of Participants

The demographical composition of this study, such as gender, age, and year of study, is analyzed. This information in short can be seen in Table 2.

The instrument was administered to 149 students that means 13.6% from the whole population and 72.7% from the population involved in service-learning activities. Twenty-two questionnaires were taken off because the respondents did not answer all the 70 questions. So, 127 subjects formed the final sample. From this sample, 55.1% were girls and 44.9% were boys.

There were students from all the four grades and from all the six sections: Philology, Philology with Intensive English, Social Sciences, Mathematics-Info Intensive English, Mathematics-Info Intensive Informatics, and Mathematics-Info.

Regarding the year of study, the students were distributed almost equally, with the exception of senior year (7.9%). This can be explained very easily: because they are in the last year of high school and they prepare themselves for the final exam,

Table 2

*Sample Distribution (*n *= 127) by Variable*

Variable/Category	N	%
Gender		
Male	57	44.9%
Female	70	55.1%
Year in School		
Freshman	39	30.7
Sophomore	38	29.9
Junior	40	31.5
Senior	10	7.9
Age		
Under 18	95	74.8
Above 18	32	25.2

students did not want to get involved in other activities that imply extra time.

Influence of Gender and Year of Study on Self-Reported Social Responsibility Levels

The research questions for this study were:

Q1: Is there a significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities?

Q2: Is there a significant effect of year of study on the degree of social responsibility in teenagers who are involved in service-learning activities?

The hypotheses given in Chapter 1 are as follows:

H1: There is a significant effect of gender on the degree of social responsibility in teenagers who are involved in service-learning activities.

H2: There is a significant effect of year of study on the degree of social

responsibility in teenagers who are involved in service-learning activities.

In order to answer the research questions and to verify the hypotheses, SSLI scores were analyzed. Because of the small sample, the results were interpreted with caution. The scores were interpreted for every independent variable separately because there is no interaction between gender and year of study (Hotelling's trace = 0.143, $F(9, 317) = 1.68$, $p = .093$, $\eta^2 = .046$).

Influence of Gender on Social Responsibility

This study used the SSLI to measure the development of social responsibility. Based on the Service-Learning Model developed by Delve, Mintz, and Stewart (1990), SSLI has three subscales, which are Exploration, Realization, and Internalization. According to the model and previous studies, students who have stronger social responsibility will have lower scores on Exploration, and higher scores on Realization and Internalization.

The relation between social responsibility levels, evaluated through the three subscales (Exploration, Realization and Internalization), and gender was tested through Multivariate Analyses of Variances (MANOVA).

Results show that there is a significant effect of gender on social responsibility levels in teenagers involved in service-learning activities. The differences between boys and girls are bigger for the Realization and Internalization subscales. As it can be seen in the Appendix E at Descriptive Statistics, the standard deviation's scores are low, so the study is relevant and the analysis may continue.

MANOVA assumes that for each group, in this case the two genders, the co-variance matrix is similar. Box's M tests this assumption. According to this test (see Appendix E), the null hypothesis that the co-variances are not homogenous is rejected (F(6, 101256) = 1.867, p = .082). The assumption of homoscedasticity is upheld. Groups do not differ in their covariance matrices. So, holding the assumption of the MANOVA, it is possible to continue using Wilks Lambda test.

Then, the multivariate tests results were analyzed. This section simultaneously tests the effect of gender on the dependent variables (the social responsibility subscales). Results show that there are differences of means profiles between genders (F(3,123) = 13.859, p = .000, η^2 = .253).

Levene's test of equality of error variances shows that the error variance of the dependent variables is equal across the groups, and the assumption of the MANOVA test has been met. In other words, the homogeneity of variances assumption is met for all the three subscales.

Finally, univariate variances were reviewed. For the Exploration subscale, there is no significant difference between the means of the groups (F(1) = 1.394, p = .240). That means there are no significant differences in social responsibility levels between boys and girls on the first phase of service-learning activities.

The outputs that can be followed in Appendix E show that there are significant differences in social responsibility levels between boys and girls on the last phases of service-learning activities (F(1) = 16.933, p = .000, F(1) = 28.702, p = .000). These means show that teenage boys and girls connect their service work to their lives

differently. They identify and understand social issues in different ways. Furthermore, boys integrate their service experiences better and faster than girls. They also demonstrate their commitment to their new values in diverse modalities, boys embodying these values faster than girls.

In conclusion, the current study suggests that in the first phase of social responsibility development (Exploration) there is no significant effect of gender in teenagers, but there is a significant effect of gender in the final two phases – Realization and Internalization. According to the SSLI model, students who have stronger social responsibility levels will have lower scores in the first phase – Exploration, and higher scores on the last two – Realization and Internalization. It may be concluded that students from The College Ferdinand I Bacau Romania who participate in service-learning activities showed stronger social responsibility levels with the specification that boys have higher scores than girls.

Influence of Year of Study on Social Responsibility

Using the three subscales of SSLI scores as dependent variables and year of study (freshman, sophomore, junior, senior) as independent variables, a Multivariate Analysis of Variance (MANOVA) was applied to determine if the differences among groups on their SSLI means profile are significant.

MANOVA assumes that for each group, in this case the four years of study, the co-variance matrix is similar. Box's M tests this assumption. According to this test (see Appendix E), the null hypothesis that the co-variances are not homogenous is

rejected ($F(18, 5464) = 1.433$, $p = .105$). The assumption of homoscedasticity is upheld. Groups do not differ in their covariance matrices. So, holding the assumption of the MANOVA, it is possible to continue using Wilks Lambda test.

Then, the multivariate tests results were analyzed. This section simultaneously tests the effect of every year of study on the dependent variables (the social responsibility subscales). Results show that there are differences of means profiles between years of study ($F(9, 294.633) = 3.528$, $p = .000$, $\eta^2 = .080$). So, year of study significantly influences the social responsibility levels and the year of study accounts for about 0.08% of the variability in social responsibility levels ($\eta^2 = .080$).

Levene's test of equality of error variances shows that the error variance of the dependent variables is equal across the groups, and the assumption of the MANOVA test has been met. In other words, the homogeneity of variances assumption is met for all the three subscales.

Finally, univariate variances were reviewed. For the Exploration subscale, there is no significant difference between the means of the groups ($F(3) = .871$, $p = .458$). That shows that there is no significant effect of year of study on the degree of social responsibility in teenagers on the first phase of service-learning activities.

As the outputs in Appendix E shows, for the Realization and the Internalization subscales there is a significant effect of year of study on the degree of social responsibility in teenagers ($F(3) = 4.035$, $p = .009$, $F(3) = 7.951$, $p = .000$).

Because variance analysis established that there is an effect on the dependent variable, it can be proceeded to determine just which group means differ significantly

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from others. To specify the exact nature of the overall effect determined by the F test, Scheffe pair wise multiple comparison tests were done. As it was expected, on the Exploration phase there are no significant contrasts between groups.

On the Realization phase, the scores identify significant contrasts between freshman, sophomore and junior grades. The mean difference between freshman and junior students is 0.35; freshman's means being higher than junior's means. In the same time the mean difference between sophomore and junior is 0.3; sophomore's means being higher.

On the Internalization subscale, there are significant contrasts between the same groups. For the first contrast – freshman and junior – the mean difference is 0.47 and for the second contrast – sophomore and junior – the mean difference is 0.4. In both cases junior's means are lower.

The findings of this study can best be described as suggestive and worthy of consideration by service-learning practitioners. They showed that there is a significant effect of gender and year of study in teenagers' social responsibility levels. The present study also suggests that students from College Ferdinand I Bacau Romania who are involved in service-learning activities change from self-oriented to other-oriented, and begin to gain the sense of social responsibility not only in terms of helping others in need, but also in terms of changing social structure. They begin to realize that they are a valued resource and can make a positive difference in their communities. So, social responsibility is a very important outcome of service-learning and it is achieved differently by girls and boys from different years of study.

CHAPTER V

DISCUSSION, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

In this chapter, a summary of the current study will be presented. Then, the findings will be compared to other literature in the field and the conclusions of the research will be drawn off. Finally, implications of the study will be explained and recommendations derived from the study will be covered.

Summary

The summary enfolds a short presentation of statement of the problem, literature review, methodology and the results obtained from analyses.

Statement of the Problem

The purpose of this study was to explore the impact of service-learning activities in students' social responsibility development. The specific research question was: Is there a significant effect of gender and year of study on the degree of social responsibility in teenagers who are involved in service-learning activities?

Literature Review

There are a lot of research studies about service-learning outcomes and some of them refer to social responsibility. The most significant studies will be reminded

here in short.

In their strife to map the assets of service-learning from external rewards to internal commitment to social change, Delve, Mintz, Stewart (1990) developed a Service Learning Model. Five years later, this model was used by Olney and Grande (1995) to develop the Scale of Service Learning Involvement (SSLI), which has three subscales: Exploration, Realization, and Internalization. They have used SSLI to see whether students with different levels of volunteer involvement have different levels of social responsibility development. This instrument was used in the present research as well.

Another questionnaire developed by Markus, Howard and King (1993) was used by many studies that reported positive evidence between service-learning and social responsibility (Giles & Eyler, 1994; Kendrick, 1996; Markus et al., 1993).

Stephens (1995) and Hepburn (1997) reported that students who participated in service-learning experiences developed a greater sense of social responsibility. There are some other studies that have found some increase in social responsibility and civic behavior on students who participated in service-learning activities (Eyler, Giles, & Braxton, 1997; Johnson & Bozeman, 1998; Kollross, 1997; Myers-Lipton, 1998).

Other studies found that students made significant changes in social responsibility after having participated in service-learning projects (Astin, 1996; Kendrick, 1996; Myers-Lipton, 1998; Payne, 2000; Rockquemore & Schaffer, 2000; Yates & Youniss, 1996).

Munter (2002) showed that, when students help their community, they practice personal and social responsibility in real situations.

Melchoir and Bailis's (2002) study indicated that the service-learning programs had a statistically significant positive impact on students' civic attitudes and behaviors, particularly in the areas of personal and social responsibility.

The results of Kim and Billig's (2003) research showed a statistically significant difference in social responsibility for those participating in service-learning relative to their nonparticipating peers.

There are more service-learning researches that focus on the processes or the development of students' social responsibility and civic engagement (Hoxmeier & Lenk, 2003; Papamarcos, 2005; Young et al., 2007). These studies showed that service-learning programs improve students' academic performance and increase their sense of personal and social responsibility.

Study Objectives

The current study focused on social responsibility as an outcome of service-learning activities. Its major objectives were: (a) to examine the development of social responsibility in students who are involved in service-learning programs from The National College Ferdinand I Bacau, and (b) to verify if students' characteristics (gender and year of study) are factors of social responsibility.

Methodology

The research followed the quantitative, empirical and transversal methodology,

studying the social responsibility as a dependent variable, and gender and year of study as independent variables.

Population and Sample

Participants in this study were students from The National College Ferdinand I Bacau, Romania. From the population involved in service-learning activities, 33 students participated in the pilot test and 149 students in the final phase. This means a total of 72.7%.

Instrument

The current study utilized as instrument the Scale of Service Learning Involvement (SSLI) by Olney and Grande (1995). The instrument has been created and validated to be able to measure levels of students' social responsibility development. It has 70 items grouped into three subscales: Exploration (20 items), Realization (20 items), and Internalization (30 items).

Data analysis

Quantitative data were analyzed through the Statistical Package for Social Sciences (SPSS; version 8.0).

Results

Descriptive analyses showed the demographical composition of participants regarding gender, age, and year of study. From the 127 subjects' sample, 55.1%

were girls and 44.9 % were boys. The distribution regarding year of study is as follows: freshman (30.7%), sophomore (29.9%), junior (31.5%), and senior (7.9%).

The current study's findings show that in the first phase – Exploration – there are no significant differences between teenage boys and girls, but there are high differences in the final two phases – Realization and Internalization. That means that boys and girls from The College Ferdinand I Bacau who are involved in service-learning activities have higher levels of social responsibility development. However, boys' scores are higher.

There are also significant differences in social responsibility development between students of different grades on the two final phases, Realization and Internalization. The "Post hoc tests" scores showed that freshman's and sophomore's means are significantly different from that of junior. Students from different years of study have different levels of volunteer involvement and different levels of social responsibility development.

Discussion

Education stakeholders want to produce responsible citizens who can answer for their own actions, who are aware of social injustices and dedicated to work toward social equity. There is growing evidence to show that participation in service-learning can foster social responsibility on the part of children, youth, and college students. The present research is also an illustration that service-learning is an active-participatory method which nurtures social responsibility in teenagers. It is also an

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incipient exercise that examines the development of social responsibility on a three-phases scale and shows that social responsibility is a service-learning asset that develops differently, function of gender and/or year of study.

Both hypotheses were supported. Thus, it showed that boys and girls connect their service work to their lives differently. More by token, boys have higher scores than girls. What could be the reason for these surprising findings? These results somehow contradict the Romanian context. In the report of Romanian Education Sciences Institute (2007) it is emphasized the fact that "women, more than men, and pupils and students, more than employees, would imply in volunteer work if they had time" (p. 23). Are girls more interested in volunteering?

One answer can be found in the developing of the three stages of social responsibility. As it can be seen in Appendix E, in the Exploration phase girls have higher scores than boys. The Exploration stage is a fairly self-serving phase where students are motivated by their peer groups and their desire to have a good time. On the contrary, boys have higher scores on the last phases, especially in Internalization when a complex understanding and aversion to social injustice is internalized.

Another valuable answer could be found in the nature of the service-learning activities and projects. In their important study about genders' differences, Saxe and Kelner (2001) underline the fact that boys are more oriented to individual activities while girls are more oriented to social activities. It is also easy to observe that, in general, many activities of service-learning appeal to girls more than to boys, such as visits, making gifts, or contacting other volunteers. It seems that the nature of many

volunteer services, including service-learning, do not fit the male stereotypical character well (Ruble, 1983). That is the reason why some suggested volunteer activities and projects for boys would be sports coaches or organizing competitive games. In conclusion, many service-learning activities look very attractive to girls and they are very active and involved in the first stage, Exploration. Instead, boys are not easy to persuade, but once they are involved in service-learning activities and projects they become aware of their responsibilities regarding community and others.

As stated before, the second hypothesis was supported, too. It seems that in the first years of study students assert a better integration of their service experiences into their lives, until the point of making changes in personal and career goals. In the meantime, the study showed that teenagers' social responsibility level go down along with their year of study. This is puzzling because the normal expectations are for the final years to have higher scores. One answer can be found in some of the studies mentioned in Chapter II. Hepburn (1997) and Melchoir (1998) underlined the fact that service-learning programs have to be well-designed and well-implemented to have positive effects on increasing students' sense of social responsibility.

More than that, adolescence is a liminal period between childhood and adulthood; it is a time of both disorientation and discovery. During this period, peer groups become an increasingly important context in which adolescents spend their time. Peer groups hold a very influential place in the adolescent's life, replacing for a long time "the familial cocoon."

In their insightful study about adolescence, Steinberg and Monahan (2007) find

out that resistance to peer influences increases linearly between ages 14 to 18. This can give us some clues why freshman and sophomore obtained the highest scores. They begin to be more independent, having less concern about their peer's opinions. Their reasons for involving in the service-learning are not just to have fun together with their friends, but to help bear away the society's inequities.

There is a very puzzling issue that has also to find an answer: why are there lower scores in Realization and Internalization subscales? One possible answer can be found, as I mentioned above, in some of the studies given in Chapter II: that of Stephen's (1995), Melchoir (1998), Weiler, LaGoy, Crane and Ronner (1998). They stated that service-learning programs and activities have to be well-implemented and well-designed to have positive effects on increasing students' sense of social-responsibility.

Building upon and extending previous research, this study contributes to the existing literature on service-learning's outcomes, especially on social responsibility. It gives more evidence that service-learning activities influence teenagers making them responsible citizens, dedicated to social causes. It is also worth mentioning that this research is one of the first to describe the benefits and challenges of service-learning activities in the context of Romanian education.

Service-learning is a program that empowers students. It engages students and shows them how their classroom learning can be applied to real-life problems. Besides, it provides an opportunity for teachers and students to integrate real-life experiences into the curriculum and learn from these experiences. Thus, service-

learning helps the curriculum come to life.

Conclusions

Starting from the research results and from the conceptual delimitations, the conclusions of this study will be presented in the following lines.

1. Teachers face continuous challenges in helping students connect academic learning to meaningful applications in real-life situations. Teenagers' participation in solving social problems of the community has the potential to promote the development of social responsibility.

2. Teenage boys and girls involved in service-learning activities have different levels of social responsibility development. Boys assert higher levels of social responsibility development. At this age, boys insert better the value of social responsibility than girls.

3. Students from different years of study who are involved in service-learning activities have different levels of social responsibility. The freshman and sophomore assert the highest scores of all.

4. The Scale of Service-Learning Involvement is a very useful tool to measure students' social responsibility development. SSLI can also be a very practical guide for teachers who coordinate and evaluate service-learning activities/projects.

Implications

This study has provided evidence that teenage boys and girls from different years of study involved in service-learning programs acquire different levels of social

responsibility. These results gave more support to service-learning practitioners and theorists who value and support service-learning activities, especially those activities with a social responsibility focus. Although there were limitations in this research and more research is needed, the results show consistency among students and with the reviewed literature.

Curricular implications

Service-learning is a philosophy and pedagogy of greater and greater importance in the educative world. Every year there are more and more schools, colleges and universities that include volunteerism as an important aspect of formation. In our country, there were some attempts to include it as mandatory, but there were voices that argued that volunteerism is optional, not compulsory; that volunteerism and mandatory can't be put together.

The positive effects of service-learning make teachers around the world integrate it in the curriculum. There are three ways in which service-learning can be integrated into a college curriculum: (a) every teacher is responsible of integrating service-learning activities within his/her branch of study as an opportunity to link theory with practice; (b) every college organizes a commission that guides the entire service-learning and volunteer work; or (c) both.

Making service-learning a formal curricular element involves some changes. For example, the college schedule has to be modified; teachers and students have to move out of their classes; partnerships with agencies or different NGOs have to be

done; etc. The insertion of service-learning into the formal curriculum would be a great opportunity and challenge for Romanian colleges and universities.

Administrative implications

Changes are very hard to do, but not impossible. Making service-learning a curricular element involves big transformation not only in the school planning, but also in the teachers' minds. First of all, teachers have to be strongly motivated to act in this direction. The person who can do this is the college manager together with the teacher who supports volunteerism.

Implications for Teachers Directly Involved

This study provided further evidence for the usefulness of Scale of Service Learning Involvement (Olney & Grande, 1995) in measuring students' social responsibility development.

The present research could serve as a guide to teachers who use service-learning in their work and have to counsel and support student volunteers. For that purpose, they may identify which students are in the initial phases of development and would benefit from being introduced to a broader range of volunteer activities. At the same time, it may also help teachers clarify which students are in mid-phases of social responsibility development and need help to connect their experiences to real life situations. Teachers may also help students in the last phases of social responsibility development to reevaluate their career goals and to incorporate values regarding social responsibility in them.

In addition to all these things, teachers have to know their students very well. When a teacher knows his/her students, he/she has a better understanding of their special needs, learning preferences and styles, and relevant prior experience in service-learning or volunteer domain. This effort to get to know the students also pays rich dividends when teachers need to group students into teams. Knowing students, especially freshmen, is underlined by Erickson and Strommer (1991):

> To know how to teach them, we must understand our freshmen better. We must have a clear-eyed view of who they are, where they come from, how they have been instructed, what values they hold, and what their expectations and goals are. (p. 4)

Recommendations

This study demonstrates, at a small scale, that the service-learning experience positively complements the traditional classroom experience. That is the reason why I highly recommend that others consider the use of service-learning in their Romanian education curricula and SSLI as a guide to evaluate students' involvement levels.

Recommendations for Administrators

1. Do not restrict service-learning activities/projects just for Social Studies.

2. Facilitate the development of service-learning projects. Make these projects be clear and well-defined, with a focus on social responsibility.

3. Motivate all teachers to get involved in the creation of service-learning activities/projects inside their own teaching line/branch of science.

4. Encourage students to have good relations with the community they live and

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to get involved in service as soon as possible.

5. Ask the school psychologist for help to guide students' involvement into the volunteer work together with the teacher who coordinates service-learning projects.

Recommendations for Teachers

6. Develop social responsibility learning strategies using service-learning.

7. Be a model in volunteer work participating along with your students.

8. Organize a service-learning commission that has the special mission to create partnerships with civil society agents and to continually evaluate the service-learning activities.

Recommendations for Students

9. Get involved in all service-learning projects, especially in those with social responsibility focus.

10. Strive to know what the society's trends and needs are. Then, present proposals of service-learning ideas to your teachers.

Recommendations for Future Research

The current study adds to literature regarding service-learning by using a rigorous research design that may be useful to researchers, although the results should be viewed in light of a few key limitations. First, data were collected using a self-report method and students may not have answered all of the questions honestly. Second, data may only be generalized to National College Ferdinand I Bacau

Romania because of the small number of participants. That's why future studies need to increase the sample size or collect data over a longer period of time to accumulate data for appropriate analyses.

Even so, there are several suggestions for further research:

11. A pre- and post- test method can be included to measure students' social responsibility progress and to provide real-time feedback of service-learning effects on the evolution of students' sense of social responsibility.

12. Larger sample sizes are necessary to generalize the results. This could not be done for the moment because service-learning is doing its first steps in Romanian education.

13. The inclusion of qualitative data throughout the semester will strengthen the rigor of the design and methods. For example, students could maintain a daily journal to record their thoughts and feelings after each service experience to measure specific areas under study.

14. It is also worth noting that service-learning practitioners need to be aware of the impact of service-learning on students with different initial levels of volunteer involvement. As found from this study, the service-learning activities helped students move through the phases of social responsibility as depicted by Olney and Grande (1995). Therefore, appropriate designs for students at different phases, at different grades may be necessary in further studies.

It is obvious that the questions remaining to be explored vastly outnumber those asked, even more those answered. Among the multitudes of possible questions

I identified a few that appear especially promising, considering the conceptual issues with which this study opened and presented:

1. Beside the variables taken into this study, are there variables that could influence the students' responsibility levels? For example, the time spent in service-learning activities or the volume of activities.

2. Does the initial level of volunteer involvement influence students' social responsibility development through taking service-learning courses? Or, in other words, would students who had previous volunteer involvement show different levels of social responsibility?

3. If service-learning activities had had a stronger social responsibility focus, would the social responsibility levels have been higher?

APPENDIX A

THE INSTRUMENT

Scale of Service-learning Involvement by Olney & Grande (1995)

The following statements ask about your feelings about doing volunteer work, including anything from fund-raising for an organization like the American Heart Association to directly working at a local agency to writing editorials for causes that you care about. In the statements that refer to your peer group, please think of any group of people with whom you associate the most such as a fraternity, sorority, church group, or dorm group. In the statements that ask about "recent" feelings, please indicate the extent to which you have noticed such feelings within the last six months.

Please indicate your attitudes by marking the following on your answer sheet.

(1)=Strongly reflects my feelings about volunteer work

(2)=Somewhat reflects my feelings about volunteer work

(3)=At this time, I just do not know my feelings

(4)=Does not much reflect my feelings about volunteer work

(5)=Does not at all reflect my feelings about volunteer work

1. I would be involved in volunteer work whether or not I had friends working with me.

2. My main reason for participating in a volunteer work would be to have fun.

3. Volunteer work changes the way I spend money.

4. I choose my volunteer work based on what my peer group decides to do.

5. I get irritated with teachers or professors who do not discuss the social consequences of the material they are teaching.

6. There are so many places and people that need my help, I am not sure that I have the energy to do all I should do.

7. I would participate in a march or demonstration on social issues that are important to me.

8. I prefer to do volunteer work that requires a short-term commitment.

9. I am starting to realize that volunteer work simply puts "band-aids" over social problems, rather than solving them.

10. I do not feel comfortable talking about volunteering with family or friends because they may not understand my commitment.

11. When I graduate, I will be careful to work only for a company that is socially and morally responsible.

12. I would volunteer to help with a group mainly because volunteers get something fun, like a t-shirt.

13. I think the people served offered volunteers as much as volunteers offer them.

14. A main reason I participate in my volunteer activities is because of my good relationship with the agency supervisors.

15. I need to work toward changing social systems that create disadvantaged people.

16. I would volunteer to help an agency on a one-time basis rather than have an ongoing commitment.

17. I am starting to realize how much volunteers can learn through their volunteer work.

18. I often have to supplement information in classes with my own research of the moral implications of the content.

19. Helping to raise money for charity organizations for me is as important as working more directly and consistently with them.

20. I have been amazed at what I can learn from people I consider to be "underprivileged."

21. I doubt that volunteer work will ever have much effect on my career goals.

22. As a volunteer, I think I will learn as much or more from the clients as I learn from professors and supervisors.

23. I am more likely to help with a fundraising if I am personally involved with the organization.

24. My decision to keep volunteering with an organization depends on whether my peer group is continuing the activity.

25. I feel very loyal toward one particular organization and I do most or all of my volunteer work there.

26. One of the important reasons I do volunteer work is to have fun with my friends.

27. I am aware of how unfair life can be to some people.

28. I often explain to my friends why I think volunteer work is important.

29. I would rather do volunteer work with my friends than without them.

30. I often read news articles about social problems that concern me.

31. Most (or all) of my volunteer work involves raising money for charitable or nonprofit organizations.

32. Volunteer work changes how I treat other people.

33. I think volunteering will have me vote for social justice candidates and issues.

34. There are so many places that need volunteer help that I sometimes feel confused about where I should help.

35. I have done a number of class papers about a particular social issue that concerns me.

36. I prefer to work with local agencies, so my efforts benefit people from my community.

37. I hate the terms "disadvantaged," "needy," or "underprivileged" people.

38. I realize that the causes of most social issues are very complex.

39. I believe it takes more than time, money, and community efforts to solve social problems.

40. If my peer group does not take on a service project, I probably would not volunteer.

41. I do as much volunteer work as I can because I feel close to the other volunteers in the agency.

42. Although it is important to raise money to help needy people, I am not personally interested in working directly with them.

43. I want my donations to get to the root of social problems.

44. I would not change my volunteer activities even if my parents or friends disapproved.

45. My major responsibility toward homeless people is not to harm them or harass them in any way.

46. I think that volunteer work at local agencies will not solve most social problems.

47. I am careful not to be involved with social issues for selfish reasons.

48. My main responsibility toward disadvantaged people is to volunteer my time and effort regularly.

49. I have participated in campaigns for candidates who are socially responsible.

50. I prefer not to make long-term commitments to any one agency or social cause.

51. I think about how I can make a difference for social justice.

52. I choose my volunteer work based upon the social issue(s) it addresses.

53. I would do fund-raising for any agency that is doing something positive.

54. I think volunteers can learn from the people who they serve.

55. I would volunteer even if I had to do it alone.

56. I would be more likely to participate in volunteer work if I could meet people my age.

57. I sometimes feel overwhelmed by how frustrating volunteer work can be.

58. I think that some social service agencies create more social problems.

59. I often think about my own stereotypes.

60. I would be more likely to participate in volunteer work if it did not require more than a few hours of my time.

61. I would participate in volunteer work because I understand how important the work is to those needing it.

62. I believe that I will be involved in social justice issues for the rest of my life.

63. I usually feel overwhelmed at the complexity of social problems (homelessness, hunger, etc.).

64. I would volunteer for activities if there was more fun involved.

65. I feel I am more committed to a social issue than to a social agency.

66. If I missed a volunteer activity, I would feel bad primarily because I had let my peer group down.

67. I am motivated to do volunteer work because I know personally the people who benefit from the work.

68. I would do as much volunteer work as I can because I am committed to fighting social injustice.

69. I think that people who are more fortunate (e.g., me) must help less fortunate people with their needs and problems.

70. While volunteer work can be frustrating at times, I seldom feel overwhelmed by that frustration anymore.

APPENDIX B

RELIABILITY ANALYSIS FOR THE PILOT TEST

Item-total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR00001	173.0606	413.3087	.3359	.8284
VAR00002	172.1212	432.8598	-.1749	.8365
VAR00003	171.6061	410.6212	.4488	.8268
VAR00004	171.9091	434.6477	-.2233	.8372
VAR00005	172.9091	424.7102	.0304	.8340
VAR00006	172.8485	401.4451	.5792	.8234
VAR00007	173.0000	420.1875	.1577	.8314
VAR00008	173.0000	417.8125	.2026	.8307
VAR00009	172.5758	432.8144	-.1448	.8377
VAR00010	171.3636	414.4261	.3722	.8282
VAR00011	171.5455	427.3807	-.0251	.8340
VAR00012	171.6364	430.5511	-.1168	.8353
VAR00013	172.4848	403.6326	.4978	.8248
VAR00014	171.8182	433.3409	-.1742	.8371
VAR00015	172.5758	401.8144	.5094	.8242
VAR00016	172.0303	416.4053	.1918	.8310
VAR00017	173.5152	407.4451	.5431	.8253
VAR00018	172.9091	420.5852	.1801	.8310
VAR00019	172.8182	400.2159	.5054	.8240
VAR00020	172.5455	390.0057	.6293	.8201

VAR00021	172.3636	425.6761	.0073	.8345
VAR00022	172.2424	414.8144	.2438	.8299
VAR00023	172.8788	411.1098	.3299	.8282
VAR00024	172.0606	436.1212	-.2404	.8383
VAR00025	172.1212	410.9223	.3271	.8282
VAR00026	172.1818	443.3409	-.3589	.8420
VAR00027	173.8485	419.2576	.3013	.8297
VAR00028	172.7273	405.7670	.4060	.8264
VAR00029	173.3030	427.5303	-.0293	.8340
VAR00030	172.9394	408.3712	.4729	.8261
VAR00031	171.7879	417.1098	.2273	.8302
VAR00032	173.1515	402.5076	.6622	.8231
VAR00033	172.1818	408.5909	.3347	.8279
VAR00034	172.6061	409.8712	.3351	.8280
VAR00035	172.6061	411.7462	.2874	.8290
VAR00036	172.8182	411.4034	.4435	.8270
VAR00037	172.5455	405.7557	.4135	.8262
VAR00038	173.5758	419.1269	.2164	.8304
VAR00039	173.2424	423.8144	.0612	.8331
VAR00040	172.1818	426.2159	-.0035	.8346
VAR00041	172.5455	403.2557	.5344	.8243
VAR00042	171.9394	416.7462	.2731	.8295
VAR00043	173.5152	415.5076	.3254	.8288
VAR00044	173.0909	408.5227	.4096	.8267
VAR00045	173.1818	409.0909	.5107	.8260
VAR00046	173.0000	423.1250	.0864	.8325

VAR00047	172.2727	417.0795	.1858	.8311
VAR00048	172.8485	412.1951	.4475	.8272
VAR00049	171.6061	422.6837	.0853	.8327
VAR00050	172.2121	429.7973	-.0816	.8366
VAR00051	173.0303	415.5928	.2824	.8293
VAR00052	173.0606	414.3712	.2587	.8296
VAR00053	172.7879	401.0473	.5490	.8236
VAR00054	173.5455	414.4432	.3975	.8281
VAR00055	172.4545	406.1932	.3971	.8266
VAR00056	173.3939	419.9962	.2239	.8304
VAR00057	172.0606	415.3087	.1664	.8322
VAR00058	171.9091	446.2102	-.3802	.8438
VAR00059	172.0909	400.0227	.5013	.8240
VAR00060	172.8182	420.4034	.1293	.8321
VAR00061	173.1515	409.8201	.4554	.8265
VAR00062	172.0000	423.0000	.0507	.8343
VAR00063	172.6364	400.8636	.5751	.8233
VAR00064	172.5758	439.5019	-.2638	.8410
VAR00065	172.9697	410.4678	.3347	.8280
VAR00066	172.2121	420.1723	.1625	.8313
VAR00067	172.4545	415.7557	.2324	.8301
VAR00068	172.8485	406.5701	.4180	.8263
VAR00069	173.1818	405.6534	.5218	.8250
VAR00070	172.2424	410.4394	.3230	.8282

Reliability Coefficients   N of Cases =   33.0   N of Items = 70

Alpha =   .8321

APPENDIX C

RELIABILITY ANALYSIS FOR THE FINAL TEST

Item-total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
VAR00001	177.7559	852.6463	.4265	.9061
VAR00002	177.1181	887.6288	-.1400	.9103
VAR00003	176.4882	873.5217	.1005	.9085
VAR00004	176.7638	869.3565	.1557	.9082
VAR00005	177.5433	866.9961	.1689	.9082
VAR00006	177.5984	849.0676	.4612	.9058
VAR00007	177.7323	851.4198	.3977	.9063
VAR00008	177.9449	864.1001	.2420	.9075
VAR00009	177.3228	865.4743	.1911	.9080
VAR00010	176.5039	875.1567	.0718	.9087
VAR00011	176.6220	864.8560	.2304	.9076
VAR00012	176.6614	878.6702	.0083	.9092
VAR00013	177.4252	846.6749	.4567	.9057
VAR00014	176.8819	874.4859	.0670	.9090
VAR00015	177.3780	847.0306	.4790	.9056
VAR00016	177.1181	862.4701	.2474	.9075
VAR00017	178.0315	837.0149	.5493	.9048
VAR00018	177.5276	863.8226	.2511	.9074
VAR00019	177.5984	852.6549	.3940	.9063
VAR00020	177.7165	839.3000	.5186	.9051

VAR00021	177.2205	873.1097	.0838	.9089
VAR00022	177.4803	855.8230	.3391	.9068
VAR00023	177.5512	852.6144	.3758	.9064
VAR00024	176.9528	868.0771	.1694	.9081
VAR00025	177.1417	853.5988	.3632	.9066
VAR00026	177.0394	873.8476	.0786	.9088
VAR00027	178.3937	847.0025	.5421	.9053
VAR00028	177.5512	849.9001	.4155	.9061
VAR00029	177.7953	858.2117	.3151	.9070
VAR00030	177.5433	848.4564	.4655	.9057
VAR00031	176.7874	864.9941	.2278	.9076
VAR00032	177.7559	841.5669	.5718	.9048
VAR00033	177.0945	867.4196	.1583	.9084
VAR00034	177.5512	845.6620	.5162	.9053
VAR00035	177.4724	856.8385	.3098	.9070
VAR00036	177.4803	846.8389	.5144	.9054
VAR00037	177.3701	844.8064	.4399	.9058
VAR00038	177.9921	849.2142	.4686	.9057
VAR00039	177.7638	854.1819	.3666	.9065
VAR00040	176.8976	870.8545	.1100	.9088
VAR00041	177.3780	843.5703	.5392	.9051
VAR00042	177.0315	873.8244	.0825	.9088
VAR00043	178.0315	847.3800	.4968	.9055
VAR00044	177.7559	853.4241	.3987	.9063
VAR00045	177.7244	855.6457	.3802	.9065
VAR00046	177.4252	863.3257	.2327	.9076

VAR00047	177.3307	856.7787	.2870	.9073
VAR00048	177.6220	846.6973	.5299	.9053
VAR00049	176.8976	874.6640	.0617	.9091
VAR00050	177.1890	871.6624	.1034	.9088
VAR00051	177.8189	851.5622	.4426	.9060
VAR00052	177.8189	849.7368	.4431	.9059
VAR00053	177.5827	841.0229	.5085	.9052
VAR00054	177.9449	836.7192	.5781	.9046
VAR00055	177.3150	845.0111	.4685	.9056
VAR00056	177.7874	840.0735	.5313	.9050
VAR00057	177.0551	855.7509	.3091	.9071
VAR00058	176.9606	873.9746	.0685	.9091
VAR00059	177.2441	847.5987	.4217	.9060
VAR00060	177.5591	852.7882	.3581	.9066
VAR00061	177.8819	847.5971	.4793	.9056
VAR00062	176.9764	857.9915	.2731	.9074
VAR00063	177.5669	847.7237	.4776	.9056
VAR00064	177.1890	866.0592	.1740	.9082
VAR00065	177.5512	844.1541	.4968	.9054
VAR00066	177.0000	861.3968	.2826	.9072
VAR00067	177.3150	852.6937	.3801	.9064
VAR00068	177.6220	842.6973	.5671	.9049
VAR00069	177.9134	844.9369	.5095	.9053
VAR00070	177.3150	854.0111	.3539	.9066

Reliability Coefficients   N of Cases =   127.0   N of Items = 70

Alpha =   .9080

APPENDIX D

SOLICITATION LETTERS AND RESEARCH CONSENT FORMS

To the Director of the College
Dear Director RUSU,

I am a master student in Education at Montemorelos University, Mexico. The purpose of my dissertation research is to examine the outcomes of service-learning activities offered at The National College Ferdinand I Bacau Romania, especially those regarding social responsibility. Hopefully, the results will inform practitioners as well as theorists about various kinds of variables that may facilitate social responsibility in your students. If you desire, final results and comments will be provided to you.

I am writing to request your students' participation in my dissertation research study. Their participation in this study would take place during the first semester of 2008 and would consist of allowing me to give them a multiple choice questionnaire called the Scale of Service Learning Involvement.

The participation in this study is completely voluntary, and will only take a limited amount of time (45-60 minutes). Your college may withdraw from the study at any time. All information will be collected anonymously and will be held confidentially. I hope you will be willing to assist in the research *The Developing of Social Responsibility on Teenagers trough Service-Learning Activities*.

If you agree, please complete the Research Consent Form. You may also contact me at simple_iulia@yahoo.com or 0743-993606 to ask for further information.

Sincerely,
Iulia-Gabriela Alexandru
M. A. Candidate

RESEARCH CONSENT FORM

I consent to participate in the research entitled *The Developing of Social Responsibility on Teenagers trough Service-Learning Activities*.

Mrs. Iulia-Gabriela Alexandru (Investigator), M.A. Candidate, has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described.

I acknowledge that our college has had the opportunity to obtain additional information regarding the study and that any raised questions will be answered to our full satisfaction. Further, I understand that our college is free to withdraw consent at any time and to discontinue participation in the study without prejudice to it.

I agreed the college I represent to take the questionnaire called Scale of Service Learning Involvement during the first semester of 2008. I understand that identifying information on the questionnaire will be deleted.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily.

Signed: _____   Date: _____
        (Director)

Signed: _____
        (Investigator)

***By completing this form, you agree to participate in a research study on social responsibility trough service-learning activities.

To the Teacher of Service-learning Activities

Dear Teacher LUCICA CIUPERCĂ,

I am a master student in Education at Montemorelos University, Mexico. The purpose of my dissertation research is to examine the outcomes of service-learning activities offered at The National College Ferdinand I Bacau Romania, especially those regarding social responsibility. Hopefully, the results will inform practitioners as well as theorists about various kinds of variables that may facilitate social responsibility in your students. If you desire, final results and comments will be provided to you.

I am writing to request your participation in my dissertation research study. Your participation in this study would take place during the first semester of 2008 and would consist of allowing me to give your students a multiple choice questionnaire called the Scale of Service Learning Involvement.

Your participation in this study is completely voluntary, and will only take a limited amount of time (45-60 minutes). You may withdraw from the study at any time. All information will be collected anonymously and will be held confidentially. I hope you will be willing to assist in the research *The Developing of Social Responsibility on Teenagers trough Service-Learning Activities*.

Please complete the Research Consent Form. You may also contact me at simple_iulia@yahoo.com or +40.743-993606 to ask for further information.

Sincerely,
Iulia-Gabriela Alexandru
M. A. Candidate

RESEARCH CONSENT FORM

I consent to participate in the research entitled *The Developing of Social Responsibility on Teenagers trough Service-Learning Activities*.

Mrs. Iulia-Gabriela Alexandru (Investigator), M.A. Candidate, has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me.

I agreed my students to take the questionnaire called Scale of Service Learning Involvement during the first semester of 2008. I understand that identifying information on the questionnaire will be deleted.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily.

Signed: _____   Date: _____
            (Teacher)

Signed: _____
            (Investigator)

***By completing this form, you agree to participate in a research study on social responsibility trough service-learning activities.

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To Students Participating in Service-learning Activities

Dear Student,

I am a master student in Education at Montemorelos University, Mexico. The purpose of my dissertation research is to examine the outcomes of service-learning activities offered at The National College Ferdinand I Bacau Romania, especially those regarding social responsibility. Hopefully, the results will help us design better classes. If you desire, final results and comments will be provided to you.

I hope you will be willing to assist in the research and assist The National College Ferdinand I Bacau in providing better service-learning courses. Since the number of participants is very important to any conclusion I can draw from this study, I would like to invite you to participate in my study. If you agree to participate, this study would take place during the first semester of 2008 and would consist of filling out one questionnaire called Scale of Service Learning Involvement. It consists of multiple choice questions.

Your participation in this study is completely voluntary and will only take a limited amount of time (45-60 minutes). You may withdraw from the study at any time. All information will be held confidentially.

Please complete the Research Consent Form.

Sincerely,
Iulia-Gabriela Alexandru
M. A. Candidate

RESEARCH CONSENT FORM

I consent to participate in the research entitled *The Developing of Social Responsibility on Teenagers trough Service-Learning Activities*.

Mrs. Iulia-Gabriela Alexandru (Investigator), M.A. Candidate, has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me.

I agreed to take the questionnaire called Scale of Service Learning Involvement during the first semester of 2008. I understand that identifying information on the questionnaire will be deleted.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily.

Signed: _____   Date: _____
       (Research Participant)

Signed: _____
       (Investigator)

    ***By completing this form, you agree to participate in a research study on social responsibility trough service-learning activities

APPENDIX E

STATISTICAL OUTPUTS

GENDER EFFECT

General Linear Model

Between-Subjects Factors			
Value Label			N
Gender	0	Feminin	70
	1	Masculin	57

Descriptive Statistics				
	Gender	Mean	Std. Deviation	N
Exploration	Feminin	2.82	0.39	70
	Masculin	2.73	0.51	57
Realization	Feminin	2.32	0.46	70
	Masculin	2.68	0.53	57
Internalization	Feminin	2.27	0.42	70
	Masculin	2.73	0.53	57

Box's Test of Equality of Covariance Matrices (a)	
Box's M	11.507
F	1.867
df1	6
df2	101256
Sig.	.082
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a Design: Intercept+GENDER	

Multivariate Tests (b)							
Effect		Value	F	Hypothesis df	Error df	Sig.	Eta Squared
Intercept	Pillai's Trace	.987	3108.809(a)	3.000	123.000	.000	.987
	Wilks' Lambda	.013	3108.809(a)	3.000	123.000	.000	.987
	Hotelling's Trace	75.825	3108.809(a)	3.000	123.000	.000	.987
	Roy's Largest Root	75.825	3108.809(a)	3.000	123.000	.000	.987
GENDER	Pillai's Trace	.253	13.859(a)	3.000	123.000	.000	.253
	Wilks' Lambda	.747	13.859(a)	3.000	123.000	.000	.253
	Hotelling's Trace	.338	13.859(a)	3.000	123.000	.000	.253
	Roy's Largest Root	.338	13.859(a)	3.000	123.000	.000	.253
a Exact statistic							
b Design: Intercept+GENDER							

Levene's Test of Equality of Error Variances (a)				
	F	df1	df2	Sig.
Exploration	2.771	1	125	.098
Realization	.198	1	125	.657
Internalization	.799	1	125	.373
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a Design: Intercept+GENDER				

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared
Corrected Model	Exploration	113.596(a)	1	113.596	1.394	.240	.011
	Realization	1656.343(b)	1	1656.343	16.933	.000	.119
	Internalization	5884.426(c)	1	5884.426	28.702	.000	.187
Intercept	Exploration	520630.037	1	520630.037	6390.732	.000	.981
	Realization	612984.910	1	612984.910	6266.757	.000	.980
	Internalization	1381359.954	1	1381359.954	6737.793	.000	.982
Gender	Exploration	113.596	1	113.596	1.394	.240	.011
	Realization	1656.343	1	1656.343	16.933	.000	.119
	Internalization	5884.426	1	5884.426	28.702	.000	.187

Error	Exploration	10183.302	125	81.466			
	Realization	12226.917	125	97.815			
	Internalization	25627.086	125	205.017			
Total	Exploration	534850.000	127				
	Realization	639969.000	127				
	Internalization	1446214.000	127				
Corrected Total	Exploration	10296.898	126				
	Realization	13883.260	126				
	Internalization	31511.512	126				
a R Squared = .011 (Adjusted R Squared = .003)							
b R Squared = .119 (Adjusted R Squared = .112)							
c R Squared = .187 (Adjusted R Squared = .180)							

General Linear Model

Between-Subjects Factors			
Value Label			N
Gender	1	Freshmen	39
	2	Sophomore	38
	3	Junior	40
	4	Senior	10

Descriptive Statistics				
	Study	Mean	Std. Deviation	N
Exploration	Freshmen	2.81	.51	39
	Sophomore	2.69	.40	38
	Junior	2.81	.45	40
	Senior	2.91	.28	10
	Total	2.78	.45	127
Realization	Freshmen	2.63	.53	39
	Sophomore	2.58	.50	38
	Junior	2.28	.51	40
	Senior	2.35	.36	10
	Total	2.48	.52	127
Internalization	Freshmen	2.68	.58	39
	Sophomore	2.61	.46	38
	Junior	2.21	.42	40
	Senior	2.26	.37	10
	Total	2.48	.52	127

Box's Test of Equality of Covariance Matrices (a)	
Box's M	27.698
F	1.433
df1	18
df2	5464
Sig.	.105
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a Design: Intercept+GENDER	

Multivariate Tests (c)							
Effect		Value	F	Hypothesis df	Error df	Sig.	Eta Squared
Intercept	Pillai's Trace	.982	2230.228(a)	3.000	121.000	.000	.982
	Wilks' Lambda	.018	2230.228(a)	3.000	121.000	.000	.982
	Hotelling's Trace	55.295	2230.228(a)	3.000	121.000	.000	.982
	Roy's Largest Root	55.295	2230.228(a)	3.000	121.000	.000	.982
STUDY	Pillai's Trace	.224	3.303	9.000	369.000	.001	.075
	Wilks' Lambda	.780	3.528	9.000	294.633	.000	.080
	Hotelling's Trace	.279	3.706	9.000	359.000	.000	.085
	Roy's Largest Root	.263	10.791(b)	3.000	123.000	.000	.208
a Exact statistic							
b The statistic is an upper bound on F that yields a lower bound on the significance level.							
c Design: Intercept+STUDY							

Levene's Test of Equality of Error Variances (a)				
	F	df1	df2	Sig.
Exploration	.733	3	123	.534
Realization	.631	3	123	.597
Internalization	.831	3	123	.480
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a Design: Intercept+STUDY				

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared
Corrected Model	Exploration	214.162(a)	3	71.387	.871	.458	.021
	Realization	1243.793(b)	3	414.598	4.035	.009	.090
	Internalization	5118.527(c)	3	1706.176	7.951	.000	.162
Intercept	Exploration	368102.332	1	368102.332	4490.506	.000	.973
	Realization	451607.995	1	451607.995	4394.789	.000	.973
	Internalization	1029097.252	1	1029097.252	4795.932	.000	.975
STUDY	Exploration	214.162	3	71.387	.871	.458	.021
	Realization	1243.793	3	414.598	4.035	.009	.090
	Internalization	5118.527	3	1706.176	7.951	.000	.162

Error	Exploration	10082.736	123	81.973			
	Realization	12639.466	123	102.760			
	Internalization	26392.984	123	214.577			
Total	Exploration	534850.000	127				
	Realization	639969.000	127				
	Internalization	1446214.000	127				
Corrected Total	Exploration	10296.898	126				
	Realization	13883.260	126				
	Internalization	31511.512	126				
a R Squared = .021 (Adjusted R Squared = -.003)							
b R Squared = .090 (Adjusted R Squared = .067)							
c R Squared = .162 (Adjusted R Squared = .142)							

Post Hoc Tests

Dependent Variable		(I) Study	(J) Study	Mean Difference (I-J)	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Exploration	Scheffe	Freshmen	Sophomore	-2.36	.727	-8.21	3.49
			Junior	-7.05E-03	1.000	-5.78	5.77
			Senior	2.02	.941	-7.08	11.11
		Sophomore	Freshmen	2.36	.727	-3.49	8.21
			Junior	2.35	.725	-3.46	8.17
			Senior	4.38	.605	-4.74	13.50
		Junior	Freshmen	7.05E-03	1.000	-5.77	5.78
			Sophomore	-2.35	.725	-8.17	3.46
			Senior	2.02	.940	-7.05	11.10
		Senior	Freshmen	-2.02	.941	-11.11	7.08
			Sophomore	-4.38	.605	-13.50	4.74
			Junior	-2.02	.940	-11.10	7.05
Realization	Scheffe	Freshmen	Sophomore	.05	.972	-.25	.35
			Junior	.35[*]	.012	.05	.65
			Senior	.28	.395	-.18	.75
		Sophomore	Freshmen	-.05	.972	-.35	.25
			Junior	.30[*]	.044	.005	.60

			Senior	.23	.568	-.23	.70
		Junior	Freshmen	-.35*	.012	-.65	-.05
			Sophomore	-.30*	.044	-.60	-.005
			Senior	-.07	.979	-.53	.39
		Senior	Freshmen	-.28	.395	-.75	.18
			Sophomore	-.23	.568	-.70	.23
			Junior	.07	.979	-.39	.53
Internalization	Scheffe	Freshmen	Sophomore	.07	.921	-.21	.36
			Junior	.47*	.000	.18	.75
			Senior	.42	.075	-.02	.87
		Sophomore	Freshmen	-.07	.921	-.36	.21
			Junior	.40*	.002	.11	.69
			Senior	.35	.184	-.10	.80
		Junior	Freshmen	-.47	.000	-.75	-.18
			Sophomore	-.40	.002	-.69	-.11
			Senior	-.05	.991	-.50	.39
		Senior	Freshmen	-.42	.075	-.87	.02
			Sophomore	-.35	.184	-.80	.10
			Junior	.05	.991	-.39	.50

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