Effects of Whole Personal Development on the College Students’ Experience of Service Learning

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Outlines of the Presentation

• **Introduction**
  – The importance of service learning
  – College students’ personal development
  – Research purposes and justification

• **Research Methods**

• **Results**

• **Discussion and Implications**
The Importance of Service Learning

• Has powerful impact on students’ personal development
  – *sense of personal efficacy*
  – *self-esteem*
  – *confidence in social skills*
  – *building relationships with others*

• Lead Students’ self directed learning

• Deepen the students’ moral values and sense of civic responsibility

• Enhance future classroom instruction
Influential Factors to the Experience of Social Service Learning

• Class size
• Major
• Service learning experience
  (Pragman & Flannery, 2008)
• Students’ Attitudes

Students’ personal development?
College Students’ Personal Development

• Based on the previous reviews
• **Definitions of Personal Development**
  – Personal growth
  – Interpersonal growth
  – Intellectual growth
  – Responsibility of citizenship
Research Purposes

To examine the effects of personal development on college students’ social service learning

- Personal growth
- Interpersonal growth
- Intellectual growth
- Citizenship

Social Service Learning

Personal Development
The Justification of This Study

• To **exam**
  – effects on the experience of service learning from the perspective of whole personal development

• To **gain more understanding of**
  – changes of students’ personal development before and after the social service learning

• To **bring discussion in**
  – future designs of service learning
  – future research needs of service learning
Research Methods

• **Research participants**
  A total of 49 college students of Fu Jen Catholic University filled out questionnaires before and after joining overseas service learning.

• **Research tools**
  – questionnaires on the positive/negative experience of service learning
  – questionnaires of whole personal development (including personal growth, interpersonal growth, intellectual growth, and responsibility of citizenship)

• **Hierarchical Regression**
Research Methods

• Research tools
  – Personal growth (15 items)
  – Interpersonal growth (15 items)
  – Intellectual growth (15 items)
  – Responsibility of citizenship (15 items)
Responsibility of citizenship (15 items)

1. For helping others, I feel a little lack of interest.
2. I am interested in things outside the classroom and to maintain a high degree of interest in learning.
3. I am willing to understand people from different backgrounds.
4. I can often be sensitive to what the needs of society.
5. I can often detect the difficulties they had.
6. I often take the initiative to care for others.
7. I get satisfaction from helping others.
8. I think it is my duty to serve the people.
9. I focus on personal interests than others.
10. When my friend is in trouble, I will come forward to help him.
11. For the social injustices, I will be very angry.
12. I remain concerned about the trend of today's society.
13. I will participate in the necessary rallies.
14. I think the important thing is to take care of ourselves better than caring others.
15. I am happy to participate in service activities of schools (eg, service learning, tutoring, etc.).
Research Results

• Responsibility of citizenship positively corresponded to the positive experience of service learning in pre-test and post-test of joining overseas service learning.

• Intellectual growth positively corresponded to the negative experience of service learning in pre-test of joining overseas service learning.
Effects of Whole Personal Development on the College Students’ Experience of Service Learning

<table>
<thead>
<tr>
<th>Regression model</th>
<th>Positive Experience of Service Learning Participation</th>
<th>Negative Experience of Service Learning Participation</th>
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<tbody>
<tr>
<td></td>
<td>Pre test</td>
<td>Post test</td>
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<td>Standardized β</td>
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<td>Control Variables</td>
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<td>Pretest experience</td>
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<tr>
<td>Gender</td>
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<td>Ages</td>
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<td>(ΔR²)</td>
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<td>Personal growth</td>
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<td>Interpersonal growth</td>
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<td>Intellectual growth</td>
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<td>-.12</td>
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<td>Citizenship</td>
<td>.35 +</td>
<td>.40 *</td>
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<tr>
<td>(ΔR²)</td>
<td>(.41 ***)</td>
<td>(.23 **)</td>
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<tr>
<td>F value</td>
<td>1.85</td>
<td>6.08 ***</td>
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Discussion and Implications

• This finding implied
  – Responsibility of citizenship played a crucial role to the positive experience of service learning.
  – Intellectual growth influenced the experience of service learning.
Discussion and Implications

• This finding suggested
  – Providing college students a chance to reexamine their intellectual growth might decrease the negative experience of service learning. (e.g., understanding own limitations of abilities)

  – Understanding students’ whole personal development provides college instructors to reflect on future action
Discussion and Implications

- To discuss the contribution and benefits of being responsible citizens with students
- To apply four elements of students’ development to the design of the reflection template
- To provide opportunities for students to reflect on negative experiences of service learning as a learning opportunity
Conclusion
Questions and Answers

• In this study
  – We examined the effects of personal development on college students’ social service learning.
  – We found Students’ growth of personal development in this two areas played crucial roles.
    Responsibility of Citizenship
    Intellectual growth
  – We presented the implication for future direction.

Thanks for your listening