College Students' Attitudes and Intentions for Civic Engagement as a Function of Generic Service-Learning Programs

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May 2015
Outline

- Literature & Background
- Research Problem
- Method & Analysis
- Preliminary Results of Pilot
- Work in Progress
- Hypothesis
- Research Plan for Next Stage
Civic Engagement

- Active participation based on personal values and a sense of civic responsibility to make a difference in society
- Through developing the combination of knowledge, attitudes, skills and motivation to make that difference
- Comprising of notions of
  1. global citizenship and interdependence,
  2. participation in building civil society, and
  3. empowering individuals as agents of positive social change to promote social justice locally and globally

(Ehrlich 2000, Hatcher 2011)
Background Contexts

- Whole-person education
- Community and Peer Education of 4-in-1 Education Model of UM
- Better support for student’s social, intellectual and personal development
- Service-learning as a pedagogical approach to creating carefully monitored educational experience, and enabling student civic engagement
  - Ss participate in an organized service activity that meets identified community needs.
Trip to Laos & Thailand, May 2013

Voluntary Teaching

Team Activities with School Children

Visit Slums in Bangkok

Interact with Villagers
Taiwan Trip, 2014 & 2015
Sichuan Trip, 2014 & 2015
SHEAC X Oxfam X Caritas
Community Walk Series, October 2014
Research on Students’ Civic Attitudes & Intentions in Relation to Service-Learning

Objective:

- To test the influence of service-learning on college students' self-reports of attitudes and self-evaluations regarding civic engagement.

Research Questions:

- Are there significant changes in students’ attitudes towards and intentions for civic engagement as a function of S-L programs of the residential college? (pre-post)
- Are the civic attitudes and skills of students who have participated in S-L programs significantly differ from those who have not? (cross-group)
To assess students’ self-evaluations, yielding scores on 6 scales, developed through factor analysis, for which reliability and validity evidence has been presented (Moely et al., 2002b).

1. **Civic Action**: plans for future involvement in the community
2. **Interpersonal and Problem-Solving Skills**: ability to communicate and work effectively with others
3. **Political Awareness**: knowledge of current local and national politics
4. **Leadership Skills**: ability to guide others
5. **Social Justice Attitudes**: awareness of social institutions’ importance in determining the fate of the individual
6. **Diversity Attitudes**: appreciation and valuing of relationships with persons of diverse backgrounds and characteristics

- 44 statement items by a scale from 1 (strongly disagree) to 5 (strongly agree)
- Adaptation (What’s excluded in our current survey?)
Goals of Service-Learning

Self-Enhancement
- Interpersonal and Problem-Solving Skills
- Political Awareness
- Leadership Skills

Understanding of Self and the World
- Social Justice Attitudes
- Diversity Attitudes

Value-Expression
- Civic Action

Students’ self-evaluations of their own attitudes, skills and behavioral intentions

Students' self-evaluations of their own attitudes, skills and behavioral intentions
Method & Analysis

- Pre-trip CASQ completed during recruitment interviews by 28 students who are participating in the two summer S-L trips (Yunnan & Sichuan)
## Top 5 Items

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>I can work cooperatively with a group of people.</td>
<td>4.50</td>
<td>.882</td>
</tr>
<tr>
<td>9.</td>
<td>I can listen to other people's opinions.</td>
<td>4.50</td>
<td>.839</td>
</tr>
<tr>
<td>1.</td>
<td>I plan to do some volunteer work.</td>
<td>4.50</td>
<td>.882</td>
</tr>
<tr>
<td>44.</td>
<td>Cultural diversity within a group makes the group more interesting and effective.</td>
<td>4.46</td>
<td>.881</td>
</tr>
<tr>
<td>6.</td>
<td>I plan to help others who are in difficulty.</td>
<td>4.46</td>
<td>.838</td>
</tr>
</tbody>
</table>
## Bottom 5 Items

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>Individuals are responsible for their own misfortunes.</td>
<td>2.82</td>
<td>1.188</td>
</tr>
<tr>
<td>40.</td>
<td>It is hard for a group to function effectively when the people involved come from very diverse backgrounds.</td>
<td>2.82</td>
<td>.723</td>
</tr>
<tr>
<td>32.</td>
<td>I don't understand why some people are poor when there are boundless opportunities available to them.</td>
<td>2.79</td>
<td>1.031</td>
</tr>
<tr>
<td>25.</td>
<td>I plan to be involved in the political progress.</td>
<td>2.68</td>
<td>.863</td>
</tr>
<tr>
<td>41.</td>
<td>I prefer the company of people who are very similar to me in background and expressions.</td>
<td>1.75</td>
<td>.701</td>
</tr>
</tbody>
</table>
### Combined Mean Scores

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Civic Action</td>
<td>4.26</td>
<td>0.68</td>
</tr>
<tr>
<td>Factor 2: Interpersonal and Problem-Solving Skills</td>
<td>4.20</td>
<td>0.66</td>
</tr>
<tr>
<td>Factor 3: Political Awareness</td>
<td>3.36</td>
<td>0.64</td>
</tr>
<tr>
<td>Factor 4: Leadership Skills</td>
<td>3.23</td>
<td>0.57</td>
</tr>
<tr>
<td>Factor 5: Social Justice Attitudes</td>
<td>3.54</td>
<td>0.58</td>
</tr>
<tr>
<td>Factor 6: Diversity Attitudes</td>
<td>3.17</td>
<td>0.47</td>
</tr>
</tbody>
</table>
## Correlation Matrix

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Civic Action</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 2: Interpersonal and Problem-Solving Skills</td>
<td>0.803**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 3: Political Awareness</td>
<td>0.585**</td>
<td>0.670**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 4: Leadership Skills</td>
<td>0.538**</td>
<td>0.616**</td>
<td>0.529**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 5: Social Justice Attitudes</td>
<td>0.492**</td>
<td>0.502**</td>
<td>0.375*</td>
<td>0.343**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Factor 6: Diversity Attitudes</td>
<td>0.397*</td>
<td>0.535**</td>
<td>0.298</td>
<td>0.683*</td>
<td>0.296**</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
A post-trip survey will be conducted upon the end of the two summer S-L trips for the same group of students who completed the pre-trip CASQ:

- To measure possible changes in students’ attitudes;
- To assess the quality of students’ service-learning experiences (11 items concerning value of service, program planning, and opportunities for reflection).
Hypothesis

- Students engaging in service-learning would show increases in the six CASQ scales, reflecting changes in self-evaluations, attitudes toward social issues, and plans for future civic action.
Research Plan for Next Stage (Academic Year 2015-16)

- Include items measuring value of course and quality of service-learning experiences (Moely et al, 2002a; 2014)
  - Value of course
  - Learning about academic field
  - Learning about the community
  - Contribution to the community
- Together with CASQ, to evaluate changes over a semester:
  - Self-Evaluations of Skills, Attitudes, and Intended Behaviors by S-L and Non-S-L Students
  - Course Evaluations by S-L and Non-S-L Students
  - S-L Students’ Course and Service Evaluations Predicting CASQ Scores