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

Social Service Learning

Personal Development

- Personal growth
- Interpersonal growth
- Intellectual growth
- Citizenship

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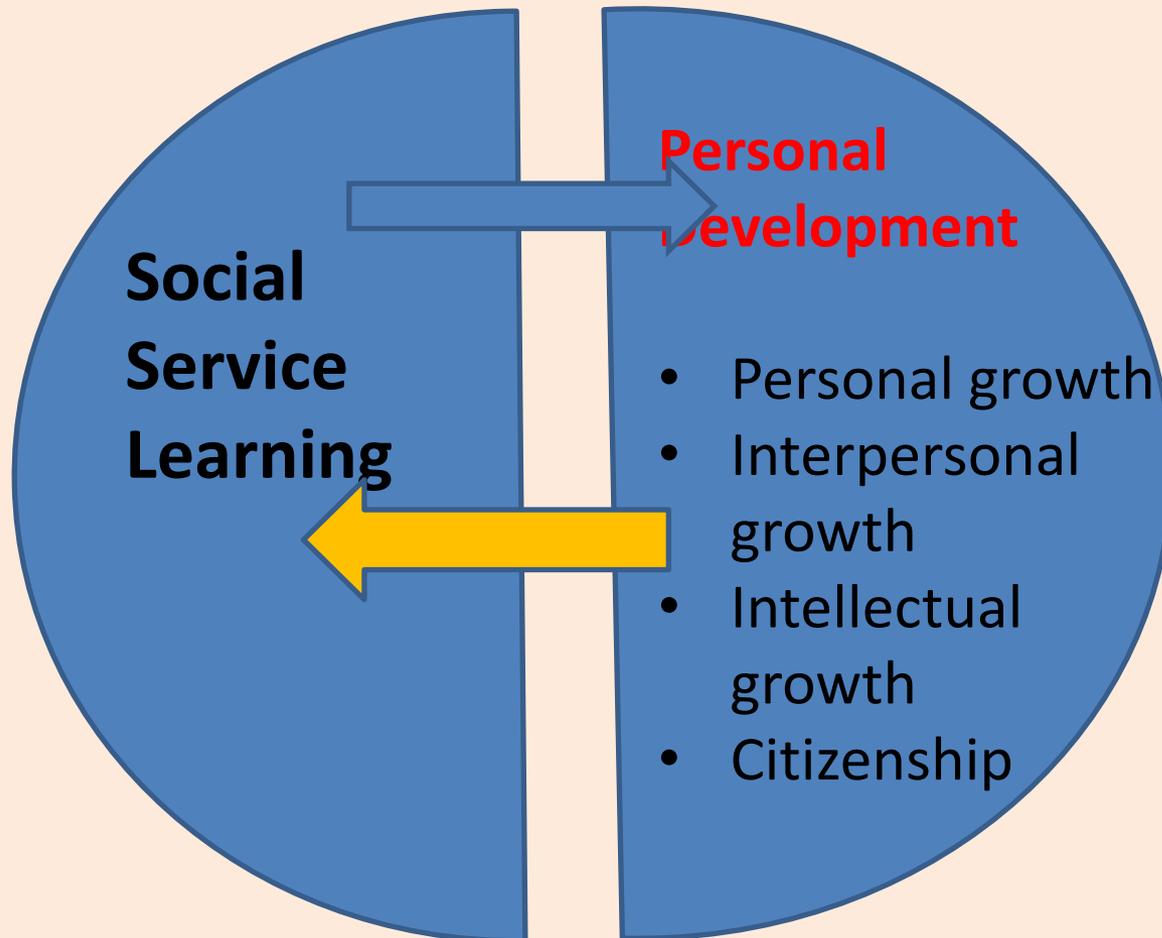
The Justification of This Study

- 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 what 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

	Positive Experience of Service Learning Participation				Negative Experience of Service Learning Participation			
	Pre test		Post test		Pre test		Post test	
Regression model	M1	M2	M1	M2	M1	M2	M1	M2
Standardized	β	β	β	β	β	β	β	β
Control Variables								
Pretest experience	--	--	$.67^{***}$	$.36^{**}$	--	--	$.66^{***}$	$.59^{***}$
Gender	$.27^{+}$	.23	$-.26^{*}$	$-.39^{**}$	-.24	.10	.11	.13
Ages	.05	-.04	.18	.07	.19	$.29^{*}$	-.17	-.09
(ΔR^2)	(.08)	(.08)	$(.47^{***})$	$(.43^{***})$	(.08)	(.08)	$(.40^{***})$	$(.38^{***})$
Personal growth		.09		.21		$-.60^{**}$		-.35
Interpersonal growth		-.09		.18		-.13		-.01
Intellectual growth		.35		-.12		**.42^{+}**		-.05
Citizenship		**.35^{+}**		**.40***		-.28		.20
(ΔR^2)		$(.41^{***})$		$(.23^{**})$		$(.29^{**})$		(.07)
Adjusted R^2	.04	.42	.43	.58	.04	.28	.36	.34
std. Error of the	.46	.36	.38	.32	.51	.44	.35	.35
df1	2	6	3	7	2	6	3	7
df2	41	37	40	35	41	37	40	35
F value	1.85	6.08^{***}	11.65^{***}	9.44^{***}	1.89	3.74^{**}	9.06^{***}	4.11^{**}

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.

Responsibility of citizenship

Intellectual growth
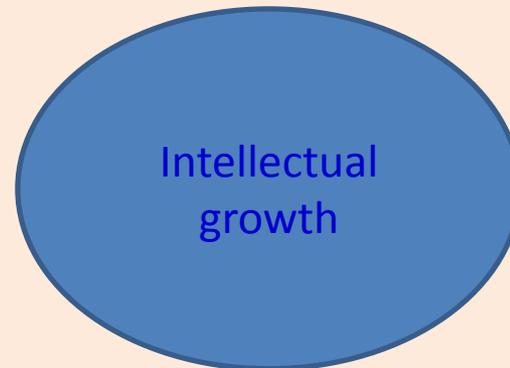
Discussion and Implications

- 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