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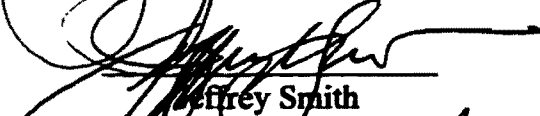
THE IMPACT OF SCHOOL BASED COMMUNITY SERVICE

ON NINTH GRADE STUDENTS'

SELF-ESTEEM AND SENSE OF CIVIC INCLUSION

BY JUDY REESE

A dissertation submitted to

The Graduate School of Education

Rutgers, The State University of New Jersey

in partial fulfillment of the requirements

for the degree

Doctor of Education

Graduate Program in Social and Philosophical Foundations

Approved by

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James Giarelli, Chair

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October, 1997

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ABSTRACT OF THE DISSERTATION

The Impact of School Based Community Service

On Ninth Grade Students'

Self-Esteem and Civic Inclusion

by JUDY REESE

Dissertation Chairperson: James Giarelli, Ph. D.

PROBLEM: Community Service (CS) has been enshrined as a panacea for the problems of declining civic involvement among American Youth. Developing a framework to understand the impact of these programs is an essential component to evaluating their effectiveness.

HYPOTHESES: Four hypotheses were tested:

1. CS participation has a positive impact on the self-esteem of students.

2. Participation in CS has a positive impact on the students' sense of civic inclusion.

3. Participation in CS with the elderly has a greater positive impact on perception of the elderly than other types of CS.

4. Students that participate in CS show greater interest in pursuing additional CS activities than students that did not participate.

METHOD: The target population of this study was the ninth-grade class (n=79) at a local private school that requires CS. This population was divided into an experimental group (those choosing to perform their CS this year) (n=27) and a control group (students who elected to defer) (n=52). A pair of survey instruments were administered to the students: the Coopersmith Self-Esteem Inventory and a composite survey which includes questions dealing with the four hypotheses under investigation. This survey was designed to be administered in pre-and post-test

format. As a means to better link the variables and improve the quality of the data, interviews with students (n=13) were conducted.

FINDINGS: Analysis of variance of the Coopersmith Self-Esteem Inventory, total score and subscales, found no significant difference on all but one of the subscales between the groups. Those students in the CS group, the experimental group, demonstrated significant group difference on the pretest school self-esteem subscale [$F(1,77) = 6.39$, $p < .01$] measure from the non-CS group. Significant mean differences in sense of civic inclusion were found between the post-test scores of the groups [$F(1,76)=5.93$, $p<.01$]. Moderate effect size, .42, was found between the two groups. Qualitative results from the interviews conducted with 13 of the 27 CS participants mirrored the quantitative findings.

CONCLUSIONS: School districts are adopting CS programs without any measure of their impact, much less any considerations for evaluation more generally. This study may provide the basis for future evaluation and fine-tuning of CS programs.

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CHAPTER I

INTRODUCTION

Nature and Significance of the Problem

The concept of what citizenship entails is something that is open to debate and different interpretations. Debating classic liberal and republican notions of citizenship has been on going for hundreds of years. The liberal notion, that the essence of the liberal community is freedom of the individual and then the choice to be an active participant, versus the republican notion, that civic virtue is born of active and necessary engagement in the community, both come into play when addressing the issue of community service in schools. The whole service learning movement is about finding an educational tool or technique which will provide some reconciliation between these two notions of citizenship. How do schools educate a future citizenry who will take as an avocation what is in effect a duty? That our society does not work without the citizens engagement has been noted as the classic underlying problem of liberal democracies, people often do not in fact practice citizenship which results in the public good often being undersupplied (Shafer, D. M. personal communication, April 7, 1997). The point of an educational program is to give students the feeling of belonging so that of their own free will they do what the community needs.

For the purpose of this dissertation citizenship was regarded as a central lifelong role. Citizenship is an important responsibility of being a human being in a society. It is incumbent upon that society to instill that responsibility in the children through the educational system. A citizen is both an individual and a member of a society, therefore, conditions that influence the citizen as an individual also influence society as a whole. Many believe that community service can positively influence self-esteem, citizenship and other aspects of the development of students (Barber, 1984, 1992; Butts, 1980; Cohen, 1994; Conrad & Hedin, 1989; Woyach, 1990). Factors such as self-esteem and the degree to which an individual feels included as a member of a larger group are therefore important variables to be measured when studying whether participation in a community service program positively influences an individual.

State or school district curriculum documents that do not claim to prepare students to become informed citizens in our democratic society are rare (Goodlad, 1979; Parker, 1991). A growing number of public and private American schools have incorporated a community service component into their curriculum as part of this preparation process. Mandatory community service requirements for high school graduation have been utilized in an effort to engage teenagers in activities that advance specific interests of our society at large. Others, however, have likened mandatory service to slavery. Cohen (1994) points out that participation in community service is not a panacea. He writes, "Service will not in and of itself teach students citizenship, make them tolerant of each other, improve their grades. . . To allow the expectation to surface that community service has these powers is to raise false hopes among students, faculty, donors and the

communities we want to serve" (p. 103). Parker (1996) points out the danger of overlooking "the well known gap between school aims and practices: between mission statements and daily life in schools" (p. 107). To determine the effect community service has on a student population and whether community service is a means to accomplish the mission of a school requires an in-depth look at several variables.

Investigating the relationships between participation in school-based community service and measures of student self-esteem and sense of civic inclusion was the focus of this dissertation. The research was conducted at a private school with a long standing policy on mandatory community service and a diverse student population. Examining the effects of participation in community service in this specific school setting allowed for some generalization to other school settings and established a baseline for future comparisons.

<div align="center">Statement of the Problem</div>

Community Service has been purported to be a solution to the problem of civic involvement among American youth. However, few rigorous quantitative studies on the impact of these programs have been conducted. A framework to determine the impact of community service programs is an essential component to evaluating the effectiveness of community service programs in increasing students' sense of civic inclusion, improving student self-esteem, and increasing the potential for participating in future service activities.

Purpose of the Study and Related Research Questions

The purpose of this study was to develop a profile of participation in the community service program at the Peddie School. A quantitative approach to the study of the effects of a community service program offered an opportunity to assess the impact of a community service on the responses from students during an academic year. Changes in measures of self-esteem, sense of civic inclusion, and perceptions regarding community service will be tracked in relation to the number of hours of community service involvement. The study employed standard paper-and-pencil instruments to measure the variables under examination. Specifically the study addressed the following research questions:

(1) Is there a relationship between community service involvement and the level of self-esteem of students?

(2) Does community service participation change civic inclusion measures?

(3) Does community service experience alter the likelihood that students will participate in future service related activities?

(4) Does community service work with the elderly change students' perceptions of the elderly?

Significance of the Study

A number of scholars, including R. Freeman Butts (1980), advance the traditional values-knowledge-skills theme of citizenship education. Butts' traditionalist view defines the "office of citizen" as one who votes, develops opinions on matters of public concern, is committed to ideas of liberty and justice, and has an understanding of the mechanics of government. Traditionalists focus on the importance of a specific

knowledge base. Walter C. Parker aligns himself with the progressive wing of citizenship education, as opposed to the traditionalist wing, along with, among others, Oliver and Shaver (1966/1974), Stanley and Nelson (1994). Scholars of the progressive wing work on developing an "intellectual framework" that will be used to guide the teacher and, in turn, the student in interpreting and using the subject matter data. This intellectual framework is in addition to, not in place of, a specific knowledge base in citizenship education. "A more sharply distinguishing characteristic, however, is that progressives want a more participatory, direct form of citizenship" (Parker, 1996, p. 112). Progressives oppose limiting citizenship activity to voting for representatives who, in turn, are the only people who think and behave like active citizens. "Traditionalists want more study, progressives want more practice. Traditionalists concentrate on knowledge of the republican system, progressives on this *plus* deliberation on public issues, problem-solving / community action that brings together people of various identities" (Parker, p.112, 1996).

Based on these criteria, the approach of the Peddie School can be regarded as progressive. Students are regarded as active members of the Peddie community and the community at large. Active membership is viewed as the crucial route to becoming an active and informed citizen. Community service allows the students a way to make a difference and learn the responsibilities of membership in the world.

Parker (1996) and the Peddie School community service program view democracy as a creative, constructive process, rather than something already accomplished, a trek that citizens in pluralist society make together. This is closely tied to Dewey's (1916,

1927) *creative democracy* — the participatory idea of democracy as a path or journey, democracy as the way an individual lives with others. Determining if active participation, in the form of community service involvement, has an impact on student participants bears significant implications on how citizenship education programs should be implemented. If community service does not have an influence on the student then it is possible that it does not have a place in the school schedule. If particular community service programs do have a significant influence then it is possible that they should be more widely replicated. Without specific data, part of which this study will collect and examine, informed decisions cannot be made.

Limitations of the Study

The researcher employed two primary methods of data collection: questionnaires and individual interviews. The following limitations need to be considered when generalizing from this study:

(1) The study is limited to community service programs similar to the Peddie School program model.

(2) The study is limited to secondary school students.

(3) The study is limited to student populations that are similar in demographic make up as those at Peddie.

This study also makes the following assumptions:

(1) The survey instruments are valid.

(2) Accurate and complete information is provided by the students during interviews and when completing questionnaires.

A source of data for this study was a questionnaire modified from several survey instruments. Permission was secured from all the questionnaire creators for the use and adaptation of their instruments. The questionnaire was administered to the entire ninth grade class of the Peddie School. A second source of data was obtained through individual interviews with Peddie students beginning their community service requirement during the 1995-1996 academic year. Due to access limits and time constraints inherent in conducting individual interviews, only some of the students doing community service were interviewed. Interview questions are focused on the diversity of the community service experiences and number of hours of service completed. Despite the limits there is relevance to the findings of this research. The limits are insignificant when there are commonalties between programs. Therefore, this study can not necessarily be generalized to others involved in community service in higher education institutions or community-based organizations.

Definitions of Terms

Civic inclusion is defined as a measure of citizenship and connectedness to the community. It encompasses a sense of civic and social responsibility, an identification of oneself both as a citizen and as part of a community, and a recognition of the obligations that citizenship entails. By this definition, civic inclusion is not possible without civic participation. Since many community service programs have been created with the intent of enhancing citizenship behaviors, a central question is: *How does participation in a mandatory community service program in school alter the student's sense of civic inclusion?*

Another important variable to be examined was self-esteem. Self-esteem is defined as positive feelings about oneself. It is contended that these feelings increase involvement and successful performance of various aspects of a person's life. To aid adolescents in developing high levels of self-esteem, measurement of existing levels alone is not sufficient. For self-esteem scores to have relevance, demonstrated change in pre and post-test scores must be observed. Control group measures are also needed in order to rule out other changes that are not attributable to participation in community service (e.g., maturation, etc.). Although interventions to raise self-esteem have been explored in a limited capacity, the extent to which participation in community service enhances self-esteem has not been considered to any significant degree in previous studies. Since a central tenet of many community service programs has been to enhance students' self-esteem, another pivotal question is: *Does the community service experience alter the student's level of self-esteem?*

Two additional variables that the researcher addressed were the student's perception of the elderly and their anticipated participation in future community service activities. Given the convenient location of a retirement community to the school campus many alumni of the Peddie School have chosen to do their service with the elderly. It is assumed that this trend will be continued with the 1995-1996 ninth grade students.

> The projects undertaken by students are sometimes part of a larger endeavor, such as Habitat for Humanity or Special Olympics, but a person can also make a difference just by going across the street to the nursing home and getting to know one of the residents. (Peddie Alumnus, Peddie Viewbook, 1996)

Outline of the Study

The premise of this study was that participation in community service would

positively influence measures of self-esteem, sense of civic inclusion, perception of the

elderly and likelihood of future participation in community service. This premise is

based on certain theories, outlined in Chapter II, which delineate why the premise is

valid. The methods, both quantitative and qualitative, used to collect the data were those

that have been deemed appropriate based on the nature of the problem under

investigation. Delineation of the methodologies utilized to test the premise are

overviewed in Chapter III. The findings of the study will be presented in Chapter IV.

This chapter will be divided into two sections. The first section will have the display of

the cumulative data from the questionnaire. The second section will contain the findings

from the individual interviews conducted with students who had participated in the

community service program. Finally, Chapter IV is a summary of the results and discuss

the conclusions related to each of the four research questions. From this analysis

conclusions on the validity of the original premise will be discussed. Both program

recommendations and recommendations for future research will be presented.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature review is divided into six sections. The first section contains

selected historical and philosophical perspectives on the development of national

legislation regarding community service. The second section is a review of some of the

pertinent literature on school-based community service. Detailed review of the variables

under investigation, civic inclusion and self-esteem, will elaborate on past research and

theory in those areas. Background on the specific school context where the investigation

has been conducted will follow. Finally, a summary of the literature review will

complete this chapter.

Historical / Philosophical Basis for School-Based Community Service

Community Service is not a new idea. In 1910, Jane Addams wrote of "a fast-

growing number of cultivated young people who have no recognized outlet for their

active faculties. They hear constantly of the great social maladjustment, but no way is

provided for them to change it, and their uselessness hangs upon them heavily . . . There

is nothing after disease, indigence and guilt so fatal to life itself as the want of a proper

outlet for active faculties" (p. 118, 120). Also during 1910, William James published his

seminal work, *The Moral Equivalent to War*, in which he proposed mandatory service

requirements for American citizens:

There is nothing to make one more indignant in the mere fact that life is hard, that men should toil and suffer in pain. The planetary conditions once for all are such, and we can stand it. But that so many men, by mere accidents of birth and opportunity, should have a life of *nothing else* but toil and pain and hardness and inferiority imposed upon them, should have *no* vacation, while others natively no more deserving get no taste of this campaigning life at all -- *this* is capable of arousing indignation in reflective minds. It may end by seeming shameful to all of us that some of us have nothing but campaigning and others have nothing but unmanly ease. If now -- and this is my idea --there were, instead of military conscription, a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against *Nature*, the injustice would tend to be evened out, and numerous other benefits to the commonwealth would follow. (p. 16-17, italics in the original)

The National and Community Service Act of 1990 was the culmination of decades of debate on the importance of community service, especially for American youth. The Act serves to fund new projects that promote community service, thereby offering better development of social responsibility within the young. It indicates the importance of providing service opportunities where schools do not already have community service in their educational mission. It recommends programs to evaluate their effectiveness in promoting social and civic responsibility where community service programs already exist. The Act, therefore, invites fundamental questions. How do we create citizens and cultivate citizenship behaviors in America? Does a mandatory community service requirement meet this goal?

A government for the people and by the people requires its citizens to take an active interest in the nation if it is to function properly. Statistics for the past thirty years show a steady drop in voter participation among American youth (Conrad & Hedin, 1991). Despite the importance of these policy initiatives and the resources provided to

implement them, very little research exists to document the effects of school-sponsored

community service on students who participate (Danzig & Szanton, 1986).

Community Service

Community service entails students serving in community-based helping

organizations (e.g., hospitals, day care centers, nursing homes, and facilities for the

handicapped and retarded). In many cases, students meet needs that would otherwise be

unmet (Levinson, 1994). A community service program can be distinguished from a

spontaneous activity because it is formally planned. A program also means that

community service is considered part of the school's official educational requirements.

Levinson (1994) cites three broad, theoretical rationales for community service:

(1) Community service as experiential education;
(2) Community service as a means to promote adolescent psychological
development; and
(3) Community service as a means to foster active and informed citizenship
(p.14).

Newman and Rutter (1983) used a deductive approach to identify four practice-

based rationales for service programs:

The personal psychological development rationale claims that service aids
the transition from the dependency of childhood to the status of an independent
adult, able to care for others, to make decisions on one's own, and to feel a sense
of competence functioning in the adult world.

The intellectual development rationale emphasizes ways in which
community experiences promote the growth of reasoning skills, abstract and
hypothetical thought, and the ability to organize diverse sources of information
into a constructive problem solving process.

The social development rationale portrays community service as a vehicle for developing a reflective sense of responsibility to the society at large, empathy for the conditions of others, bonding to and participation in social institutions.

Finally, the social obligation rationale stresses the duty of all persons to contribute, not simply to take from their communities--an obligation to help others in need, regardless of the possible developmental benefits this may bring to volunteers.

The community service program at Peddie encompasses all the above rationales, as indicated in the mission statement. The development of thoughtful and constructive members of a community occurs through involvement in a variety of school and community activities. Skills developed in working in the outside community are transferable to the school community. The changing diversity within the school mirrors the changes in American society at large. To be of value the lessons that students learn in the classroom and community should be applicable to future situations.

Although the requirement of twenty hours of community service for graduation appears insignificant when compared to the requirements at other schools, the Peddie School requires the service to be in direct contact with the community members. Therefore, walk-a-thons, monetary donations, and clerical work do not count towards service requirements. School service (e.g., working in the Headmaster's office, stuffing envelopes, or seeding the soccer field) is mandatory but does not count toward the twenty community service hours required for graduation. Records of the number of hours of community service that alumni chose to complete indicate that many elected to complete more that the requirements. Possibilities as to why many students elect to complete many more hours of community service than are required will be addressed during the interviews with the students.

Many schools in America have community service requirements. Comparison between schools and districts is difficult because there are a number of divergent definitions including the quantification of involvement and the degree to which the program is incorporated into the curriculum. Various programs utilize different criteria in defining community service in their programs, including the number of hours that a student needs to participate and the nature of the involvement during those hours. The environment where the service is being conducted has a strong influence on the effects of the work. Working directly with AIDS patients in a hospice setting and shelving books in a public library are vastly different experiences even if conducted for the same number of hours. Additionally, service which is closely tied to the curriculum, referred to as Service-Learning, differs from that which is co-curricularly based, Community Service.

The District of Columbia has instituted a Carnegie unit of community service as a graduation requirement (Lawton, 1991), thus calling for more service than the Atlanta schools' mandated 75 hours (Harrison, 1987). An additional distinguishing factor is the degree to which a community service program is incorporated into the curriculum through coursework. Teachers at Atlanta's high schools have incorporated citizenship education into several disciplines, and the school system designed and implemented a "duties to the community" course in 1988 (Crim, 1990). Detroit public school students must perform 200 hours of service during high school, paid or voluntary. The Detroit students have no in-class component to their service, and they do not need to submit a report about the experience to a supervisor or mentor at the school (Lewis, 1988). For several years Maryland has required its high schools to provide a voluntary community

service program (Hornbeck, 1990). Recently, however, the state board of education enacted a statute requiring students to complete 75 hours of community service between 8th grade and the end of 12th grade (DeWitt, 1992). The Peddie School's 20 hours of direct community service to community members and the additional hours of service to the school community are similar to the Maryland guideline.

A review of research on the educational value of community service has shown that more qualitative studies than quantitative studies of the effects of community service have been conducted (Brandhorst, 1990; Conrad & Hedin, 1989). The present study will include both qualitative and quantitative data on the impact of community service. Addressing the relationship of community service to both civic inclusion and self-esteem in a more rigorous manner will result in the establishment of a baseline for comparisons between programs in the future.

Research in the area of school-based community service has focused on a wide range of programs and models. Service requirements differ qualitatively with programs having either high-structure (emphasizing service-learning), moderate-structure, or low-structure (simply stipulating performance) (Marks, 1994). Patterns of participation in community service also differ among students and schools. Surveys of existing scholarship in social psychology and learning theory support the educational efforts to promote community service (Brandhorst, 1990). Findings indicate that gender (female), ability, religiosity, and political orientation positively influenced participation, as did institutional characteristics of schools and the school press for community service (Conrad & Hedin, 1989; Furco, 1994; Hamilton & Fenzel, 1988; Miller, 1994; Procter,

1992). It was demonstrated that in some cases community service participation positively affected citizen efficacy (Marks, 1994; Preble, 1991). Additionally, integrative school organization positively affected both citizen efficacy and social conscience, as well as "humanizing education" (Lewis, 1988; Shumer, 1994). The majority of studies cited called for more, and varied, research on the subject of school-based community service.

Civic Inclusion

In a 1985 report for the Carnegie Foundation for the Advancement of Teaching, Frank Newman concluded, "If there is a crisis in education in the United States today, it is less that test scores have declined then it is that we have failed to provide the education for citizenship that is still the most important responsibility of the nation's schools and colleges" (p.31). In Benjamin Barber's view, volunteerism is not a synonym for service, because service is a necessary and obligatory activity of citizens. Since there cannot be a democracy without citizens, citizenship cannot be a discretionary behavior in a democracy. "Without citizenship there is no liberty for anyone, least of all those who refuse to be citizens" (Barber, 1994, p.14). Also Barber argues that "America's actual history suggests a nation devoted to civic education for citizenship and schools devoted to the nation's civic mission....In this tradition, service is something we owe to ourselves or to that part of ourselves embedded in civic community. It assumes that our rights and liberties are not acquired for free; that unless we assume the responsibilities of citizens, we will not be able to preserve the liberties they entail" (1992, p. 246).

Several proponents of citizenship education argue that community participation is an important means for nurturing civic instincts among young people, supporting the

rationales for both social obligation and social development (Newman, 1985).

Community participation is a means to introduce students to the political and communal

nature of America as a democratic nation that depends on civic involvement. Yet, at the

high school level how can the effectiveness of attempts to promote civic inclusion be

assessed?

A component of civic inclusion is civic literacy which Richard Morrill (1982)

defines in this way:

> To be literate as a citizen requires more than knowledge and information;
> it includes the exercise of personal responsibility, active participation, and
> personal commitment to a set of values. Democratic literacy is a literacy of doing,
> not simply of knowing. Knowledge is a necessary but not sufficient condition of
> democratic responsibility. (p. 365)

Citizenship education should aim for informed action; that is, citizenship is not

only an academic endeavor but, instead, an active engagement with the community in a

variety of ways. Schools can nurture civic instincts by sponsoring community service

activities because, according to Freeman Butts, one of its fundamental objectives is to

foster a sense of community: ". . . schools have a commitment to elevate the civic goal of

unity above the particular goals of special and self-serving interests in society" (1980,

p.166).

The role of the school in training for citizenship is not new. "The Cardinal

Principles of Secondary Education" (1918) were issued by the Commission on the

Reorganization of Secondary Education. The "Cardinal Principles" stated that civic

education ought to be primarily experiential in nature:

Civics should concern itself less with constitutional questions and remote governmental functions, and should direct attention to social agencies close at hand and to the informal activities of daily life that regard and seek the common good. (p. 14)

This rationale suggests the best way to nurture civic instincts is by promoting community participation. Given the opportunity to act and make a difference, the notion of citizenship becomes less abstract and in turn, more believable to young people. Schools should, therefore, sponsor activities that promote the "public life" wherein students develop a sense of the common good and an appreciation for the concerns of others (Levison, 1994).

Good citizenship is most easily expressed in local communities (Dewey, 1988 [1927]), a perspective sociologists term "civic inclusion" (Barber, 1984; Burk, 1989). For students the community is the school itself, the neighborhood and surrounding town. Civic inclusion is more than civic education, civic literacy, or even civic participation. Civic inclusion encompasses a sense of being part of the community and the acknowledgment of the social responsibilities that citizenship entails. A social awareness and a comprehension of their social utility make up a student's level of social responsibility. Since most young people only have contact with the local community, school and town, national attachment or patriotism is not a relevant term when applied to the majority of school aged children. Voter turnout is irrelevant for those too young to vote. Civic consciousness must be both understood and evaluated in a student's terms.

In real life, only from ordinary adults of the city sidewalks do children learn -- if they learn at all -- the first fundamental of successful city life: People must take a modicum of public responsibility for each other even if they have no ties to each other. This lesson nobody learns from being told. It is learned from the experience of having *other people without ties of kinship or close friendship or*

formal responsibility take a modicum of public responsibility for you. (Jacobs, p. 82, 1961; emphasis in original)

Historically, according to Boyte (1991), Americans exercised a dual expression of citizenship that included fulfilling political obligations, such as voting and participating in civil society. As agents in the voluntary tradition, citizens enacted the moral responsibilities of citizenship. The voluntary tradition was manifest in the small, homogenous towns of eighteenth and nineteenth century America. To account for the nurturing influences of the vibrant democracy, Tocqueville pointed to the communal institutions in American society. Communal institutions, according to Tocqueville, "moderate the despotism of the majority and give the people both a taste for freedom and the skill to be free" (Tocqueville, 1988 [1835], p.287). Although Tocqueville identified education in America as a positive institutional force for democracy, the education he described took the form of democratic experiences: "It is by taking a share in legislation that the American learns to know the law; it is by governing that he becomes educated about formalities of government. The great work of society is daily performed before his eyes, and so to say, under his hands" (p.304). The experience of membership in societal institutions, in short, serves citizens as a school of public life.

Political scientists and educators in America are interested in finding effective ways to develop responsible citizenship and have experimented with a variety of teaching techniques (Woyach, 1990). One such technique is using community service projects in which young people can identify the needs of their community and help find solutions.

These projects also teach students the skills of cooperation and political influence (Kirby, 1989).

In the late nineteenth century John Dewey called for experimental learning projects outside the school (Dewey, 1966). Many others concurred with Dewey including William Heard Kilpatrick, who in 1918 called for "The Project Method," that created activities outside the school that were directly related to community needs. Kilpatrick asserted that these activities were essential for the preparation of life (Kliebard, 1987).

Dewey is quite explicit about the role of school in promoting service:

> When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious. (1938, p. 29)

Research in the area of school-based community service and its impact on measures of civic inclusion --citizenship, prosocial behavior, civic participatory ethic, has been gaining greater attention in recent years. Some research has been successful in demonstrating a positive relationship between community service and inclusion (Calabrese & Shumer, 1986; Greene & Uroff, 1991; Hamilton & Zeldin, 1988; Lewis, 1988), while other studies have not found such correlation (Graham, 1995). In a dissertation by Bogle (1994), student written responses regarding their community service experience were overwhelmingly positive, seeming to contradict her quantitative findings that no within group or between group analyses yielded significant findings on students' perceptions of their responsibility to society. Graham's (1995) hypotheses that mandatory community service would effect scores on altruism, empathy, and moral

reasoning positively and that Machiavellianism scores would decrease more for the experimental group than for the controls were generally not born out by her findings. It is suggested that adolescent involvement in service activities can produce positive benefits, among which are reduced levels of alienation, improved school behavior, improved grade point average, and acceptance by the adult community (Calabrese & Shumer, 1986). Greene and Uroff (1991) researched an inclusive program where the goals of the school utilized community service to aid at-risk students in feeling accepted and appreciated.

<div align="center">Self-Esteem</div>

By definition, "to esteem a thing is to prize it, to set a high mental valuation upon it; when applied to persons, esteem carries also the warmer interest of approval, cordiality, and affection" (Williams, 1979, p.309). In the common vernacular self-esteem is the extent to which one prizes, values, approves, or likes oneself. In the social sciences, self-esteem is a hypothetical construct that is operationalized as the sum of evaluations across salient attributes of one's self or personality (Blascovich & Tomaka, 1991; Crandall, 1973). It is the overall affective evaluation of one's own worth, value or importance. This conception underlies the assumption that measuring attitudes toward, or evaluations of, one's self reflects a person's self-esteem. A number of terms approximate the concept of self-esteem (e.g., self-worth, self-regard, self-respect, self-acceptance) and are compatible with the dictionary definition of "esteem" ascribed to the self (Blascovich & Tomaka, 1991).

Current models of affect and attitudes (Frijda, 1986; Lazerus, 1984; Weiner, 1986), suggest appraisals or judgments (e.g., "I'm attractive/unattractive,"

"intelligent/unintelligent," "hardworking/lazy") underlie positive and negative feelings about the self. To the extent to which such evaluations cover a relatively broad spectrum of personal attributes, self-esteem is an appropriate label. Over time, consistency in such judgments results in a stable affective appraisal that is readily accessible to the individual because of the salience of the self in everyday life. There is widespread acceptance of the psychological importance of self-esteem. Further, it is widely assumed that levels of self-esteem are consistent over time within individuals. Self-esteem is defined as much in terms of its measurement and correlates as it is in terms of a well-developed theory. In fact "self-esteem has been related to almost every variable at one time or another" (Crandall, 1973, p.45). This includes personality correlates such as happiness (Freedman, 1978) and shyness (Jones & Briggs, 1984); cognitive correlates such as self-serving attributional bias (Tennen & Herzberger, 1987); behavioral correlates such as task effort and persistence (Felson, 1984; McFarlin, Baumeister, & Blascovich, 1984); and clinical correlates such as depression (Tennen & Herzberger, 1987) and coping ability (Taylor, 1983).

This dissertation is an assessment of whether a relationship exists between the student's self-esteem, as determined by a pre-test of a normed self-esteem instrument, and participation in community service. The administration of a post-test at the end of the academic year will allow the tracking of how participation in community service influences self-esteem. The American Association of University Women (AAUW) released a study in 1992 entitled, "How Schools Shortchange Girls," in which girls' declining self-esteem during early adolescence is addressed. Given the importance of this

issue and some findings in previous research (Hamilton & Fenzel, 1988; Miller, 1994; Proctor, 1992), gender differences on the pre- and post-test will also be examined.

Research on the impact of community service participation and measures of self-esteem have not been conclusive. Crosman (1989) examined social and personal responsibility, along with self-esteem, at a Friends school community service program. She found that while social and personal responsibility were enhanced over the course of the study and a sense of efficacy especially for young women, that measures of self-esteem were high for the group at the beginning and therefore had no room for improvement. Students' with typically lower self-esteem, at risk students, have demonstrated increases when active in community service projects (Greene & Uroff, 1991). Qualitative research conducting by Gross (1991) displayed strong positive feelings by the students about themselves and their contributions in a community service program.

<div align="center">Specific School Context</div>

The Peddie School, founded in 1864, is an independent co-educational boarding (320) and day (180) school for students in grades 8-12. The school's mission statement stresses developing a concern for others through personal and social responsibility. It is the framework that the school uses as a check point for programs that affect the life of members of The Peddie School Community.

> The Peddie School is an independent, non-sectarian and not-for-profit, college-preparatory boarding school composed of students, staff, and faculty chosen for their diverse talents and backgrounds. As in every good school, the members of the Peddie community gather to commit themselves to the intellectual, social, and moral growth of each student, growth that is designed to develop students who are not only well prepared for college but also confident

and assured of their talent and their worth. Our mission is to challenge students to reach for levels of academic and personal achievement they had not attempted before. Our mission requires of the community sufficient resources, vision, and compassion to enable each student to take these risks of education wisely and well.

The Peddie School believes in the dignity and worth of all individuals. We believe that all young men and women possess unique and valuable qualities, which, when developed, will enable them to be thoughtful and constructive members of society. We believe this development occurs through involvement in a variety of school and community activities. Taken together, these activities develop an appreciation for the processes of learning and critical thinking, a sensitivity to the needs and qualities of others, a means of clarifying ideals and values, a sense of pride in oneself and the community, and the ability to make responsible decisions.

In order for an individual to be a contributing member of society, he or she needs a strong sense of self-respect, as well as respect for others. Peddie seeks to help students learn more about themselves as they develop self-discipline, initiative, and personal values. Peddie provides a curriculum and environment conducive to reaching these goals, challenging all students to realize their potential wherever that may lie. At the heart of this challenge is participation, through which Peddie students are helped by adults, other students, and themselves.

Peddie sustains its commitment to the traditional intellectual disciplines. In an increasingly complex society, students must know how to raise questions, weigh evidence, substantiate opinions, make decisions, and communicate ideas clearly and effectively. Peddie must cultivate in its students a genuine regard for truth, knowledge and understanding, as well as the ability and perseverance to seek them. (The Peddie School Mission Statement, 1995)

The candidate's association with Peddie students and their community service

work has its origins in their joint involvement in a community resource center utilized as

a community placement site for Peddie students. The Peddie School's commitment to

service is evident by the number of faculty and staff from Peddie on service committees

in the town. In 1993 the school received a $100 million gift from Walter Annenberg,

who graduated from Peddie in 1927. The question of how this might change the school

and its traditions was a recurring issue in the candidate's conversations with the Assistant

Head of the school. The new funding expands the opportunity of a Peddie education to

many new students. Peddie allocates fifty percent of the yearly gift interest to

scholarships and financial aid to students. For the academic year of 1994-1995, 48% of

Peddie students received some aid. The financial aid budget for 1995-1996 is

approximately $3.2 million.

Peddie seeks students with the intellectual capacity to succeed in a challenging

academic curriculum and who demonstrate excitement, curiosity, and character. The

school draws from 28 states and 23 foreign countries. Peddie's curriculum is strictly

college-preparatory, and each year 99% of the graduates enroll at a four-year college in

September following graduation. Yet, as stated by Headmaster Thomas DeGray, Peddie

seeks more from the students it admits:

> There is this tendency, I think, for people to evaluate a school on the basis of
> where its students end up. The most common questions asked are "What is your
> college list?" "What is the median SAT score?" and "How many kids took AP
> exams?" But I have never seen anything that suggests there's a correlation
> between high test scores or grade point average and ultimate contribution to
> society. And that's what we anticipate from our students -- that they will
> eventually contribute to the world in which they live. Certainly our students are
> bright and certainly they work hard. But we don't ever want to be the sort of
> school that becomes exclusive in the sense that we take only kids who have high
> test scores and outstanding academic performance. If we're to be selective, we
> want to be selective about human strengths and qualities that in the long run are
> more important. What counts is how far we bring the kids -- where they are when
> they leave us versus where they were when they came." -- Thomas A. DeGray,
> Head of School (Peddie Viewbook, 1996)

The Peddie School considers the community service program a non-academic

requirement. All students are required to complete 20 hours of community service as a

graduation requirement, although many exceed this requirement as noted in the alumni

records. Students perform school-service in addition to community service. Their

required community and school service is not contingent upon any form of financial aid

and is required of all students. These requirements are delineated at the time of

admissions and are overviewed in a brochure circulated to prospective students.

> Twenty hours is all Peddie asks for, but I've never heard of people deciding not to undertake community service simply because they had already finished their hours; I have heard some people who started doing community service later in their Peddie career talk about how much fun it is and how they wish they had started earlier. It may not always be easy to make the time, but it is definitely worth the effort. --Peddie upper-classman (Peddie Viewbook, 1996)

The Peddie School community service program lists several objectives:

(1) broaden students' understanding of places and people;
(2) increase the students' ability to relate to and work with others;
(3) nurture habits of community service and volunteerism; and,
(4) develop strengths of character and personality.

The Peddie School has chosen to evaluate the present community service program

before implementing any changes. One of the options under consideration is developing

a curricular-based service-learning program. Increasing the number of required hours is

another option.

Logistical and time constraints limit the students' involvement in community

service. With the rigorous academic requirements, students spend several hours an

evening on homework. In addition, Peddie holds classes six days a week, which cuts into

the available time to do service. The accessibility of community placement sites is also

an issue since only seniors may have cars on campus. Sometimes it is possible to bring

the community to the Peddie School, as demonstrated by this alumni's experience:

> My first community experience was with *Rainbows, Rhythms, and Robots*, a children's theater group founded at Peddie to collect food and money for area soup kitchens. Entirely student-run, the group rehearsed countless hours and held

fund-raisers to provide sets and costumes for a musical for local children, for which the price of admission was two cans of nonperishable food. We performed *The Wizard of Oz* and *Jack and the Beanstalk*. Greeting little children after the performance who believe you really are the Wicked Witch, or Dorothy, and knowing that 2,500 cans of food are in the lobby waiting to be taken to the food banks -- I don't know of anything better than that. --recent Peddie graduate (Peddie Viewbook, 1996)

The Peddie School provides an excellent setting to study the impact of a community service program. In addition to the above considerations, the Peddie School has an active interest in community service and a commitment to improving its programs by utilizing new resources. Given the diversity of the student population, the clear focus of their community service program, and the accessibility of the administration and students, the impact of community service on the students can be assessed in a controlled and focused manner.

Summary

School-based community service is not a new idea. Although descriptions of such programs have been reported in professional literature throughout this century, they have never enjoyed widespread popularity in the schools. However, recently several states and school districts have begun to require students to engage in community service during their school careers. Consistently mentioned in statements of educational purpose is the goal of to help young people to develop the knowledge, skills and attitudes associated with effective citizenship. It is concomitantly assumed that effective citizens are the foundation of democratic society. To be an effective citizen one needs to feel included in the community as a whole. Inclusion is more than admittance into society but also feeling accepted and valued as part of that community. Self-esteem is another critical

component of being an effective citizen and individual. Examining the impact of a community service program on measures of civic inclusion and self-esteem is the core of this dissertation. A compelling issue for schools is one of designing and implementing a community service program that will help young people acquire the experiences necessary to reach their potential as citizens.

The review of literature concerning school-based community service programs has indicated that an understanding of the impact of these programs on the students performing the service is needed. Research literature concerning community service programs has shown insignificant quantitative results in the enhancement of either self-esteem or civic inclusion. However, no study has investigated programs that were specifically designed to complement the entire mission of the school. Researchers from foregoing studies have concluded that programs with the most potential for enhancing student perceptions of civic inclusion and self-esteem are ones that are woven into the mission of the school.

CHAPTER III

METHODOLOGY

Introduction

The focus of this study was on the effect of a school-based community service program on measures of student self-esteem and sense of civic inclusion. Measures from students that participated in community service were compared to those from students that chose not to begin their service requirement during the 1995-1996 academic year. Quantitative results were gathered from the pre-test and post-test questionnaires. In addition, qualitative results were analyzed from the individual interviews that were conducted with students that started their service. Also examined were student perceptions of the elderly after the students completed service hours working at a retirement community.

Participants

The study population was the ninth grade class at the Peddie School. Of the eighty-nine students in the freshman class, seventy-nine selected to participate in the study. Since none had started their community service requirements a pre-test was applicable to all of them. Participants included 48 males (60.8%) and 31 females (39.2%). Of the students participating 55 identified themselves as Caucasian (69.6%), 9 as African-American (11.4%), 7 as Asian-American (8.9%), 3 as Hispanic (3.8%), and 5 as other (6.3%). Boarding students numbered 43 (54.4%), while day students numbered

36 (45.6%). The experimental group, those selecting to do community service during the 1995-1996 academic year, numbered 27 (34.2%) students.

Measures

Demographic Data Analyses

Data was collected on a number of demographic variables including gender, race, student status as a boarding or day student, age, religion, and languages spoken at home and related to outcome measures. For the categorical demographic variables of gender, race, boarding or day student, religion and languages, frequency distributions are presented that identify the variable, the sub-categories of the variable, and the number and percentage of subjects that are represented at each variable sub-category.

Instruments

Coopersmith Self-Esteem Inventory

The Coopersmith Self-Esteem Inventory (CSEI) is designed to measure evaluative attitudes toward the self in social, academic, family, and personal areas of experience. There is also a Lie Scale that indicates extremely socialized response sets. For the purpose of this instrument, self-esteem refers to the evaluation that a person makes, and customarily maintains, of him- or herself. Self-esteem is a personal judgment of worthiness expressed in attitudes a person holds toward the self (Consulting Psychologists Press (CPP), 1981).

The CSEI was developed in conjunction with an extensive study of self-esteem in children (Coopersmith, 1967). The major basis for the study was the belief that self-esteem is significantly associated with effective functioning and personal satisfaction.

Yet, at the time there was no reliable, valid measure of self-esteem which led to the development of the CSEI.

The School Form of the CSEI was utilized in this study. This form is used with students aged eight through fifteen and consists of fifty-eight items: fifty self-esteem items and eight items that constitute the Lie Scale, which is a measure of a student's defensiveness or test wiseness (CPP, 1981). The total score can be separated into scores on the four subscales: General Self, Social Self-Peers, Home-Parents, and School-Academic. The subscales allow for variances in self-esteem in different areas of experience.

The administration of CSEI to a group or an individual results in the assessment of high, medium, or low self-esteem. Cutoff points can be established and persons with scores above or below those points can be evaluated further. The CSEI can be used on a pre/post basis to judge the effectiveness of self-esteem programs.

Issues of test reliability: internal consistency (Spatz & Johnston, 1973); subscale and item interrelations (Donaldson, 1974); and, stability (Rubin, 1978), have been examined in the literature (CPP, 1981). Test validity: construct (Kokenes, 1974, 1978); concurrent (Simon & Simon, 1975); and predictive (Donaldson, 1974), has also been closely reviewed in the literature (CPP, 1981). Extensive normative data is presented in the CSEI manual. "Caution should be exercised when using the normative samples. Even though several are quite large, their primary usefulness will be for comparison purposes. It is strongly recommended that users develop local norms" (p.17).

Pre- And Post-Test Student Survey

The pre- and post-test student survey was adapted from three instruments and combined into a single measure for ease in usage. No questions were altered but additional demographic information was requested. Permission for use of the instruments was granted by the creators.

Questions one through six were developed by Howard and McKeachie (1992) at the University of Michigan as a statistical measure of pre- to post-course changes in beliefs and values regarding community service experience. This instrument was utilized in comparing experimental and control group differences on the impact of community service. The instrument is a brief self-administered questionnaire inquiring about students' social and political beliefs and values through a set of Likert-scale items. Post-test version includes nine Likert-type items where the students indicate the extent to which the community service work influenced their personal orientations towards their community and future service intentions. This measure fits under the researcher's operational definition of Civic Inclusion. This instrument was utilized in an academic setting at the college level and displayed significant between group changes but not within group differences (Markus, Howard & King, 1992).

Questions seven through fifteen were adapted from the Service Learning and Elder Care Questionnaire developed by Killemper at Cornell University (1993). This instrument is completed by students in the Human Development and Family Studies Department, Service Learning and Elder Care Program. Only eight questions from the original instrument were not included in the version administered to the Peddie ninth

grade students. Certain demographic questions (e.g., marital status, children) and questions regarding careers in gerontology, were not appropriate for this age group.

Many students at The Peddie School select to do their community service at a retirement community located within walking distance of the school. Graduates of the school have been known to return for a quick visit to the school and then spend several hours catching up with their friends at the seniors' home. Administrators, alumni and the elderly community members have noted long lasting relationships which have developed between the students and the elderly that begun during community service experiences. This section of the instrument will enable us to ascertain if perceptions of the elderly population are altered due to service in this area.

The final section of questions was adapted from the Measuring Citizenship Project Notebook developed by the Walt Whitman Center for Culture and Politics of Democracy at Rutgers University. Though much of the original tool was inappropriate to students just beginning high school, several concept sets were ideal for evaluating students' perceptions of several concepts. Used in conjunction with the results from other sections of the pre- and post-test student survey additional insight should be gained on the student's measure of Civic Inclusion.

Procedures

The Peddie School gave permission to conduct research on the impact of community service on their incoming ninth grade class for the academic year of 1995-1996. The Rutgers Human Subject Review Board read the proposal and granted an exemption (Appendix A). In July 1995 parental permission letters were sent to all

parents of ninth grade students (Appendix B). Students were also asked to sign a letter of consent (Appendix C) before the tests were administered. Seventy-nine of the 89 ninth grade students selected to participate.

The pre-test instruments were administered to the entire sample (n=79) on the second week of school after a brief explanation by the Assistant Head and the researcher of the project and a review of the consent form. All students received a 9x11 inch envelope containing a student letter of consent, a Coopersmith Self-Esteem Inventory (Appendix D), and a Pre-Test Student Survey (Appendix E). The envelopes were numbered from one to ninety on the outside. The enclosed consent form was correspondingly numbered as well as both instruments. Students were instructed to read the letter of consent and sign it if they wished to participate. These were then given to the Assistant Head of the school. Both of the instruments were then completed by the students and returned in the envelope to the researcher before the students left the room. The Peddie School has the list of student names and corresponding numbers, while the researcher has the test responses. The students were informed that this would occur and that they should not worry that any single person's answers would be viewed by the school or that the researcher would ever have their names in connection with their responses.

Students in the ninth grade class self-selected as to when to begin their community service work, if at all during the 1995-1996 academic year, and the number of hours they would complete. Self-selection was unavoidable given the other requirements that the students face and the degree of difficulty of the academic work. This study

attempted to closely replicate the community service program now in place at Peddie, which requires the twenty hours for graduation but does not state when a student must begin, so that an evaluation of the program itself can be conducted. The fact that some students will not select to begin their community service hours in the freshman year creates a quasi-control. Post-test measures will be administered in the same manner as the pre-tests at the end of the academic year in June 1996.

Quantitative Analysis

For the Coopersmith Self-Esteem Inventory total score and subscale scores, measures of civic inclusion, and attitudes toward the elderly, pre and post means and standard deviations are presented for the experimental group, the control group, and all subjects. Also, a matrix of Pearson correlation coefficients and significance levels are presented for the Coopersmith Self-Esteem Inventory total score and subscale scores, measures of civic inclusion, and attitudes toward the elderly.

The following presents the statistical analyses that will be conducted to analyze the hypotheses in this study:

1. Community service participation has a positive impact on the self-esteem of students.

2. Participation in community service has a positive impact on the students' sense of civic inclusion.

3. Participation in community service with the elderly has a greater positive impact on perception of the elderly than other types of community service.

4. Students that participate in community service show greater interest in pursuing future community service activities than those who have not participated.

An analysis of the pre-participation scores was conducted to insure that the groups are equivalent at this phase. The experimental group, consisting of those students that elect to begin their community service requirement, and the control group, consisting of those students that did not elect to begin their community service requirement were compared on self-esteem, civic inclusion, and perception of the elderly. An analysis of variance was used to compare the groups on each of these dependent variables.

Post test scores are the outcome measures for this study. While program status, doing community service or not, and the demographic variables served as the independent variables. Pre-test scores are the covariant when doing the analysis of covariance (ANCOVA) to control for any differences that may exist between the groups at the pre-participation phase (Campbell and Stanley, 1981).

For hypothesis 4, a score for likelihood of participation in additional community service will be compiled from the subjects' responses to question 6s, and the mean likelihood scores between experimental and control groups will be compared using an ANOVA.

Qualitative Analysis

To better appreciate the complexity of the issues under investigation a link between the variables under consideration needs to be addressed. Establishing a significant relationship between community service and civic inclusion, for example, leads us to ask the bigger question: *"How does this come about?"* In order to trace the

linkages between these variables a qualitative approach to supplement the statistical analysis was utilized. Thus, additional data was gathered through interviews with students in the experimental group. The results from the interviews will serve as an additional source of information that informed the broader findings.

In contrast to the pre- and post-test data collection, the student interviews were conducted in order to generate, rather than test, hypotheses concerning the effects of participation in a school-based community service program. The goal of the interview process was to examine the students' stated reactions to their community service experiences and the values, conceptions, and meanings they identified with the experience. It was hoped that the student interviews would show: what students define as community service and how they believe it is relevant to them; how they define self-esteem and what they believe contributes to their sense of self-esteem; whether they believe that community service helps or hinders their academic work; how their community service work is going; whether, and how, they might change the community service program at Peddie; and, whether they anticipate doing more community service in the future. Questions reflecting these areas of inquiry are listed in Appendix F.

Interviews were conducted in an open-ended fashion, using an informal conversational approach, as described by Patton (1990). Such an approach provides the greatest sensitivity to individual differences, which is a central concern of the present study. The interviews were audio-tape recorded with the permission of the school and students. In addition, notes were taken during and immediately after each interview. A

review of the interview responses and the candidate's subjective impressions were entered on computer as soon after the interview as possible.

The first step in the interview was to ask the students to define many of these central terms in their own words. This is important to insure that the interviewer and the student are "on the same page." Successive questions directly reflected the survey research. For example, question 16 asks if the student anticipates performing more community service work in the future. Answers to this question can be linked with the findings from the student survey to suggest whether or not the fourth hypothesis is valid.

Thus, a qualitative analysis of the responses to the interview questions was conducted to gather additional data related to community service and civic inclusion. The responses to each interview question was compiled and analyzed to identify response categories. The frequencies were computed for each response category to identify prominent themes in student thinking for each question. A summary is also provided to discuss the most common and important issues that arise from the interview data.

CHAPTER IV

RESULTS OF STUDY

Introduction

The purpose of this chapter is to present the results of the statistical analyses conducted on the data collected in this study. The chapter begins with a presentation of basic descriptive statistics including frequency distributions, means, and standard deviations that were generated on the demographic variables and the independent and dependent variables. This is followed be the results of hypothesis testing. The second half of this chapter presents the qualitative data collected from the interviews with students that participated in the Peddie School community service program.

Results of Data Analyses Related to Survey

Descriptive Statistics

This section presents frequency distributions, means and standard deviations on the Coopersmith Self-Esteem Inventory, and scales for perception of the elderly and civic inclusion. Demographic data on the subjects was presented in Chapter III.

Frequency distributions for the Coopersmith Self-Esteem Inventory total score and scales for the pretest and the post-test are presented in Tables 1 through 10 (Appendix G). Frequency distributions on civic inclusion pretest and post-test are presented in Tables 11 and 12 (Appendix G). Also, a frequency distribution on question

6 is presented in Table 13 (Appendix G). Frequency distributions on perceptions of the elderly pretest and post-test are presented in Tables 14 and 15 (Appendix G).

The pretest and post-test means and standard deviations categorized by the subjects that have and have not chosen to begin, and in some cases even complete, their community service requirement on the Coopersmith Self-Esteem Inventory total score and scales, civic inclusion, and perception of the elderly are presented in Table 16.

Analysis of Hypotheses

An analysis of group differences was conducted to determine if the subjects who have and have not participated in the community service program, were equivalent on the variables at the pretest stage. The analysis of variance results for the pretest analyses are presented in Tables 17 through 23. The results indicate that the groups were equivalent on total self-esteem scores [$F(1,77)=1.71$, $p< .19$] and the following scales: General [$F(1,77) = 1.69$, $p< .19$], home/parents [$F(1,77)=6.39$, $p<.81$], and self/peers [$F(1,77)=.06$, $p<.80$]. Significant group differences were found, however, on the school scale [$F(1,77)=6.39$, $p<.01$]. The means and standards of deviations presented in Table 16 indicate that the pretest mean of 4.36 for those who did not do community service was significantly lower than the pretest mean of 5.13 for subjects who did community service. An moderate effect size of .42 was calculated between the groups.

The analysis of pretest differences on perceptions of the elderly revealed no significant results [$F(1,77)=.04$, $p<.84$], and similar results were found for pretest differences on measures of civic inclusion [$F(1,77)=.46$, $p<.50$].

Table 16
Means and Standard Deviations on All Variables

| | No Community Service (n=52) | | | | Community Service (n=27) | | | |
| | Pre | | Post | | | Pre | | Post |
Variable	mean	SD	mean	SD	mean	SD	mean	SD
General	20.12	3.19	20.05	3.55	21.04	2.55	20.88	3.45
Home/Parents	6.06	1.61	6.25	1.81	5.95	2.10	6.07	2.18
Self/Peers	7.14	1.07	6.75	1.35	7.07	1.09	6.55	1.45
School	4.36	1.40	4.26	1.15	5.13	.97	4.70	1.43
Total	37.69	5.33	37.32	5.60	39.21	3.90	38.22	5.61
Self-Esteem								
POE	2.51	.32	2.46	.21	2.50	.13	2.48	.22
Civic	3.06	.36	2.98	.28	3.11	.32	3.17	.37
Inclusion								
Ques. 6			2.32	.54			2.85	.57

Table 17
Analysis of Self-Esteem Total by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	41.23	1	41.23	1.71	.19
Residual	1846.28	77	23.97		
Total	1887.51	78	24.19		

Table 18
Analysis of Self-Esteem, Subscale General, by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	15.24	1	15.24	1.69	.19
Residual	691.50	77	8.91		
Total	706.75	78	9.06		

Table 19
Analysis of Self-Esteem, Subscale Home/Parents, by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	.18	1	.18	.06	.81
Residual	247.35	77	3.21		
Total	247.54	78	3.17		

Table 20
Analysis of Self-Esteem, Subscale Self/Peers, by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	.07	1	.07	.06	.80
Residual	90.25	77	1.17		
Total	90.33	78	1.15		

Table 21
Analysis of Self-Esteem, Subscale School, by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	10.37	1	10.37	6.39	.01
Residual	124.90	77	1.62		
Total	135.28	78	1.73		

Table 22
Analysis of Civic Inclusion by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	.06	1	.06	.46	.50
Residual	9.74	77	.13		
Total	9.80	78	.126		

Table 23
Analysis of Perception of Elderly by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	.003	1	.003	.04	.84
Residual	5.96	77	.077		
Total	5.96	78	.076		

The analysis of pretest differences indicate that the groups were equivalent at the pretest phase on all variables except the school scale on the Coopersmith Self-Esteem Inventory.

Table 24 presents the correlation coefficients between the pretest scores and the post-test scores on the variables. For each variable, a significant pre/post correlation coefficient was found, indicating that a significant relationship exists between the pretest scores and the post-test scores. These findings indicate that pre/post differences should be analyzed with analysis of covariance, using pre-test scores as the covariate to control for the relationship between pretest and post-test scores. When used in this way, variance associated with pretest scores is extracted so that the only differences that remain are those associated with the effects of the independent variable (Tabachnick & Fidell, 1989).

Hypothesis 1: Community Service participation has a positive impact on the self-esteem of students.

Analysis of covariance was used to test this hypothesis with community service as the independent variable and self-esteem scores as the dependent variable. Pretest scores served as the covariate, the groups were the independent variable, and post-test scores were the dependent variable. An analysis of covariance was conducted for the total self-esteem score and for each scale. These results are presented in Table 25 through 29. For each analysis the covariate effect was significant. However, no significant mean differences were found for total self-esteem score [$F(1,76)=.001$, $p<.98$], and for the self-esteem scales including general [$F(1,76)=.23$, $p<.62$], home/parents [$F(1,76)=.02$, $p<.76$], self/peers [$F(1,76)=.28$, $p<.59$], and school [$F(1,76)=.02$, $p.89$]. As a result of these

findings, we can conclude that no significant differences in self-esteem were found between those who did and did not participate in community service.

Hypothesis 2: Participation in community service has a positive impact on students' sense of civic inclusion.

An analysis of covariance was used to test this hypothesis with pretest civic inclusion scores as the covariate, the groups as the independent variable, and post-test scores as the dependent variable. These results are presented in Table 30. A significant covariate effect was found. Also, significant mean differences in civic inclusion were found between the post test scores of those who did and did not participate in community service [$F(1,76)=5.93$, $p<.01$]. As a result of these findings, we can conclude subjects that participated in community service had significantly higher civic inclusion post-test scores than subjects who did not participate in community service. The mean of 3.17 for the community service subjects was significantly higher than the mean of 2.98 for the subjects that did not complete their community service requirement.

An analysis of variance was conducted on question 6, which was completed only as a post test. The results, presented in Table 31 indicate that significant mean differences were found [$F(1,77)=16.37$, $p<.001$]. The means and standards of deviations in Table 16 indicate that the mean of 2.32 for those who did not participate in the community service program was significantly lower than the mean of 2.85 for those who did participate in community service.

Table 24
Pearson Correlations between Pretest and Post-Test Scores

Variable	Correlation	Significance
Total Self-Esteem	.53	.001
General Self-Esteem	.42	.001
Home/Parents Self-Esteem	.55	.001
Self/Peers Self-Esteem	.39	.001
School Self-Esteem	.55	.001
Perception of Elderly	.24	.03
Sense of Civic Inclusion	.45	.001

Table 25
Analysis of Total Self-Esteem Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	690.5	1	690.5	30.05	.001
Self-Esteem Pretest					
Community Service	.01	1	.01	.001	.98
Residual	1745.84	76	22.97		
Total	2436.35	78	31.23		

Table 26
Analysis of Self-Esteem, Subscale General, Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	176.61	1	176.61	17.06	.001
Self-Esteem Pretest					
Community Service	2.46	1	2.46	.23	.62
Residual	786.69	76	10.35		
Total	965.77	78	12.38		

Table 27
Analysis of Self-Esteem, Subscale Home/Parents, Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	90.08	1	90.08	33.92	.01
Self-Esteem Pretest					
Community Service	.23	1	.23	.08	.76
Residual	201.83	76	2.65		
Total	292.15	78	3.74		

Table 28
Analysis of Self-Esteem, Subscale Self/Peers, Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	22.40	1	22.40	13.49	.001
Self-Esteem Pretest					
Community Service	.46	1	.46	.28	.59
Residual	126.21	76	1.66		
Total	149.08	78	1.91		

Table 29
Analysis of Self-Esteem, Subscale School, Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	37.68	1	37.68	32.69	.001
Self-Esteem Pretest					
Community Service	.02	1	.02	.02	.89
Residual	87.53	76	1.15		
Total	125.21	78	1.60		

Table 30
Analysis of Sense of Civic Inclusion Post-Test by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Covariate	1.82	1	1.82	22.48	.001
Self-Esteem Pretest					
Community Service	.48	1	.48	5.93	.01
Residual	6.15	76	.08		
Total	8.45	78	.10		

Table 31
Analysis of Variance on Question #6 (Appendix E)

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Question #6	5.01	1	5.01	16.37	.001
Residual	23.59	77	.30		
Total	28.61	78	.37		

Hypothesis 3: Participation in community service with the elderly has a greater positive impact on perception of the elderly than other types of community service.

An analysis of variance was conducted to compare those subjects who conducted their community service in general to those who worked with the elderly on perception of the elderly scores. The results, presented in Table 32 indicate that no significant mean differences were found [$F(1,25)=.12$, $p<.73$].

Hypotheses 4: Students that participate in community service will show greater interest in pursuing additional community service activities than students that did not participate.

Any analysis of variance was conducted on question 6s with subjects categorized by those who did and did not participate in community service. A significant mean difference, presented in Table 33, was found [$F(1,77)=6.64$, $p<.01$]. These results indicate that the mean of 2.96 for those who participated in community service was significantly higher than the mean of 2.44 for those who did not participate in community service.

Table 32
Analysis of Variance on Perception of Elderly for Community Service Subjects

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Community Service	.12	1	.12	.12	.73
w/wo Elderly					
Residual	26.61	25	1.06		
Total	26.74	26	1.02		

Table 33
Analysis of Variance on Question 6s by Community Service

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Between Groups	4.81	1	4.81	6.64	.01
Within Groups	55.78	77	.72		
Total	60.60	78			

Results of Data Analyses Related to Interviews

This section presents the results, with example quotes, from the interviews

conducted with thirteen Peddie students that participated in the community service

program. In contrast to the paper-and-pencil data collection, the student interviews were

conducted in order to generate, rather than test, hypotheses concerning the effects of

participation in a school based community service program. The goal of the interview

process was to examine the students' stated reactions to their community service

experiences and the values, conceptions, and meanings they identified with that

experience. It was hoped that the student interviews would show: how the students

define the concepts under investigation in this study; how the students' viewed their

specific experiences doing community service; what they might change about the specific

community service program at the Peddie School; and, whether they felt that participation

in the community service program effected their academic work. Questions reflecting

these areas of inquiry are listed in Appendix F.

In person interviews were conducted with thirteen of the twenty-seven students

that had self-selected to begin their Peddie School community requirement in their ninth

grade year. This subset of students was chosen in order to gather in-depth data on

students with a range of community service hours (Table 34) and placements.

Table 34
Interviewed Students' Community Service Hours and mean.

(note that graduation requirement is 20 hours)

interview #	CS hours completed in 9th grade
1	50
2	6
3	8
4	10
5	9
6	9
7	11
8	50
9	7
10	12
11	8
12	46
13	12
average # of cs hours	18.307

Interviews were conducted in an open-ended fashion, using an informal conversational approach, as described by Patton (1990). Such an approach provided the greatest sensitivity to individual differences, which is a central concern of the present study. Students were informed that there were no right or wrong answers to the questions but that this was an opportunity for them to address some of the issues under investigation that might not lend themselves to the survey format. Questions were asked in the order presented in Appendix F. The interviews were audio-taped recorded; no student objected to being recorded. In addition, notes were taken during and immediately after each interview. A review of the interview responses and the researcher's subjective impressions were entered on computer as soon after the interview as was possible. The interview data was then reviewed for common and diverging themes.

Responses to Specific Interview Questions

The following are the specific interview questions that were asked of the thirteen students interviewed who had participated in the Peddie School community service program in their ninth grade year. All students answered all questions. Specific quotes of exemplar answers are given along with the student interview number. Definition of terms under investigation were asked for in order to prime the student for further questions relating to that area.

1)   Define community for me.

I think it's your surroundings and everything that effects you and everything that is intertwined with the people and where you are. And basically, what affects you and what you are affected by. -- student #1

A group of people working together to do something. -- student #9

Community? Well how I think of it is kind of the environment that you live in and you work in and if it's and ideal community I think that everybody should be able to get along and have some understanding of each other. #13

The most frequent definition of community involved references to

"people/places" (69.2%). Three students (23.1 %) referred to a community as having a

"general purpose." While only one student (7.7%) made a statement that demonstrated a

grasp of people belonging to "multiple separate communities" at any one time.

2)   Define community service and how it is relevant to you.

Community service is to help better the community that surrounds you and to help pitch in with making it a better place for the people that live there, and how it lifts me. -- student #6

I think community service is helping your community, and I think it should be voluntary, not paid. Your doing it to help your community and since your helping your community your helping yourself too. And, I know when I do community service it makes me feel better because I think that I'm helping people. -- student #12

Community service to me is when you volunteer your time to help someone else that needs something done, or just to help them out. How it's relevant to me, I think it's important to help people who need it and I'd like to do it. --student #13

The majority (69.2%) community service with a reference to

helping/volunteering. The remaining 4 students (30.8%) spoke of the doing "good and

benefiting."

3)   Define self-esteem.

Self-esteem is having a positive attitude, not being ashamed of yourself and being happy with who you are. -- student #4

Self-esteem. I think it's kind of the way you see yourself, like you think your a good student, and you are popular, whatever you think, that you've got pretty good self-esteem. But if you think you are kind of, like a reject, and you have no friends, then your self-esteem is pretty low. — student #13

Self-esteem was described as "how you view yourself" by 7 students (53.8%) interviewed. "Being yourself" and "confidence" were equally frequent (23.1%) each.

4)   What do you believe contributes to your sense of self esteem?

Probably my mom and my family because they support me a lot in what I do. — student #6

My friends, my family, they give me a lot of support, and my teachers help too. — student #13

"Family, friends, and relationships" were quoted as contributers to the students' self-esteem 84.6% of the time. A distant second in frequency was "being a leader" to contributing to self-esteem (15.4%).

5)   Why did you choose to begin your community service requirement this year?

It is because I have always done community service. — student #1

Because it is good to start, like I don't want to start too late, and it is good to help other people. — student #10

I volunteered at the hospital. I was planning to do it anyway, besides Peddie's requirement. My dad works at the hospital, he's a doctor. My sister had done it for a few years before and she said it is really fun and it is a good thing to do. She is like a cheerful person all of the time, so she gets along with all the nurses and they love her so. She said I should try this. I'm probably going to continue this summer. — student #12

A friend of mine told me that you had to be 14 to volunteer at the hospital and I'm only interested in medicine and stuff, so I applied. Then I remembered that I had community service hours and I figured great, I'll kill two birds with one stone. — student #13

The majority of students (46.1%) began their community service in their ninth grade year at Peddie in order to "jump start/ lower the burden." The other two most commonly occurring references stated that they "did it (community service) before" (23.1%), or that they were "excited about specific site" (23.1%). One student (7.7%) stated a "fear of having to do it all in the last year".

6)   How did you find out about the community service program?

When I first got accepted here they sent home a packet of stuff. One of the packets had all community service information, like how many hours you had and where you had to go. -- student #11

An equal number of student (46.1% each) stated that they were aware of the community service program "before coming to Peddie" either through the admissions department or the school brochure. While (53.9%) of the students became aware of the community service program after the start of classes, numerous sources of this information were cited -- bulletin board/people/advisor/e-mail.

7)   How did you find out about the site were you are working?

I found out about it at a Chapel Talk. They were telling us all bout ways that we could help and I just signed up. -- student #4

Well, I play baseball, so most of the kids in the league help out with Challenger. -- student #11

Many of the community service sites selected were first encountered through some other school group that the students already belonged to, "team/clubs/singing group" (38.5%). While "Chapel Talk," "bulletin board/e-mail," "other students," and "worked there before" were all cited equally (15.4%).

8)   How is your community service work going?

Oh, it is great. We are in a group called the Peddie Singers and what we did was went around and sang for the elderly homes and just made their day a little brighter. They don't get to hear people sing a lot and stuff. It went very well. -- student #4

"Very well/great" was given as an answer to the question of how their specific community service work was going (53.9%) of the time. The remaining students stated that it was going "good/pretty good" (46.1%).

9)   What is the best/worse thing about your community service work?

The best thing is being able to interact with the community in which you live in or which you do your daily thing in. Just being able to interact with and make better what you do, make it better. The worse thing about it is that not many people do it. Not many people really care about community service. They are like, that's their itch I should be able to use it, I shouldn't have to do anything. -- student #1

I think the best thing is that you feel good after you do it. The worse thing is sometimes you feel like (paused) I know when I was at the Special Olympics I felt a little awkward because they asked me some strange questions I wasn't sure how to answer them. But there really is no down side. -- student #4

The best thing is you just have to love sports and have fun with kids with disabilities. I don't know what the worst thing is. -- student #11

The best thing I'd say is that you get to help other people and you get to see what it's really like, but in some ways it's kind of the worst thing. Some people lead such a secluded, like sheltered, life and when they see it, it really effects them strongly. -- student #12

The best thing is that I get to be in the field of medicine, so I'm learning stuff and also I'm helping people. The nurses need the help and the patients, if they need something I can get it for them. It just kind of makes me feel good that I am helping them. But the worst thing, I work on the oncology floor, so I see a lot of people who come in but don't go home. It's kind of hard to watch them die. -- student #13

Given the two part nature of this question it was easiest to code the answers as separate entities. The best thing about community service was the "great feeling/ interact with community or kids" answer with an overwhelming 92.3%. Only one student (7.7%) gave a "what goes around..." answer. Answers for what was the worse thing about

community service was more broadly distributed in the responses: "time away from studies/study hall/ family (no indication that this was a big deal)" 30.8%; "nothing bad about community service 23.1%; "acquired in social problem situations" 23.1%; that "many people don't care about community service 15.4%; and, one student (7.7%) that stated the worse thing about community service was that it was "mandatory/having to do it."

    10)   Does the community service work help and/or hinder your academic work?

    It doesn't help or hinder because I always do community service, so it's just been like there. It's a part of me so it doesn't hinder and I don't know if it helps of not because it is just like a part of me, so I haven't really been able to see how anything changes. -- student #1

    I think it kind of hinders it. I mean, because there is a lot of pressure to get community service done early so, you know, your always thinking should I do this, I should do that. When you do want to do community service you might have to miss classes and fall behind. But if you miss a class, especially at Peddie, you are really far behind. Especially for myself, so it is hard to do it all at one time. -- student #2

    Well, I think it helps it. I mean, because my grades haven't gone down since I did it. It's just kinda something I go and do. I don't have to think about school. It kind of takes my mind away from my worries about that I have this test or this paper or that essay. -- student #13

    Nine (69.2%) of the students responded that doing community service "neither helps nor hinders" their academic work. While three (23.1%) said that it "helps /contributes to my work." A single student (7.7%) stated that it "hinders" their academic work.

    11)   What has helped with your community service work?

I don't know, my parents have always made me do community service. I mean it just comes naturally to me doing community service, it is no big deal.
-- student #1

I've grown, I've had better relationships with people that I do community service with. And, morally, like, I've grown helping people. -- student #3

The nurses, they're friendly you know, and they're helpful. And the patients just being nice, just being there. -- student #13

The majority of students (76.9%) stated that they "don't know/ unsure" what helped with their community service participation. Two (15.4%) stated that an adult on site, "the coaches/ the nurses," were what aided their work. A single student (7.7%) attributed the help to his own maturation, "I've grown."

12)   Do you believe that others should start their community service work in the ninth grade?

I think you should do community service whenever you can. I don't think you should start it so you can get in your 20 hours, or whatever hours you are supposed to have done for school.. I think you should do it whenever you can spare the time to make everybody better, to make everything better for you and everybody else. -- student #1

I think it depends on each person. I don't think they should start it in their last year. But I think they should at least think about it and get an idea about what they want to do. -- student #10

The most frequent answer (61.5%) to this question was "to better things/whenever you can." These were strong endorsements to what young adolescence's can, and should contribute. The remaining students (38.5%) were viewing the situation more practically and less altruistically when they stated that ninth graders should participate in the community service program, "yes, to get it started/done."

13)   How would you design the community service program differently?

I think I would like, change the hours. Twenty hours is not a lot, but I mean, the should have some kind of community service day or something like that. You know, maybe once a term or something where they have either no classes or really short classes and then they have vans that could take you to all these different places. That you can help at, instead of having to choose between doing good in your classes and community service. When choosing between going to class and community service, people choose the class. -- student #2

At Peddie I would make it like, instead of having a certain criteria by your senior year, I would have it yearly you would have to do some stuff. Have some functions, like maybe a soup kitchen an assigned week or something over the weekend. I would make it more organized. -- student #4

I guess I would try and arrange more trips. Like here they have all kinds of groups and just start a community service group. Have meetings every week or something. -- student #11

I think it is pretty good the way it is now. I might move it up to maybe 30 hours. -- student #13

30.8% of the students are happy with the present community service program at

Peddie and "wouldn't change program." While a like amount of 30.8% would like a

somewhat broader program with "more sites/ advance notice." Somewhat surprisingly,

four (30.8%) students would like "more required hours" for the graduation requirement.

One student (7.7%) wanted a decrease in required hours and/or a specific time during

school allotted to community service, "less hours/service day."

14)   How would you spread enthusiasm for the community service program with your peers?

I would tell them that it's good to help other people and you get a lot out of it. You are not just ding it because you have nothing else to do, or because you are supposed to, you should do it because you also want to. -- student #10

Probably start an organization or something. Like here they have all kinds of groups, and just start a community service group, have meetings every week or something. -- student #11

This interview question inquired about "getting the word out." Most of the students (76.9%) said "tell others/get them to come along." The remaining three students (23.1%) felt that it would be advantageous to "start an organization" at Peddie specifically for community service.

15)   Are there any community service sites that you think that your peers would particularly enjoy working at?

I know a lot of people enjoyed working at Habitat for Humanity because you get to go somewhere for a week. Different surroundings. Kind of like a vacation and you get to do community service. There are two programs in one package. -- student #1

I think the Special Olympics is a lot of fun because you had a lot of your friends there with you so it made it a lot of fun. Everyone was really, really nice and it was almost like a big family. -- student #4

I think if you are interested in medicine, being a volunteer in the hospital is a good thing to do because there are a lot of different things you can do there. If you can just put up with the interview and the application process with no problem. -- student #13

Since students cited more than one location per answer in some cases, there is more than the usual thirteen responses. Habitat for Humanity was the overall winner with ten of the students thinking that was an enjoyable service site. The local day care center, Peddie Singers, Special Olympics, and the Challenger/Sports program all received two votes each. Tutoring town children (public school students) and working at a hospital each got three votes.

16)   Do you anticipate doing more community service work in the future? More than the 20 hours that are required?

Yes because I'm going to become a candy striper, I think, because I eventually want to be a doctor. I want to see what it is like to work in a hospital.--student #6

Possibly. My sister went to Costa Rica over the summer and she was building houses and helping with the community. She said it was a lot of hard work. But after everything you help people and the is the good part. I'd like to do something like she did. -- student #10

Well, I already have the 20 hours, I think I have 40 hours. So, I plan each summer and possibly in between too, to do some more community service. --student #12

The vast majority of students (92.3%) stated "yes" they did intend to do more community service during their years at Peddie. One (7.7%) student stated that she was unsure, "don't know." This is similar to how the community service group as a whole (n=27) responded to question 6s of the survey in Appendix E.

Summary of Findings

Four research questions were examined and answered by testing a total of four hypotheses at the .05 level of significance. Analysis of varience of the Coopersmith Self-Esteem Inventory, total score and subscales, found no significant difference on all but one of the subscales between the groups. Those students in the community service group, the experimental group, demonstrated significant group difference on the pretest school self-esteem subscale [$F(1,77) = 6.39$, $p < .01$]measure from the non-community service group (Table 16). Analysis of pretest differences on perception on the elderly and sense of civic inclusion were not significant between the groups.

Analysis of covariance, using pretest scores as the covariate to control for the relationship between the pretest and post-test scores, was used to test the hypotheses with

community service as the independent variable. No significant mean differences in self-esteem were found between those who did and did not participate in community service. Neither were significant mean differences in perception of the elderly found between the groups.

Significant mean differences in sense of civic inclusion were found between the post-test scores of those who did and did not participate in community service [$F_{(1,76)}=5.93$, $p<.01$] (Table 30). Question 6 on the survey (Appendix E) concerns students' perception of the importance of community service. The results, presented in Table 31 indicate that significant mean differences were found between the groups [$F_{(1,77)}=16.37$, $p<.001$] with the non-community service group rating the worth of service lower than the group which participated in service. An analysis of varience was conducted on question 6s, specifically addressing the intention of students to participate in future community service work, found significant mean differences between the groups [$F_{(1,77)}=6.64$, $p<.01$]. The group of students who participated in the Peddie School community service program were significantly more likely to have an interest in pursuing additional community service activities.

Qualitative results from the interviews conducted with 13 of the 27 community service participents demonstrated an overall positive impression of the specific Peddie School community service program and of community service in general. That the students self-selected to begin their community service participation, had significantly higher school self-esteem and were more likely to indicate an interest in future community service work, are not necessarily unrelated.

CHAPTER V

CONCLUSIONS, INTERPRETATIONS AND RECOMMENDATIONS

Introduction

Preparing students for democratic citizenship entails instilling in them an understanding of the responsibilities and obligations incumbent on such status -- not just simply as abstractions for study in a civics textbook, but as realities to make part of their daily lives. Educators and policy makers have identified school based community service as a means of developing citizenship responsibility in students.

This study focused on the ninth grade class at the Peddie School and specifically those in the school based community service program. Paper-and-pencil measures of self-esteem, sense of civic inclusion, perception of the elderly and intention to do service in the future were administered to the students (n=79) at the beginning and end of their ninth grade year at Peddie. Then, using a qualitative approach, thirteen of the twenty-seven students, who had self-selected to participate in community service during that year, were interviewed concerning their experiences. The hypotheses of the study were: (1) community service participation has a positive impact on the self-esteem of students; (2) participation in community service has a positive impact on the students' sense of civic inclusion; (3) participation in community service with the elderly has a greater positive impact on perception of the elderly than other types of community service; and,

(4) students that participate in community service show greater interest in pursuing additional community activities than students that did not participate.

Conclusions and Interpretations

The first hypotheses under investigation, community service participation has a positive impact on the self-esteem of students, did not demonstrate significant mean differences between the groups that did and did not participate in community service. There was significant group difference on the school subscale of the self-esteem pretest with the group choosing to participate in community service having a quantitatively higher mean score than those who did not participate. It is possible that this higher pretest confidence in their ability to do well in school was what allowed the students to take on the extra work of doing community service at this time. The absence of significant mean differences between the two group on the impact of doing community service could possibly be due to their already high scores in this area to begin with. Peddie is a very competitive and selective school, particularly given the schools reputation and amount of scholarship money available. Students who are accepted would have a history of excelling in several domains and probably strong measures of self-esteem. Since students that did not participate in community service were not interviewed, no qualitative comparisons can be made between the groups.

The second hypotheses, participation in community service has a positive impact on the students' sense of civic inclusion, demonstrated a significant mean difference in post-test scores between those who did and did not participate in community service. The

students who chose to participate in the Peddie community service program exhibited a higher sense of civic inclusion than the students who did not participate. Since the students that did participate in a wide range of service activities, sites, and number of hours completed, it would be difficult to claim that the either a particular act or duration was responsible for this increase. Perhaps, simply the act of doing community service was the catalyst for the increase. Again, only participants in the community service program were interview and no qualitative data can be given on this hypotheses.

The third hypotheses, participation in community service with the elderly has a greater positive impact on perception of the elderly than other types of community service, was not demonstrated to be accurate. No significant mean differences were found between the two groups. It is unclear as to why no differences were detected, possible explanations are: not enough subjects did service only with the elderly; a different type of service with the elderly would be needed; or, subjects from both groups had already substantial experience with the elderly and the additional hours had no impact. No subjects were asked about the elderly in the interview sessions.

The final hypotheses, students that participate in community service show greater interest in pursuing additional community activities than students that did not participate, demonstrated significant mean differences between the groups. Question 6s in the survey, where all of the students were asked to indicate how participation had increased or strengthened their intention to serve others in need, was more likely to be rated as "a great deal" or "quite a bit" by those students who had done community service. All six parts of question six in the survey (Appendix E), concerning the students' perception of

the importance of many aspects of community service, were rated significantly more important by the group that had performed some community service during the study. Qualitative data from the interviews verify these findings since twelve of the thirteen students stated "yes" they did intend to do more community service and the remaining student had not ruled out the possibility.

The interviews generated a great deal of data for the Peddie School, and other schools, to follow up on when designing a school based community service program. Helpful suggestions from the experts in the field, the students, should continuously be reviewed and implemented to insure vitality to any program. Some of the suggestions for changes to this specific program, which requires 20 hours of direct community service for graduation, were to have yearly hour goals to prevent students from putting off their service until their senior year and to even increase the number of hours required. The idea of a community service club might be attractive to some students and almost all viewed the Habitat for Humanity spring break option as a nearly perfect option. Review of the interview data indicates that students perform many different forms of community service for many different reasons, all of which are respected by the Peddie School. One specific point about the Peddie School community service program that came across during the interviews was how important service was viewed by the entire school community. This is seen through the reflection on service issues during Chapel Talks, in class and stated by the Headmaster in the view book.

Recommendations

Future research on the impact of school based community service has a great many directions to go in. Studies involving more rigorous quantitative methods then this evaluation of a specific program at a specific school, that eliminated the self-selection component for the experimental group would be very enlightening. Studies which investigate the differences between types of service participation would also be welcomed. Does working in the oncology ward at a hospital have a different impact then coaching disabled children? What students benefit more from those different experiences? Additional research, quantitative and qualitative, of the students that do not choose to participate in the community service program, or hesitate until their final year in school, may lead to answers in how best to address the needs of these students. Of course, longitudinal studies of the impact of students as they mature and participate in community service would be very interesting. As some of the ninth grade students had performed more than twice the requirement in their freshman year at Peddie, it would be note worthy to learn if they continue to serve at that rate, how they are impacted by this work and how they in turn impact their communities.

Summary

Almost any well thought out and implemented research of school based community service would be desirable since it would continue to shed light on this important area. The educational implications are wide reaching and should be understood in a logical and structured manner, as opposed to the emotional or purely political reasons that programs are begun in many schools. It is vital that school based community service

is valued by all of the parties involved, that the students do real work with real people,

that support and reflection time exist for students when they encounter new questions,

and most importantly that the communities served benefit from the service without being

harmed.

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APPENDIX A

Notice of Exemption from IRB Review

RUTGERS

June 12, 1995

Ms. Judy Reese
220 Mercer Street
Hightstown, NJ 08520

Dear Ms. Reese:
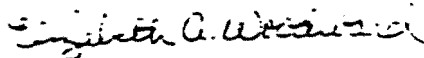
Project Title: "IMPACT OF COMMUNITY SERVICE LEARNING ON 9TH GRADE
STUDENTS"

Your request for IRB review and approval was considered during early June and
declared exempt under Category 1 (educational research). The exemption was granted
with the following conditions:

(1)   Submit a copy of a letter from the headmaster at the Peddie School permitting you
to conduct the study in their school.

(2)   Prepare and submit for further review an informed consent form for the students to
sign (in duplicate) when they agree to participate. Be sure to include your own
name and phone number as well as that of your advisor, Dr. Giarelli, should the
subjects wish to contact either of you with questions about the study or their
participation in it. Students should be given a copy of their signed consent.

(3)   Include Dr. Giarelli's name and phone number in the parental permission letter. You
may also want to reformat the parental permission letter to allow more space for
signature and student's name at the bottom, and two copies of it should be given to
the parent to sign – one to return to you and one to keep for themselves. This
letter might also refer to the fact that approval to conduct the study has been
received from the Peddie headmaster.

If you have any questions about the Board's action, please feel free to call me at
908/445-2799, or Dr. David W. Carr, who assisted with the review, at 908/932-8315. I
look forward to receiving your response to these conditions at your earliest convenience
before the study begins.

Sincerely yours,

Elizabeth A. Woodward
Sponsored Programs Administrator
and Secretary of the IRB

Attachment
cc: James Giarelli

Rutgers University   Last Name: Reese
Office of Research and Sponsored Programs   Access No: E95-141
ASB Annex II - Busch Campus
P.O. Box 1179 - Piscataway, NJ 08855-1179

                    NOTICE OF EXEMPTION FROM IRB REVIEW

The project identified below has been declared exempt from review by the II
under the provisions of Federal Regulations 45 CFR 46. Your Research is
exempt under   Category: 1   .

This exemption is based on the following assumptions:

            1. that the materials you submitted to the Office of Research
               and Sponsored Programs provide a complete and accurate
               account of how human subjects are involved in your project.

            2. that you will carry on your research according to the
               procedures described in those materials.

            3. that you will report to ORSP any changes in your procedures
               that would remove the project from the exempt category and
               make it subject to IRB review.

            4. that if such changes are made, you will submit the project
               for IRB review.

            5. that you will immediately report to the ORSP any problems
               that you encounter while using human subjects.

Name of chief investigator: Judy Reese

Address: 220 Mercer St.
           Hightstown, NJ 08520

Title of project: IMPACT OF COMMUNITY SERVICE LEARNING ON 9TH GRADE STUDENT

Conditions: See attached letter.

Date: 6/01/95

NOTE: For Categories 2 & 3, a consent form is not needed for subjects ask
       to complete an anonymous questionnaire.

                                   Signed _the sixth E Woodward_
                                          E.A. Woodward, Secretary of
                                          Phone: 908/445-2799
cc:James Giarelli

APPENDIX B

Parental Letter Of Consent

Dear Parent: June 29, 1995

I am a doctoral candidate at the Graduate School of Education at Rutgers University presently doing research on the impact of community service on students. I want to describe the work I will be doing with The Peddie School and to ask for your permission to include your child in the study.

Much of the past research on community service learning has described the benefits in a qualitative manner. I will attempt to gather quantitative data to augment this research. In September 1995, all incoming first year students will be given a series of tests that will measure their opinions on several areas. There are no right or wrong answers and all information will be kept confidential. The Coopersmith Self-Esteem Inventory, a community service survey, a questionnaire on service learning and elder care, and a citizenship evaluation tool will be administered. These are all short, multiple-choice instruments and should take less than an hour for your child to complete. The ninth grade students will then self select whether to begin their community service requirement during the 1995-1996 academic year. All students will be given post-test versions of the above tests in June 1996.

As part of the requirements for proceeding with this research, the Rutgers Review Board for the Protection of Human Subjects in Research mandates that informed consent be obtained before the study begins. There is no risk to your child for participating in this study. Your child may select not to proceed in the study without any penalty. If you grant permission for your child to participate in the fall, your child will then be asked for his/her permission also.

The Peddie School has a long and distinguished history of including community service in the students' experience. As you are aware, there is a mandatory 20 hours of direct community service needed to fulfill graduation requirements. The proposed research would enable us to obtain more objective data on the impact of that service on students.

I will be happy to answer any questions that you might have regarding this research. Both the chair of my dissertation committee, James Giarelli, Ph.D. 908-932-7496 ext 209, and Penney Riegelman, Assistant Head at The Peddie School, would also welcome inquiries regarding this study. Thank you for taking the time to consider this request.

Sincerely,

Judy Reese
Rutgers University, Doctoral Candidate, telephone: 609-448-8908

The permissions requested in the above letter have been granted for_____.
                                                                                                  (student's name)

_____
            (parent's signature)   date

APPENDIX C

Student Letter Of Consent

Dear Student: September 13, 1995

I am a doctoral candidate at the Graduate School of Education at Rutgers University presently doing research on the impact of community service on students. I want to describe the work I will be doing with The Peddie School and to ask for permission to include you in the study.

Much of the past research on community service learning has described the benefits in a qualitative manner. I will attempt to gather quantitative data to augment this research. In September 1995, all incoming first year students will be given a series of tests that will measure their opinions on several areas. There are no right or wrong answers and all information will be kept confidential. The Coopersmith Self-Esteem Inventory, a community service survey, a questionnaire on service learning and elder care, and a citizenship evaluation tool will be administered. These are all short, multiple-choice instruments and should take less than a half hour for you to complete. The ninth grade students will then self select whether to begin their community service requirement during the 1995-1996 academic year. All students will be given post-test versions of the above tests in June 1996.

As part of the requirements for proceeding with this research, the Rutgers Review Board for the Protection of Human Subjects in Research mandates that informed consent be obtained before the study begins. There is no risk to you for participating in this study. You may select not to proceed in the study without any penalty.

The Peddie School has a long and distinguished history of including community service in the students' experience. As you are aware, there is a mandatory 20 hours of direct community service needed to fulfill graduation requirements. The proposed research would enable us to obtain more objective data on the impact of that service on students.

I will be happy to answer any questions that you might have regarding this research. Both the chair of my dissertation committee, James Giarelli, Ph.D. 908-932-7496 ext 209, and Penney Riegelman, Assistant Head at The Peddie School, would also welcome inquiries regarding this study. Thank you for taking the time to consider this request.

Sincerely,

Judy Reese
Rutgers University, Doctoral Candidate, telephone: 609-448-8908

_____

The permissions requested in the above letter have been granted for_____.
                                                                                                    (student's name)

_____
        (student's signature)   date

subject #_____

APPENDIX D

Coopersmith Self-Esteem Inventory

SEI

Self-Esteem Inventories

Stanley Coopersmith, Ph.D.

Like Me	Unlike Me	
☐	☐	1. Things usually don't bother me
☐	☐	2. I find it very hard to talk in front of the class
☐	☐	3. There are lots of things about myself I'd change if I could
☐	☐	4. I can make up my mind without too much trouble
☐	☐	5. I'm a lot of fun to be with
☐	☐	6. I get upset easily at home
☐	☐	7. It takes me a long time to get used to anything new
☐	☐	8. I'm popular with kids my own age
☐	☐	9. My parents usually consider my feelings
☐	☐	10. I give in very easily
☐	☐	11. My parents expect too much of me
☐	☐	12. It's pretty tough to be me
☐	☐	13. Things are all mixed up in my life
☐	☐	14. Kids usually follow my ideas
☐	☐	15. I have a low opinion of myself
☐	☐	16. There are many times when I'd like to leave home
☐	☐	17. I often feel upset in school
☐	☐	18. I'm not as nice looking as most people
☐	☐	19. If I have something to say, I usually say it
☐	☐	20. My parents understand me.
☐	☐	21. Most people are better liked than I am.
☐	☐	22. I usually feel as if my parents are pushing me.
☐	☐	23. I often get discouraged at school
☐	☐	24. I often wish I were someone else.
☐	☐	25. I can't be depended on.
☐	☐	26. I never worry about anything.
☐	☐	27. I'm pretty sure of myself
☐	☐	28. I'm easy to like.
☐	☐	29. My parents and I have a lot of fun together

Like Me	Unlike Me	
☐	☐	30. I spend a lot of time daydreaming.
☐	☐	31. I wish I were younger.
☐	☐	32. I always do the right thing.
☐	☐	33. I'm proud of my school work.
☐	☐	34. Someone always has to tell me what to do.
☐	☐	35. I'm often sorry for the things I do.
☐	☐	36. I'm never happy.
☐	☐	37. I'm doing the best work that I can.
☐	☐	38. I can usually take care of myself.
☐	☐	39. I'm pretty happy.
☐	☐	40. I would rather play with children younger than I am
☐	☐	41. I like everyone I know.
☐	☐	42. I like to be called on in class
☐	☐	43. I understand myself
☐	☐	44. No one pays much attention to me at home
☐	☐	45. I never get scolded
☐	☐	46. I'm not doing as well in school as I'd like to.
☐	☐	47. I can make up my mind and stick to it.
☐	☐	48. I really don't like being a boy/girl
☐	☐	49. I don't like to be with other people.
☐	☐	50. I'm never shy.
☐	☐	51. I often feel ashamed of myself.
☐	☐	52. Kids pick on me very often.
☐	☐	53. I always tell the truth.
☐	☐	54. My teachers make me feel I'm not good enough
☐	☐	55. I don't care what happens to me.
☐	☐	56. I'm a failure.
☐	☐	57. I get upset easily when I'm scolded.
☐	☐	58. I always know what to say to people.

Short ☐

Gen ☐   Suc ☐   H ☐   Sch ☐   Total ☐ x2   L ☐

APPENDIX E

Pre- and Post-Test Student Inventory

Student Survey   Subject #_____

Please complete the following survey Your answers will be treated confidentially Answering the questionnaire is voluntary. and it is your right not to answer any or all of the questions However. your cooperation will be helpful both for this research and for other research in which it is used.

Please return this form in the envelope that the instructor has been given. Thank you.

Demographic Information

1. Sex   1 Male   2 Female

2. Race
      1. African-American
      2. Asian-American
      3 Caucasian
      4 Hispanic
      5 Native American Indian
      6. Other (specify)_____

3. Boarding or Day student

      1. Boarding Student
      2. Day Student

4. Using the scale below please indicate the importance to you personally of the following

      1 not important
      2 somewhat important
      3 very important
      4 essential

____A working toward equal opportunity for all U S citizens
____B developing a meaningful philosophy of life
____C becoming involved in a program to improve my community
____D being very well off financially
____E volunteering my time helping people in need
____F giving 3% or more of my income to help those in need
____G finding a career that provides the opportunity to be helpful to others or useful to society

1

5. Using the scale below please indicate your response to the following items

    1 strongly disagree
    2 disagree
    3 undecided
    4 agree
    5 strongly agree

____H. individuals should give some time for the good of their community or country
____I. having an impact on the world is within the reach of most individuals
____J. most misfortunes that occur to people are frequently the result of circumstances beyond
       their control
____K. if I could change one thing about society it would be to achieve greater social justice
____L. I can learn from prison inmates
____M. I make quick judgements about homeless people
____N. individuals should be ready to inhibit their own pleasures if these inconvenience others
____O. people, regardless of whether they have been successful or not, ought to help those in
       need
____P. people ought to help those in need as "payback" for their own opportunities, fortunes,
       and successes
____Q. if I had been born in poverty, chances are that I would not be attending this school
____R. I feel that I can make a difference in the world

Question 6 is only on Post Test

6. Using the scale below please indicate the degree to which participation in community service
has increased or strengthened your

    1 not at all
    2 somewhat
    3 quite a bit
    4 a great deal

____S. intention to serve other in need
____T. intention to give to charity to help those in need
____U. sense of purpose or direction in life
____V. orientation toward others and away from yourself
____W. intention to work on behalf of social justice
____X. belief that helping those in need is one's social responsibility
____Y. belief that one can make a difference in the world
____Z. understanding of the role of external forces as shapers of the individual
____AA. tolerance and appreciation for others

2

7. The following are some statements about older people (persons age 65 and older) Please indicate how much you agree with each statement by circling the number under the response that best matches your opinion

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) Most older people are set in their ways and unable to change.	4	3	2	1
b) Most older people are not isolated.	4	3	2	1
c) Older people are apt to complain.	4	3	2	1
d) Older people can learn new things just as well as younger people can.	4	3	2	1
e) People become wise with the coming of old age	4	3	2	1
f) Older people are often against needed reform in our society because they want to hang on to the past	4	3	2	1
g) Most older people are in good health	4	3	2	1
h) Most older people spend too much time prying into the affairs of others	4	3	2	1
i) In most jobs, older people can perform as well as younger people	4	3	2	1

8. Now, we would like to learn about your attitudes toward community service work. Please read the following statements and circle the number under the response that best matches your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. It is the responsibility of the community to take care of people who can't take care of themselves	4	3	2	1
b. I am good at helping people.	4	3	2	1
c. I am not very interested in working on problems in the community	4	3	2	1
d. It is important to help people in general, whether you know them personally or not	4	3	2	1
e. It is hard to find the time to work on other people's problems	4	3	2	1
f. I want to work in a career helping others	4	3	2	1
g. It doesn't make sense to volunteer because you don't get paid for it	4	3	2	1
h. Careers in service to others can be more rewarding than other careers	4	3	2	1

9. Please read the following statements about working with the older people (persons age 65 and

4

over). Please indicate how much you agree with each statement by circling the number under the response that best matches your opinion

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. People who work with older people have interesting jobs.	4	3	2	1
b Working with older people is depressing.	4	3	2	1
c. It would be very stressful to work with older people	4	3	2	1
d. Working with older people is a very worthwhile occupation	4	3	2	1
e. A problem with working with older people is that it is hard to make enough money	4	3	2	1
f Working with older people is a high-prestige occupation	4	3	2	1
g I don't have the ability to work successfully with older people	4	3	2	1
h I fear getting really old	4	3	2	1

10. Have you ever had paid experience working with the elderly?
    1 Yes
    2 No

    10a IF YES Please describe this work experience.

5

11. Have you ever had unpaid volunteer experience working with the elderly?

    1 Yes

    2 No

    11a. IF YES Please describe this work experience

12. Over the past three years, how much contact have you had with elderly family members and friends?

    1 A lot of contact

    2 Some contact

    3 A little contact

    4 No contact

13. Please list some things you hope to get out of participation in community service.

    1

    2

    3

14. When were you born?

    Month_____   Year_____

15. What language(s) do you speak at home?

_____

Directions: Below you will find a list of six activities or ideas which you might spend time doing. Read each concept and then provide your reaction to the concept in terms of the pairs of adjectives listed below it. For example. imagine the first concept was like this

SAMPLE

Reading a Mystery Novel

Good	1	2	3	4	5	6	7	8	9	Bad
Fast	1	2	3	4	5	6	7	8	9	Slow
Familiar	1	2	3	4	5	6.	7	8	9	Unfamiliar

Let's say you enjoy reading mystery novels, so you mark closer to 'Good' than 'Bad'. If you like to take your time in reading them. you might think of them as somewhat slow. If you have read a lot of them. you might think if them as very familiar. Your marks would look somewhat like this:

SAMPLE

Reading a Mystery Novel

Good	1	*2*	3	4	5	6	7	8	9	Bad
Fast	1	2	3	4	5	6	*7*	8	9	Slow
Familiar	*1*	2	3	4	5	6	7	8	9	Unfamiliar

Now read the six sets of concepts and ideas below and respond to all of the adjective pairs in the same fashion. Some of the adjectives may seem unusual for the concept. Don't worry about that. Do not spend too much time on any of the adjective pairs, just mark your first reaction.

16. Being with Family or Friends

Good	1	2	3	4	5	6	7	8	9	Bad
Fast	1	2	3	4	5	6	7	8	9	Slow
Familiar	1	2	3	4	5	6	7	8	9	Unfamiliar
Weak	1	2	3	4	5	6	7	8	9	Strong
Unusual	1	2	3	4	5	6	7	8	9	Usual
Fair	1	2	3	4	5	6	7	8	9	Unfair
Active	1	2	3	4	5	6	7	8	9	Passive
Small	1	2	3	4	5	6	7	8	9	Large

17.   Working on a Community or Civic Activity

Good	1	2	3	4	5	6	7	8	9 Bad
Fast	1	2	3	4	5	6	7	8	9 Slow
Familiar	1	2	3	4	5	6	7	8	9 Unfamiliar
Weak	1	2	3	4	5	6	7	8	9 Strong
Unusual	1	2	3	4	5	6	7	8	9 Usual
Fair	1	2	3	4	5	6	7	8	9 Unfair
Active	1	2	3	4	5	6	7	8	9 Passive
Small	1	2	3	4	5	6	7	8	9 Large

18.   Taking Part in a Sports Activity or Relaxation

Good	1	2	3	4	5	6	7	8	9 Bad
Fast	1	2	3	4	5	6	7	8	9 Slow
Familiar	1	2	3	4	5	6	7	8	9 Unfamiliar
Weak	1	2	3	4	5	6	7	8	9 Strong
Unusual	1	2	3	4	5	6	7	8	9 Usual
Fair	1	2	3	4	5	6	7	8	9 Unfair
Active	1	2	3	4	5	6	7	8	9 Passive
Small	1	2	3	4	5	6	7	8	9 Large

19.   Engaging in Politics or Public Life

Good	1	2	3	4	5	6	7	8	9 Bad
Fast	1	2	3	4	5	6	7	8	9 Slow
Familiar	1	2	3	4	5	6	7	8	9 Unfamiliar
Weak	1	2	3	4	5	6	7	8	9 Strong
Unusual	1	2	3	4	5	6	7	8	9 Usual
Fair	1	2	3	4	5	6	7	8	9 Unfair
Active	1	2	3	4	5	6	7	8	9 Passive
Small	1	2	3	4	5	6	7	8	9 Large

20. What is your religious background?
    1 Catholic
    2 Protestant
    3 Jewish
    4 None/Atheist/Agnostic
    5 Islamic
    6 Buddhist
    7 Other _____

8

21. How frequently do you attend religious services?

    1. Weekly or more often
    2. Monthly
    3. Less than once a month
    4. Never

APPENDIX F.

List of Interview Questions

Interview Questions

1) Define community for me.

2) Define community service and how it is relevant to you.

3) Define self-esteem.

4) What do you believe contributes to your sense of self esteem?

5) Why did you choose to begin your community service requirement this year?

6) How did you find out about the community service program?

7) How did you find out about the site were you are working?

8) How is your community service work going?

9) What is the best/worse thing about your community service work?

10) Does the community service work help and/or hinder your academic work?

11) What has helped with your community service work?

12) Do you believe that others should start their community service work in the ninth grade?

13) How would you design the community service program differently?

14) How would you spread enthusiasm for the community service program with your peers?

15) Are there any community service sites that you think that your peers would particularly enjoy working at?

16) Do you anticipate doing more community service work in the future? More than the 20 hours that are required?

APPENDIX G.

Frequency Distributions Tables 1-15

Table 1
Frequency Distribution on Self-Esteem Total -- Pretest

Self-Esteem	n	%	cumulative %
26-28	3	3.8	3.8
29-31	4	5.1	8.9
32-34	13	16.5	25.3
35-37	13	16.5	41.8
38-40	20	25.3	67.1
41-43	13	16.5	83.5
44-46	13	16.5	100.0
Total	79	100.0	

Table 2
Frequency Distribution on Self-Esteem -- Post-Test

Self-Esteem	n	%	cumulative %
25-28	7	8.9	8.9
29-31	6	7.6	16.5
32-34	9	11.4	27.8
35-37	13	16.5	44.3
38-40	21	26.6	70.9
41-43	11	13.9	84.8
44-47	11	13.9	98.7
>47	1	1.3	100.0
Total	79	100.0	

Table 3
Frequency Distribution on Self-Esteem, Subscale School -- Pretest

School Self-Esteem	n	%	cumulative %
1	2	2.5	2.5
2	2	2.5	5.1
3	15	19.0	24.1
4	14	17.7	41.8
5	20	25.3	67.1
6	26	32.9	100.0
Total	79	100.0	

Table 4
Frequency Distribution on Self-Esteem, Subscale School -- Post-Test

School Self-Esteem	n	%	cumulative %
1	1	1.3	1.3
2	4	5.1	6.3
3	16	20.3	26.6
4	15	19.0	45.6
5	28	35.4	81.0
6	13	16.5	97.5
7	2	2.5	100.0
Total	79	100.0	

Table 5
Frequency Distribution on Self-Esteem, Subscale Self/Peers -- Pretest

Self/Peers Self-Esteem	n	%	cumulative %
3	1	1.3	1.3
5	7	8.9	10.1
6	16	20.3	30.4
7	17	21.5	51.9
8	38	48.1	100.0
Total	79	100.0	

Table 6
Frequency Distributions on Self-Esteem, Subscale Self/Peers -- Post-Test

Self/Peers Self-Esteem	n	%	cumulative %
3	3	3.8	3.8
4	3	3.8	7.6
5	9	11.4	19.0
6	16	20.3	39.2
7	18	22.8	62.0
8	30	38.0	100.0
Total	79	100.0	

Table 7
Frequency Distribution on Self-Esteem, Subscale General -- Pretest

General Self-Esteem	n	%	cumulative %
11	1	1.3	1.3
14	3	3.8	5.1
15	2	2.5	7.6
16	3	3.8	11.4
17	3	3.8	15.2
18	6	7.6	22.8
19	9	11.4	34.2
20	7	8.9	43.0
21	11	13.9	57.0
22	12	15.2	72.2
23	11	13.9	86.1
24	7	8.9	94.9
25	4	5.1	100.0
Total	79	100.0	

Table 8
Frequency Distribution on Self-Esteem, Subscale General -- Post-Test

General Self-Esteem	n	%	cumulative %
11	1	1.3	1.3
13	2	2.5	3.8
14	3	3.8	7.6
16	5	6.3	13.9
17	6	7.6	21.5
18	5	6..3	27.8
19	6	7.6	35.4
20	9	11.4	46.8
21	10	12.7	59.5
22	9	11.4	70.9
23	12	15.2	86.1
24	5	6.3	92.4
25	5	6.3	98.7
33	1	1.3	100.0
Total	79	100.0	

Table 9

Frequency Distribution on Self-Esteem, Subscale Home/Parents — Pretest

Home/Parents	n	%	cumulative %
Self-Esteem			
1	1	1.3	1.3
2	3	3.8	5.1
3	3	3.8	8.9
4	8	10.1	19.0
5	15	19.0	38.0
6	13	16.5	54.4
7	15	19.0	73.4
8	21	26.6	100.0
Total	79	100.0	

Table 10
Frequency Distribution on Self-Esteem, Subscale Home/Parents -- Post-Test

Home/Parents	n	%	cumulative %
Self-Esteem			
1	2	2.5	2.5
2	4	5.1	7.6
3	2	2.5	10.1
4	5	6.3	16.5
5	15	19.0	35.4
6	7	8.9	44.3
7	16	20.3	64.6
8	28	35.4	100.0
Total	79	100.0	

Table 11
Frequency Distribution on Students' Sense of Civic Inclusion -- Pretest

Civic Inclusion	n	Cumulative %	%
1.76-2.00	1	1.3	1.3
2.01-2.25	1	2.5	1.3
2.26-2.50	1	3.8	1.3
2.51-2.75	10	16.5	12.7
2.76-3.00	19	40.5	24.1
3.01-3.25	21	67.1	26.6
3.26-3.50	17	88.6	21.5
3.51-3.75	7	97.5	8.9
3.76-4.00	2	100.0	2.5
Total	79		100.0

Table 12
Frequency Distribution on Students' Sense of Civic Inclusion -- Post-Test

Civic Inclusion	n	%	cumulative %
2	1	1.3	1.3
3	2	2.5	3.8
4	7	8.9	12.7
5	30	38.0	50.6
6	20	25.3	75.9
7	10	12.7	88.6
8	7	8.9	97.5
9	2	2.5	100.0
Total	79	100.0	

Table 13
Frequency Distribution on Student Post-Test Survey Question #6 (Appendix E)

Question #6	n	%	cumulative %
1.76-2.00	20	25.3	25.3
2.01-2.25	9	11.4	36.7
2.26-2.50	8	10.1	46.8
2.51-2.75	16	20.3	67.1
2.76-3.00	11	13.9	81.0
3.01-3.25	6	7.6	88.6
3.26-3.50	3	3.8	92.4
3.51-3.75	6	7.6	100.0
Total	79	100.0	

Table 14
Frequency Distribution on Perception of Elderly -- Pretest

P.O.E.	n	%	cumulative %
2.01-2.25	5	6.3	6.3
2.26-2.50	42	53.2	59.5
2.51-2.75	24	30.4	89.9
2.76-3.00	6	7.6	97.5
3.01-3.25	1	1.3	98.7
3.76-4.00	1	1.3	100.0
Total	79	100.0	

Table 15
Frequency Distribution on Perception of Elderly -- Post-Test

P.O.E.	n	%	cumulative %
1.76-2.00	1	1.3	1.3
2.01-2.25	9	11.4	12.7
2.26-2.50	38	48.1	60.8
2.51-2.75	24	30.4	91.1
2.76-3.00	5	6.3	97.5
3.36-3.50	2	2.5	100.0
Total	79	100.0	