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## Impacts and Effects of Service-Learning on High School Students

Bryan Richard Rossi  
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**Impacts and Effects of Service-Learning  
on High School Students**

**A Thesis  
Submitted to the Faculty of the Graduate School  
of the University of Minnesota**

by

**Bryan Richard Rossi**

**In Partial Fulfillment of the Requirements  
for the Degree of  
Doctor of Philosophy**

**Byron Schneider, Ph.D., Adviser**

**Neal Nickerson, Ed.D., Co-Adviser**

**August 2002**

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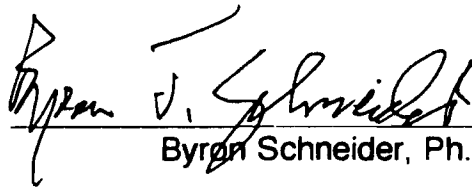


UNIVERSITY OF MINNESOTA

This is to certify that I have examined this copy of a doctoral thesis by

Bryan Richard Rossi

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and that any and all revisions required by the final  
examining committee have been made.



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July 29, 2002  
Date

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## Introduction

In the ten years this researcher has spent preparing to complete the requirements for a Ph.D. in Education Policy and Administration, he has come to see some of the transformations society and education have gone through. This has been fascinating to examine in parallel the educational transformations and human development of work and research in various schools. On the one hand, there have been the developments of the "macro-education" world through the Department of Children, Families and Learning, the state legislature, the news media, and the role of the university in education policy. On the other hand, there have been the developments of the "micro-education" world this researcher has experienced through the classrooms and administrative offices of a suburban school district, an urban alternative program and an urban charter school consortium.

In Minnesota the "macro-education" view spanned from Outcome Based Education (OBE) and Individual Learning Plans (ILP's) of the 1980's to the Graduation Standards and the High Profile of Learning of the 1990's. Both initiatives were attempts at top-down education reform and faced enormous opposition from many corners and for many reasons. These state-wide reform initiatives sent mixed messages to both the professional and local communities because of their apparent contradiction and conflict with initiatives in site-based decision making and the Minnesota Education Effectiveness Program (MEEP). The state requirements to "toe the line" in both the OBE and Graduation Rule legislation understandably defied notions of local control and collaborational support as developed in best practices, (MEEP).

In the "micro-education" view as seen through classroom practice, we saw tremendous pressure to make schools more personal and nurturing places. With this came the demand for more meaningful yet academically rigorous work in the classroom and though students were to be responsible for demonstrating knowledge through skill proficiency, ultimately, that assessment came in the form of paper/pencil fill-in-the-bubble tests. The result is that

students who performed better on state and standardized tests came out of classrooms where the teachers taught to the test.

This raises the question of what and how are we testing. Critics of standardized testing argue it simply is a measure of social economic status and they challenge the notion that standardized testing reveals valid assessments of achievement or ability (Jennings & Caulfield, 2001). Moreover, due to changes in college and state requirements for teacher education, schools saw new teachers arriving with significantly more education than their previous counterparts. First year teachers are now often arriving on the job with master's degrees. However, the change here usually has more to do with time spent on content study rather than field practice, alternative pedagogies, and classroom experience. In addition, the field experience or student teacher training is most usually in a traditional classroom setting and far from notions of reform and innovative practice. Teacher training institutions are often simply in the cycle of producing more of the same (CFL, 2000).

During this same period of time this researcher observed how academia was trying to deal with educational leadership and how it was transformed and evolving in graduate programs across the nation. Most notable were some of the reforms seen in Kentucky which helped push the boundaries of the definition of principal and school leadership. Among those reforms was the transformative notion that the principal, aside from her role in governance, was also the education leader. The education leader was a hands-on, well-read and walk-about manager intimately familiar with the goings-on not just in the school but in the classrooms themselves (Childs-Bowen, 2000). The education leader knows best practices, effective strategies, and model programs and is able to inspire, empower and model to create a culture, a vision, and, ultimately, greater results in student achievement. Shifts in focus from systemic reform (Kolderie, 1986) to local or site reform through relationship building (Fullan, 1998) became reflected in the literature and the teaching in academia.

It has been on this journey towards reform that this researcher turned his focus away from the government, school districts, and individual schools to the relationships of students, parents and teachers: this is not always in the context of a classroom and a school. This way of looking at and examining education is from the bottom up as opposed to the top down, assuming the student is at the bottom and the governance or agency is at the top (Clarke, 1999). This approach always asks the question about school reform and improvement at the student level and in terms of student behavior: the locus of control resides at the student level and not the classroom, building, district or systemic level. With a focus on student directed learning and transformational outcomes, this research examines the effects of service-learning.

## Chapter I

### - School Reform and Transformational Change: A Brief History of Education in the United States

#### The Early Days of Education in the U.S.

It is often pointed out by states rights activists that the U.S. constitution carries no provisions for public education. In colonial America, education was thought to be a private and not a public matter but none the less, colonies did enact compulsory school laws meant to assure literacy for reading the Bible and the laws of the colony (Campbell, 1990). Curriculum, as originally set forth in the Massachusetts Act of 1647, required that any town of over a hundred families must maintain a Latin grammar school. This is the precursor to secondary schools and their heritage of preparing students for entrance to college. The establishment of Harvard college in 1636 requiring all entrants to be able to read any classical English author and to speak and write "true Latin" set the precedent for colleges to dictate curriculum to the American secondary school (Campbell, 1990). Philadelphia's Public Academy, established in 1751, was created to fulfill many of the same goals as the Latin grammar school but under Benjamin Franklin's influence, offered a wider variety of subjects including foreign languages, surveying, merchants' accounts, navigation and other courses leading to professions rather than college. This model comprised of more electives and options for leaving school without necessarily going to college would be the background for school controversy for the next two centuries: a controversy defined as whom do the public schools serve.

Yet those early days of democracy held tension as to the role of a federal government in education. The Ordinances of 1785 and 1787 clearly set up requirements and expectations for the maintenance of public schools by the territories and states. By 1820 thirteen of the 23 states had constitutional provisions for education. By 1837 with the leadership of Horace Mann, Massachusetts had a state board of education and established a trend of state



bureaucratization that would endure until today (Loveless, 1998). By the entrance of California into the Union in 1850, all states had constitutional provisions for public education. Though this suggests that states had a great deal of control they, in fact, had little capacity for direct control (Tyack, 1993) and "our early schools, largely under the control of the local communities, seemed to serve a rural, homogeneous society rather well" (Campbell, 1990, p. 11). Moreover, compulsory education did not mean compulsory attendance. That was to follow much later.

As the number of schools in America continued to grow so did the state involvement in them. But still local funding and local control was the hallmark as the number of schools grew from 87,000 in 1850 to 142,000 in 1870 (Loveless, 1998). Many of these schools were one-room school houses that were non graded and served different ages and abilities. "Its schedule was flexible and adapted to individual differences among pupils" (Tyack and Cuban, p. 88, 1996). In the cities, however, schools were larger and the tendency was towards larger multi grade schools with greater involvement from education professionals. Master principals and other officials started to play a role in the instruction and management practices of schools. By 1870 all but one of the states had a state office of education reflecting the increasing role of state bureaucracy on the practice of education. This is not to say that a monolithic force in the form of state government arose from nowhere to redefine and control public education. But there was a common "ideology" (Loveless, p. 2, 1998; Tyack, p. 9, 1991) that helped shape notions of public education and in fact propelled the professionalism and bureaucratization discussed here. The authority of the state to prevail over the definition and practice of educating children created an attitude and perspective that "schools are creatures of the state" (Loveless, 1998, p. 3).

It is important to note that this growth and these transitions did not transpire without conflict. Local control of local schools was still important in the role of education. Education "plays a key role in allocating social roles and statuses, and thus in determining and sustaining social hierarchies, and it is the principal instrument through which societies

transmit their values and norms and inculcate them in successive generations of their citizens” (Weiler, p. 440, 1990). So it is small wonder that local and diverse constituencies would have particular and diverse interests competing with state notions of public education, i.e. religious instruction, preservation of ethnic languages and cultural observances, etc. This may well be illustrated in the histories of the one-room school house and the implementation of kindergarten in American education.

### The One-Room School House

The one-room school house represented for many, the close, humane and cherished structure of community life that could contrast with other governmental and private entities. The one-room school house could effectively serve a diverse community and operate with a flexibility that most institutions do not and usually cannot have (Walberg, 1994; Tell & Goodlad, 1999). They became secular, non-governmental establishments that defined, guarded and celebrated the character of the local community. As graded schools became ever more prominent, the advantages of the one-room school house over the bureaucratized graded schools reinforced local advocates of one-room school houses to want to keep their system. In fact, “well into the twentieth century, one-room school houses numbered over a hundred thousand and sometimes existed in towns as well as rural areas” (Tyack and Cuban, p. 89, 1996). Nevertheless, from numerous angles state authority began to take control of local education issues. The state intervened in curriculum areas, consolidation areas and introduced compulsory attendance. All these areas needed to be buttressed with bureaucratic authority and that grew in both the governmental and university academic arenas. Citing the one-room school house as “inefficient, unprofessional, meager in curriculum, and subordinated to lay control, the teacher being too much under the thumb of the community” (Tyack and Cuban, p. 89, 1996) state officials pressed local communities to come under the thinking that centralized, standardized and expert-managed school systems were the way of the future and the only way to educate our nation’s youth (James, 1991).

## The Role of Kindergarten

Likewise, with the introduction of kindergarten, a specifically German concept as denoted in its name, was coopted and modified by these same forces (Tyack and Cuban, 1996). Immigration always played an important role in shaping our national character but the trend of the family as the locus for education was moving toward the school. The influx of German immigrants after the turmoil of 1848 in Germany brought to America the concept of kindergarten, founded on the ideas of Friedrich Froebel. Froebel believed in the development of cooperation rather than competition and the use of play as integral to social and intellectual development. Kindertartens served primarily German-speaking locales but by 1860 Elizabeth Peabody started the first English-speaking kindergarten in Boston. The movement quickly gained popularity in settlement houses and charities to help the needy. The movement also saw kindertartens and its philosophy as a way to inculcate reform, both at the social level and in the schools.

School systems began to adopt kindertartens at the urging of parents and communities. But as the school systems adopted kindertartens their role and philosophy began to change. The philosophy and activities of Froebel's hands-on, kinesthetic style of education conflicted with the conformity and orderly ways of the elementary school. Home involvement and teacher visits to the home declined or ceased to exist. The hope of kindergarten proponents to impact and influence the factory-like environment of the public school was to be disappointing (Tyack and Cuban, 1996). The introduction of innovations in public schools between 1890 and 1930 tended to be rejected or subdued in favor of perceived efficiency and economy (James, 1991). In the 19th century there was a reluctance to begin kindertartens simply on the basis of cost alone, as today the same argument extends to all-day kindergarten. The thinking of state bureaucracies and local officials was fast becoming like that of the industrialists of the era: efficiency and economy.

## The Organization and Governance of School

Schooling in the late 19th century was to undergo dramatic shifts in organization and governance. The 1890's saw the United States developing into the most powerful industrial nation on earth (Tyack and Cuban, 1996). From 1890 to 1940 the number of high school students would double upon each decade as immigrants and farmers began flocking to America's cities (Loveless, 1998). The population boom and subsequent booming schools drew much attention from America's elite. These elite reformers, who recognized the success of the industrial models embodied by Carnegie, DuPont, Rockefeller and others, thought that the present schooling system was entirely too decentralized and the remedy was, simply enough, centralization and expert management (Tyack and Cuban, 1996). This period of tremendous growth saw patterns of governance and organization of instruction that were heterogeneous and chaotic (Tyack, 1993). In 1892, the National Education Association convened a Committee of Ten headed by Charles W. Eliot, president of Harvard. The makeup of the ten committee members, which included five college presidents, a college professor, and two headmasters of eastern preparatory schools, would, not surprisingly, focus on preparing high school students for college (Campbell, 1990). This Committee of Ten made recommendations that not only called for the universality of elementary and secondary schooling for all children but a uniform secondary curriculum (Carnegie units) for all high school students whether they aspired to college or not. With a high school rate of graduation of less than 10% the Committee of Ten's recommendations for the high school curriculum left many reformers cold.

The response to the Committee of Ten came from such reformers as John Dewey and other progressives who recognized that so many high school students would not be going to college. They saw that students should be in high school to prepare themselves to enter the world of work with the the skills and socialization necessary to make them responsible citizens ready to participate in and defend a democratic society (Simpson and Jackson,

1997). By 1917, a Commission on the Reorganization of Secondary Education comprised of “specialists in the new field of education” (Tyack and Cuban, p. 50, 1996) would write a much different set of proposals entitled “The Cardinal Principles of Secondary Education”. This report set out the goals for secondary education as 1) health 2) command of fundamental processes, 3) worthy home membership, 4) vocation, 5) citizenship, 6) worthy use of leisure, and 7) ethical character (Campbell, 1990).

A salient feature of these developments, be it from the Committee of Ten or The Cardinal Principles, defines this era of educational reform as a “campaign of university experts, federal officials, foundations, and national associations to persuade state and city governments that they should enact laws to consolidate districts into larger jurisdictions under the centralized control of school administrators” (James, p. 182, 1991). The first half of our country’s history is marked by schools that started with a singular purpose under strict (usually religious) control expanding to ever broader purposes with greater lay or local control. The effect was one that the variance among public schools in such areas as unwieldy expanded course offerings (Loveless, 1998; Campbell, 1990) and cronyism in staffing (Tyack, 1993) was intolerable and incongruent with the modern scientific and business thought of the time. The reform, though creating good in some areas, seemed to bowl over those areas where the system served its community and students well (Tyack, 1993). The twentieth century saw an ushering in of reforms that saw increased federal and state involvement, greater school attendance, collapsed curriculum offerings and increased graduation rates reflected as 8% in 1900; 17% in 1920 to 51% in 1940 (Tyack and Cuban, 1996). But as the Committee of Ten brought about a consolidation of school curriculum, progressive reformers would begin reintroducing courses to support social reform and vocational training- once again asking the question of *whom do the schools serve?*

### State Role in Education

The one trend that would remain constant since the turn of the century is the consolidation of schools and districts into ever larger units under more centralized control. Walberg (1994) describes this trend continuing into the last half of this century pointing out these three massive changes:

- “1. The number of school districts declined 87% from 117,108 to 15,367. The average number of students enrolled in each district rose more than 10 times from 217 to 2,637 students.
2. The total number of elementary and secondary public schools declined 69% from approximately 200,000 to 62,037. Their average enrollments rose more than 5 times from 127 to 653.
3. The percentage of school revenues from local sources declined while the state share increased sharply. Although the federal share never exceeded 10%, the state share rose dramatically from 30% to 48% to exceed local revenues” (p. 19)

It is interesting that the trend of consolidation, centralization and bureaucratization continued from the turn of the century through the 1950's with James Bryant Conant's recommendations for larger high schools and indeed to the present with the trend towards larger schools and school districts. But academic offerings, particularly at the high school level, took some interesting detours. Though the Carnegie units persisted, the Cardinal Principles found their way into the curriculum as well. Courses and tracks were multiplied in an attempt to serve and retain more high school students for graduation. By the 1950's and the advent of Sputnik, critics of the public school system were again assailing what they saw as a watered-down curriculum that wasn't relevant to the new order (Tyack, 1993). As the nation geared up for more mathematics, science, and foreign language to meet the Soviet challenge, schools began revamping their curriculum and states started making more stringent requirements for teacher certification. The tumult and permissiveness of the sixties and seventies saw dramatic changes in society as well as in

schools. New courses and new mandates entered the scene and the high school curriculum became all the more heterogeneous.

The next wave of reform, as it did in the 1950's, attacked the mediocrity of the high school program, its lax discipline, and the ineffectiveness of teachers (Carnoy, 1993). Numerous reports and commissions, among them "A Nation at Risk" (1983), reported on the dismal state of U.S. education that could be summed up as, "the United States is first in expenditures and last in learning" (Walberg, p. 19, 1994).

### School Reform in Minnesota

In the *1999 Minnesota Yearbook: The Status of Pre-K-12 Education in Minnesota*, the recently established Office of Educational Accountability stated "Educational improvement is an ongoing process. Since the mid-1980s, Minnesota has instituted a number of educational reforms, including open enrollment, charter schools, post-secondary enrollment options, statewide testing, and, most recently, the Graduation Standards. Each educational reform began as a response to some circumstance or problem within the State's education system; they were all implemented with the goal of improving education in Minnesota (OEA, p. 7)." They forgot to mention OBE, Outcome Based Education, an abandoned state reform initiative from the 1980's. This portion of the report indicates that the state is willing and ready to respond to an education circumstance or problem and prescribe relief.

Open enrollment, charter schools, post-secondary enrollment options are state responses to issues concerning school choice; state-wide testing and Graduation Standards are issues of academic achievement and curriculum. Clearly, the state is indicating that standardized assessment and centralized curriculum control is the path to improving the state education system.

“Monitoring educational improvements statewide means keeping track of educational results in the whole education system in Minnesota. That is, we need to know whether all of Minnesota’s schools are improving—not just whether this or that district, or this or that school, is improving. If results improve in some districts, but decline in others, then education statewide has not improved; it has merely stayed the same. (This is not to say that we are not interested in seeing district-by-district, or school-by-school improvement. However, to address statewide improvement, we must look at all schools and districts, rather than at sections of the K–12 system.) (OEA p. 7)”

What this paragraph tells us is that not only is the state prepared to define curriculum, achievement, and assessment as a state-wide reform, it is prepared to intervene in “all schools and districts rather than at sections of the K-12 system”. (ibid). Whether this portends state interventions into local schools or districts as seen in Baltimore, Chicago or New York, remains to be seen. Minnesota, thus far, has been content to use carrots instead of sticks as far as reform has been concerned. The report goes on to say:

“To complete the statewide assessments used for accountability as envisioned by federal requirements, the Mears report, and the Graduation Standards Advisory Panel, a statewide assessment is needed in the high school years. The purpose of this test is to serve as an indicator of achievement by students approaching graduation, and to provide an additional opportunity to satisfy the Graduation Standard’s basic requirements for students who have not yet done so. To keep testing time at the high school level within reasonable limits, the legislature should revise their requirement that such an assessment cover all ten areas in the Profile of Learning. No more than five or six subject areas seem feasible in a reasonable testing time. Even this many tests would be feasible only if they utilized a mainly multiple choice format. While it has been recommended that such tests should be benchmarked to national and international standards, no state-wide test or commercially published norm-referenced test is currently benchmarked to an international standard, and such benchmarking would take a substantial amount of time and money” (OEA, p. 70). In view



of the recent attacks from Minnesota legislators, this recommendation for more testing in the Profile of Learning is probably not realistic.

Other areas of reform looked to site councils and other forms of shared decision making at the building level but they “seldom if ever...actually mean real control over core elements of the organization (budgeting, staffing, curriculum, organizational structure, and governance)” (Elmore, p. 44, 1993). Staff participation in site councils is not necessarily a democratic process and site councils do not seem to lead to unleashing creative energies or higher levels of innovation (Magjuka, 1990). In schools deemed to be progressive towards restructuring and decentralization there seemed to be “only superficial changes in their underlying power relations” (King, Louis, Marks, and Peterson, p.261, 1996). In addition, site-based decision making has not contradicted the notion of “loose coupling” (Weick, p. 5, 1976) or shown to have significant impact on student learning (Hannaway, p. 137, 1993). Issues of student learning, classroom practices and education philosophies seldom are site council agenda items.

#### State Reform and Classroom Impact

The classroom remains a very isolated and autonomous site (Hanaway, 1993); the “back end” of education where teachers can pursue a wide variety of academic or non-academic goals (Loveless, p. 5, 1998). To describe decision making models, researchers may refer to tight-loose analogies. Tight-loose analogies are made on “tight” central control on dimensions related to system-wide quality and “loose” central control, or decentralized decision making, on dimensions related to the tailoring of curricula and teaching to specific settings and students in the classroom (Elmore, p. 38, 1993). But it is precisely in the classroom where the pedagogy, the student/teacher relationship, and the measurement of learning occur.

Understanding the classroom as the focal point for change leads us to conclude that organizational change works best if it involves all of the stake holders. Much like Demming's Total Quality Management revolution which occurred on both sides of the Pacific, it was the effective use of quality circles or *kaizen* (Bonstingl, p. 8, 92) that led to continuous improvement and positive and substantive change. Companies and schools that failed at TQM usually did so because words like *management* and *employees* obscured the real stake holders - the teachers and students in classrooms. In school districts, TQM was a staff development and in-service topic that rarely if ever involved students. The embracing of the the input from the shop worker on the assembly line as well as the student in the third desk of the second row is the key to successful improvement and reform. It follows Clarke's (1999) organic model.

### Progressivism

Progressivism has been an umbrella term for philosophies and practices that can be closely associated with John Dewey and his work with the Laboratory School and the University of Chicago during the first third of this century. The philosophy centers on beliefs that education should be about life, social activity and natural curiosity. Education that operates outside of present and real world experiences "easily becomes remote and dead - abstract and bookish, to use the ordinary words of depreciation" (Dewey, 1916, p. 8).

Progressivism and Deweyan perspectives further argue that "isolation of subject matter from a social context is the chief obstruction in current practice to securing a general training of mind" (ibid. p. 67).

It was Joe Nathan's and Jim Kielsmeier's article in the June, 1991, issue of KAPPAN that blew the whistle on the quiet practitioners of substantive school reform. These practitioners aren't university professors, educational consultants or district administrators. Nor are they state education officers, a consortium for school reform, nor a movement of political or social conscience. They are teachers and students forging a path towards

meaningful learning and engagement in their community. The article titled, *The Sleeping Giant of School Reform*, begins its premise by arguing that our youth are an untapped resource: assets being under-utilized or even squandered. The authors argue that youth in the past gradually assumed greater roles of responsibility as they grew to adulthood. In the agrarian society of the previous century youth played greater roles in the social and economic activities of the family and the community. They argue that “over time, however, the classic agrarian model of apprenticeship with and mentoring by adults have given way to the isolation of young people in youth-only educational, social, and employment grouping” (p. 740). They contend this alienation of our youth contributes to their heavy use of drugs and alcohol, higher rates of teen pregnancy and the lowest rate of voting of any age group.

This new sub-culture of young people is distinct in human history. New forces that shape their development (such as commercialism, pop culture, and new levels of personal and economic independence) often defy the traditions of our education system. Adolescence is creeping lower in age as is evidenced with the transescent child moving from the elementary school setting to the middle school. Ever-changing career requirements compel the adolescent to extend training into the early twenties. We have created an unprecedented demand on our schools and our young people for meaningful, relevant, and engaged learning. Many states have increased the age for compulsory attendance to include 18 year olds.

### Definitions

#### Service-Learning

Mssrs. Nathan and Kielsmeier show how teachers and students across the nation transformed classrooms and schools through amazingly successful service-learning activities. These students and teachers didn't change policy or administration. They changed their behaviors and approach to education. These students learned their curricula

through problem solving, critical thinking and higher order skills while immersed in activities that were meaningful to them. "They learn these things because they are deeply immersed in a consequential activity - not a metaphor, not a simulation, not a vicarious experience mediated by print, sound or machine" (p. 741). These consequential activities included cleaning up of a toxic waste dump, creation of a child care center (still in operation 10 years later), addressing community needs, consumer issues, and a myriad of other services great and small.

While one would be hard pressed to criticize the value these young people contribute to our society and communities and, indeed, their own educations, one almost misses the proportion (gigantic) that student input plays in the practice of service-learning. The impact of service-learning is enhanced when students play an active role in identifying needs and creating the means to meet those needs. Not only do students identify community needs but they must also develop the skills to address those needs. This type of student involvement invites ownership and engagement in the issues and activities of learning.

Critics of service-learning are often concerned that curriculum requirements or standards won't be met if students are engaged in service instead of traditional classroom study. Some teachers might explain that it takes a whole semester to teach their content and that there just isn't time to do service, too. The authors point out how students at Gig Harbor High School make decisions on how their newly acquired academic skills can be applied to addressing environmental issues in and around Puget Sound; a most interesting and engaging way to actually apply theory to practice. Indeed, the most interesting and rewarding challenge is to let students be engaged in solving precisely these thorny issues such as how will the student learn calculus while addressing issues of homelessness in their community.

Indeed, many service-learning practitioners make the same mistakes with service-learning that others made with TQM. It is important to involve your stake holders with the essence

and goals of your business. In other words, the servers (students) as well as the served (community) must be involved with the essence and goals of your project or activity. Providing a meaningful and valuable product as well as a process to reflect and assess its outcome are the key to a successful organization and to successful continuous improvement (reform).

### Service-Learning: Definition and Typology

Of the many ways that learning communities are involved in service some understanding of its definition is imperative. The SERVICE-LEARNING model may be further defined by the National and Community Service Trust Act of 1993:

#### Service-learning...

- \* Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- \* Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- \* Helps foster civic responsibility;
- \* Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled;
- \* And provides structured time for students or participants to reflect on the service experience.

Other categories of service that are often associated with service-learning are direct service, indirect service, and advocacy.

- \* Direct service activities put students face to face helping someone (teaching homeless persons to read, doing home visits to the elderly, etc.).

- \* Indirect service activities are performed "behind the scenes" channeling resources to alleviate a problem (walk-a-thons, raising money for homes, etc.).
- \* Advocacy service projects require students to lend their voices and talents to the disenfranchised or to correct an injustice (advocating for a new city park, for a change in the law, promoting a youth cause, etc.)

To understand better some of the variations of service-learning Robert Sigmon (1994) developed a typology of service-learning. Sigmon describes these four typologies of service-learning according to their focus or emphasis. They are:

service-LEARNING - (LEARNING goals primary, service outcomes secondary)

Courses rooted in academic disciplines are emerging as a primary base to which a discrete service component is added. Examples include:

- Writing and Critical Thinking courses which engage students in writing projects for public agencies.
- Political Science courses that include exposure/engagement with a public agency or leader as part of the course design.
- Courses in which Learning to teach reading courses are augmented by students doing active tutoring.
- Traditional clinical training programs. The learning agenda is central, while the service setting is secondary.

SERVICE-learning - (SERVICE outcomes primary, learning goals secondary)

These programs begin with a service need being clearly stated by the acquirers of the service. A learning agenda is derived from what knowledge is needed to carry out the service assignment with integrity. Advocacy or research projects identified by communities fit in this grouping. Content and methodology are determined by the situation. The service

agenda is central, the learning is secondary.

**service learning** - (service and learning goals completely separate)

Notice that there is no hyphen. Some institutions sponsor programs designed with both service and learning intentions, but with the two components viewed as distinct and

separate from the other. No expectation is stated that the service experience will enhance the learning nor that the learning will enhance the service.

**SERVICE-LEARNING** - (SERVICE and LEARNING goals of equal weight and each enhances the other for all participants)

In these programs the service and the learning are balanced and the hyphen is essential. The defined needs/requests of individuals, communities, or agencies are linked to defined learning expectations for students. In a SERVICE- LEARNING approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. In these programs, we are challenged to respect local situations for what they can teach. Likewise, students are challenged to be their best, to listen, to explore, to learn, to share from their emerging capacities, and gain increased capacity for self-directed learning." A Service and Learning Typology (Sigmon 1994)

It is this typology that allows Sigmon to define more clearly the nature of service-learning and to acknowledge other practices while trying to be clear about their qualitative differences. Certainly, one does not want to waste time quibbling about any form of service or education when both seem inherently good. However, in terms of institutional capacity, reform and continuous improvement, it is this last definition that takes hold. And the point made by Mssrs. Nathan and Kielsmeier is that this model is capable of completely transforming education in our schools today. The salient features, as in TQM lie in the practice that, "all parties to the arrangement are seen as learners and teachers as

well as servers and served” (Sigmon 1994). The quality of this approach hearkens to Hermann Hesse’s *Journey to the East* and Robert Greenleaf’s (1991) notion of the servant leader.

### Student-Centered Education

Certainly the idea that all parties in the classroom are seen as learners and teachers as well as servers and served is not a prevalent theory or practice in American school reform. Although student directed learning is not unheard of, it is rare as a classroom practice. On the other hand, service-learning in all of its variations often demands learners to design, modify, implement and reflect on the project and determine its effects both to the community and to the self. One middle school teacher in Springfield, Massachusetts expressed, “Once I did it, I saw things differently. For the kids, once they’re responsible, once they serve others, and problem solve, they become believers in all those good things...It fleshes out what learning is to be. They take what they are learning and put it into practice right away. It’s problem solving, critical thinking... I’ve elevated my expectations.” ( Kinsley, p.5, 1997).

It is this student-centered and student-directed approach to service that Mssrs. Nathan and Kielsmeier refer to as the Sleeping Giant of School Reform. Schools could be completely transformed if the objective for each student was *to improve her community* and at the same time *become a skilled and informed citizen*. In this scenario there would only be one class, *Community Improvement*, where the student would acquire all the skills and knowledge her community would expect of her through the school board and state required curriculum. That could include mathematics and science study, the ability to use English effectively and at least one other language, an acquaintance to the arts, music, literature and social sciences and whatever else a community might expect their children to know and demonstrate: the best results would be a complete appreciation for and participation in her community, its well-being and its continual improvement.



### Purpose of this Study

In examining various approaches to education and education reform we need a way to determine their subsequent assessment. The question to be answered is whether there is significant improvement and measurable success for such an approach, program, or practice. Validity, reliability and replication are always the inherent requirements for assessing an approach, program, or practice. To that end, this researcher wanted this study to:

- look at a service-learning program that regardless of typology, had the characteristic of student-defined and student-directed action.
- measure non-academic traits and characteristics
- use instruments that had proven validity and reliability
- replicate a previous study of experiential and service-learning practices
- operate such a study with a control group

### The Research Question

The research null hypothesis that this researcher is investigating is the following:

- There is no difference in the self-esteem and attitudes towards school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences.

By use of some of the same instruments as Conrad (1980) and Berkas (1997) and surveys of my own design, this researcher hopes to replicate and broaden the research results in this field. This study is designed to use a control group for the treatment. The study has limited its focus to one school to answer this question. The scope of this study is not examining whether academic performance improves with participation in a school

sponsored service-learning program. The study is not intended to look longitudinally at the possible effects. It may be possible at a later date to include such an analysis.

The consequence of such information should lead to recommendations that can enhance the school experience for teacher and student alike. The findings should affirm that “the primary purpose of education can no longer be socialization, standardization and synchronization - the shaping of students into clearly defined roles for a predictable future” (Kielsmeier, 2000). In assuring that our young people feel self-assured in our schools by being valued by and contributing to their community, service-learning can fulfill public education’s most vital and sacred mission: “to prepare young people to become the kinds of adult citizens the nation can rely on, not only to safeguard values and accomplishments of the past, but also to shape a future society in which those most cherished values are even more vigorously affirmed and lived” (Harrison, 1987, p.62). It is also my hope that this study helps the principal, as chief educational officer of a school, derive some clear directives that this information provides. One such directive already apparent from the literature is the greater involvement of the broader population of teachers and students not engaged in service-learning (Scales & Koppelman, 1997). It may be principals (Pardo, 1997; Schine, 1997) who will need to take the lead to be responsible for not only narrowing issues such as the digital divide but the service divide as well.

### Limitations

This study’s limitations are 1. self selection of groups. The assignment of students to the two groups is not random but rather a reflection of choice as to participate or not participate in a school sponsored service-learning program. 2. a nine month duration of treatment. This study is only looking at one school year as a parameter for measuring the effects of treatment. Changes in attitude are only examined once, at the end of the treatment. 3. a lack of anecdotal information to supplement the quantitative nature of this experiment. This study limited itself to the instrument in a pre-post test design. No other information was

solicited from the subjects or other stakeholders in the school or community. 4. a substantive measure of the quality of treatment (service-learning experience.)<sup>1</sup> Though the service-learning program met several criteria that describe a quality service-learning program including awards and recognition, there was no definitive measure as to the quality of the service-learning treatment experience.

### Organization of this Study

The organization of this study is comprised of five chapters. Chapter I provides a history and context of education and education reform trends with an overview of youth roles and service-learning. A rationale for the study and the statement of the research question is presented in this chapter. Chapter II reviews the literature and research of the effects and impacts of service-learning and considers the evidence of related benefits due to various practices. Chapter III describes the methodology of the study, the subjects, the instruments and their administration, the collection of and analysis of the data. Chapter IV relates the findings of the study, the data analysis, and a description of the findings. Chapter V summarizes the findings, presents conclusions and limitations of the study, and discusses the implications for practice and further research.

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<sup>1</sup> These same limitations were discussed in the study, "Effects of Service-Learning (Scales, Blyth, Berkas, & Kielmeier, 2000) See pp. 353-4.

## Chapter 2

### The Effects and Outcomes of Service-Learning: A Review of the Literature

#### Introduction

Those who would choose to define the purposes and intents of education in America have always pleaded a common sense and a universality that were indisputable. Whether they were discussing curriculum or school reform, educators, legislators, researchers and parents would use terms such as *Total Quality*, *Success for All*, *Core Knowledge*, or *Expeditionary Learning* to communicate a remediation or reform to set right the education crisis as defined by such reports as *A Nation at Risk* (Boal, 1998) or *Undereducated, Uncompetitive USA* (Diebler, 1989). As often as not, change was motivated by a certain sense of malaise rather than a studied and deliberate plan to establish baselines, treatment and results. Often, in implementation, just the sense that renewal and rejuvenation of the system seemed adequate and that if key players were using the same vocabulary and buzz words than that alone was evidence of improvement.

#### Trends in Education

Decades of reform and improvement strategies have produced dozens of philosophies and practices that have proven effective for their constituencies all over the nation. For hundreds of others across the nation it has left a trail of half-baked plans with half-hearted support led by our most energetic and faithful teachers who sometimes burned out in the process (Nelson, 1998). The 60's and 70's were marked by stay-in-school efforts and programmed instruction (Slavin, 1986) designed to be a way of celebrating the individual. In a decade of social and political strife steeped in violence, the attempts by institutions to be self-reforming was met by skepticism from all quarters (Temes, 2001; Bottstein, 1999). Schools at this time found themselves being responsible not only for learning but for being

prepared to learn. Head Start, special education and lunch and breakfast programs were modified or created simply to assure that students were ready for what teachers had to offer.

The advent of the 80's determined that what teachers had to offer had somehow been watered down and that students needed more of the basics and the good old fashioned schooling the nations leaders remembered from their past (Kohn, 1999; Kohn 2000, p. 7; Tyack & Cuban, 1996). Tougher standards and greater professionalism were the theme and Minnesota saw the advent of Outcome Based Education, (OBE). OBE was a top-down model of school reform that took as its unlikely partner, a grass roots or bottom-up reform piece known as Site-Based Management . Site-based management was to empower teachers (and ultimately all staff, parents and students) so as to have stake holders share a definitive and key role in how schools work and how students learn. Again, OBE and Site-Based Management had their success stories and flops (Nelson, 1998). But, *all learners can succeed* and *empowerment* are a legacy that persists to this day.

With the state activism that represents the 90's, schools are responsible for students performing at basic minimum standards according to state defined goals and frameworks. With this come requirements that learning and proof of learning come in forms other than pencil/paper activities. No longer are objectives bound by seat time or the classroom. Many of the "packages" deal with students exploring or inquiring about their community as a means of civic involvement and moving beyond the classroom walls. Even the methods of assessment and reporting are required to be reworked and redefined (Mana, 1994). Packages require projects and portfolio items as evidence of learning. The process of assessment and recording (at the time of this writing) is not complete but does represent the depth of reform the Minnesota plan is designed to implement.

### Values in Education

Inevitably, in this researcher's experience, when parents and teachers sit down to describe the truly basic standards of student success they usually transcend academic achievement, college success and material or professional gain. In Character First Joseph Gault (1995) describes how Hyde School's focus differed from the traditional. Like the parents this researcher has met, their basic standards more often reflect character, values, self-esteem, commitment and connectedness to the community (world at large), a sense of efficacy and a life passion that will make the student a happy, productive and contributing member to society. Passing SAT's, ACT's and MBST's are secondary. Of course, if graduating from Harvard *cum laude* and landing a six-figure job on Wall Street, would fulfill those basic needs, many parents would be ecstatic. But the number one hope of parents is a high school graduate who is confident, competent, happy and well adjusted. Competent is almost always defined as able to learn (life-long learner) and adapt to new situations.

This introduction leads us to the dilemma of the new millennium. Like the previous decades where schools became the centers responsible for maintaining academic and health records according to state and federal standards, will the coming decades require schools to become more responsible in the area of character and civil spirit? Where once it was the family's domain to feed and clothe their children, the schools have stepped in through a variety of interventions to maintain minimum standards. Federal programs and local partnerships often tend to the needs of the poor and needy from school meals and ESL programs to YMCA parenting and early childhood programs. Will the schools of 2000 be called upon to reflect their communities in their beliefs and spirit of what a civil society is or should be? In the context of standards and proficiency based curricula, will an A in Social Studies no longer be relevant and need to be supplanted by hours of service with a community agency or neighborhood group? Already school districts and states, Maryland among them, require community service as a graduation requirement (Finney, 1997).

### Community in Education

Jeremy Rifkin, in "The End of Work" (1995), explores the changing nature of work and envisions dramatic changes in the way society will function in the future. An outcome of his work has been the creation of "The Partnering Initiative on Education and a Civil Society" also known as PI. The mission of PI, according to Rifkin, is to "promote the values of a civil society by weaving a seamless web between school and community". He states, "Our vision is clear - promote pedagogy in democratic schooling and service learning while enriching and expanding character and civic education programs" (Rifkin, 1998). If that alone defines the spirit that public schools will need to address as part of their education mission, than schools of the new millennium will have to adopt as part of their mission statement, "in body, mind and spirit". Where health and academics are not enough to sustain a complete education, we return to Dewey who nearly a century ago reminded us what children needed to be educated in a democratic society (Dewey, 1916). Although Dewey followers might be described as having more emphasis on affective goals as opposed to cognitive goals (Slavin, 1986) others such as Rifkin (1998), Conrad (1991), and Glasser (1990) help to more clearly define their juncture.

Glasser defines the basic needs of children as survival, freedom of choice, power, love and belonging (Harris and Harris, 1992). Schools such as Rees elementary in Utah set their cognitive goals in an affective environment as defined through Control Theory and Reality Therapy (Glasser, 1986). In this school, portfolios have replaced letter grades as a means of evaluation and their classes have extended out to parents and the community.

Assume we accept "spirit" as not the feeling of community we have when we cheer a school team on to victory, but rather the values of a civil society. Assume also that we accept that our children's needs are survival, freedom of choice, power, love and belonging. If we accept these two assumptions then we can begin to see that the education reforms of the new millennium must include a component that recognizes each student as a

contributor to society whose contributions are no less (no more) and whose needs are no more (no less) than any other member.

Recognizing the richness and importance of each member in society is key to a civil society (Rifkin, 1998) and integral to service-learning (Waterman, 1997). The very young, the very old, the very strong and the very weak and on and on all have a story, a lesson for us which is invaluable and necessary. This research focused on high school age children. Their importance to the fabric of society goes beyond the intimacy of the family. Schooling must draw out their unique and special talents and hold them up before the community for the richness they add to society.

There is a long history of how youth can play a contributing role in society ranging from William James' call for youth service as "The Moral Equivalent of War" to the National Student Volunteer Program (Conrad, 1989). Other initiatives that point to the awakening and harnessing of the power of youth include President George Bush's Thousand Points of Light, YES (Youth Engaged in Service), the Presidents Summit for America's Future (Powell, 1997), Colin Powell's America's Promise, Campus Compact and the Corporation for National Service and Learn and Serve America.

The question may still be, "Can schools take on this added task of engaging students in Service?" Is this the third leg of the education stool: mind, body and spirit? Is this expanding trend of volunteerism going to impact schools and student learning?

### Standards in Education

Year-round schooling, greater discipline, uniforms, charter schools, direct instruction and other theories and recommendations have been made to try and increase student achievement as defined through standardized testing procedures and basic skills testing. All of this relates to a national demand for public education to be more accountable, more



rigorous and our youth better prepared for a global economy and a global society. This demand is no trivial matter. Nicholas Lemann in the September 25, 2000, edition of the *New Yorker*, (p. 89), in reviewing Diane Ravitch's *Left Back: A Century of Failed School Reforms* points out, "You'll never get in trouble for using the word 'crisis' to refer to the state of American public education" ...implying a vast opinion "that public schools are so awful that there's nothing to do about them but walk away and start over." In this article Lemann informs the reader that it is not vouchers that is the main issue of education today but rather "educational standards."

Education standards are meant to raise all students to levels of performance that meet accepted criteria of competence and proficiency. The current movement in education standards should not preclude the fact that there have been de facto national standards for more than a century. Besides such phenomena as North Central Accreditation, CTBS, Iowa and California achievement tests, and ACT and SAT college testing, the most significant of these is the Carnegie unit and the way schools and curricula are designed around these. The Carnegie unit refers to the work of the Committee of Ten in convened in 1892. Chaired by Harvard's president, Charles W. Elliot, their recommendations had a profound effect on the curriculum content and delivery in the American high school for decades to come (Campbell, 1991). What binds these past standards together and differentiates them from current trends in the standards movement are the parameters of time as denoted by seat time in the classroom and paper-pencil assessment as denoted by mostly machine-correctable multiple choice tests. This dichotomy will prove a battle ground for reformers and traditionalists alike as we define and assess student learning in the context of state and national standards.

Charles Harrison in a Carnegie Foundation Special Report, *Student Service: The New Carnegie Unit* (1987), recognizes the current structure of American schools and points out how service-learning can be compatible with such structures and in fact should be the "new Carnegie unit." Rather than insisting on reform or using service-learning as a vehicle of

reform, he quite simply argues that service is necessary to “to satisfy education’s most vital and sacred mission: to prepare young people to become the kinds of adult citizens the nation can rely on, not only to safeguard the values of the past, but also to shape a future society in which those most cherished values are even more vigorously affirmed and lived” (p. 62).

### The Role of Youth in Education

The premise of Charles Harrison’s *Student Service: The New Carnegie Unit* is presented in the foreword by Ernest L. Boyer, former U.S. Commissioner of Education, and reiterated in the title of the first chapter, “About Giving and Receiving.” It is in the summation with a quote from James Kielsmeier, “...giving is a part of the democratic compact (p.61).” It is this notion that the student is a giver - a student is a resource - that rocks the boat of current education practice and goes beyond how students act and interact in today’s schools. It is about community and what defines a community. This becomes even more salient when we talk about our schools as being learning communities. “Student as giver” challenges the preconception that students (at any age) are not ready to contribute to society or capable of learning without adult control. This belies human history and creates obstacles to the goals we have set for education and the development of our youth.

Historically, the young have played integral roles in our communities from the whimsical roles of child play and unbridled imagination to fulfilling key positions of economic security such as providing child care to siblings and neighbors and doing chores that maintained the home, the garden and the family enterprise be it shop, work shop or farm. In the extended family of days past, all members of the community fulfilled a meaningful and supportive role that not only gave to and cared for members in personal ways but in more mundane economical/survival ways too. Though the very youngest and the very oldest could not participate in mainstream economic activity they could play essential supportive roles in maintaining relationships, caring for each other as well as those who fall

sick, help running the home, mending and making clothing and food preparation and, for the elderly, of course, contributing wisdom and experience.

In today's hectic pace of the two worker, non-extended family, mom and dad must depend on structures outside of the home to care for the very young and very old, relegating once contributing members of society to receivers of services. Modern conveniences have liberated us from so many menial chores. But now that children don't have to pump water, haul wood or clean to keep their school functioning (as in the days of the one-room school house), how are they responsible for and connected to their classmates, their school and their community? Do they still have a role of giving, contributing to their own inquiry, donating their own time and effort for the betterment of their classmates, their school and their community? Does our current school and after school structure ( a plethora of activities for affluent suburban children and a lack of after school activities for urban children) represent what is best for children and society? For people who are involved in service-learning, these questions are best answered when students are engaged in meaningful service to others.

### The Role of Service

A definition according to Stephens (1995) says, "Service-learning is a merger of community service and classroom learning that strengthens both and generates a whole greater than the sum of its parts. Service is improved by being anchored in the curriculum and learning is deepened by utilizing the community as a laboratory for the classroom where students can test and apply their curriculum to real-life situations" (p. 10.) She adds that "learning is further intensified by reflection" (p. 10). The National and Community Service Act of 1990 describes, "The term 'service-learning' means a method:

- A) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

- B) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (Cairn & Kielsmeier, 1991, p.17).

Robert Sigmon would add these qualifiers from the Principals of Service-Learning of the Southern Regional Educational Board to above definitions:

- “1. Those being served control the services provided.
- 2. Those being served become better able to serve and be served by their own actions.
- 3. Those who serve are also learners and have significant control over what is expected to be learned (Stanton, 1999, p. 147).”

Stanton (1999) himself adds, “ I serve you in order that I may learn from you. You accept my service in order that you teach me (p. 175).”

In a comparative study (Shumer & Cook, 1999) of the status of service-learning in the United States between 1984 and 1999, we see some tremendous strides in the development of community service in our nation's schools. The most dramatic finding is in the high schools. The number of high school students involved in community service went from 900,000 to 6,181,797, a 686% increase. The number of high school students involved in service-learning increased from 81,000 to 2,967,262 students, a 3,663% increase. That is truly dramatic and as the authors of this study set out to answer the question: “What is the role and place of service and service-learning in American high schools since 1984” they conclude that service-learning “ gone from a small dot on the educational landscape to an important place on the educational landscape” and “any program that expands 3600 percent in 15 years deserves to be noticed - and studied (p. 4).”

In *Promoting Social and Emotional Learning*, (Elias, 1997, p. 24), the authors describe a society that “is becoming more complex, interdependent and diverse. The demands of citizenship are growing. Our communities need dedicated leaders and volunteers.” They conclude that the answer to this is “positive, contributory service” by our nation’s youth. Elias goes on to describe the many manifestations service-learning can assume to meet a multitude of needs. Where education can meet these “overarching concerns” of leadership and service is an issue in itself ( p. 7. Greenleaf, 1991). It is also heard from many corners that meeting such needs will require huge changes that are transformational (McCombs, 1997), not superficial. So as we try to engage our youth in service and contribution to our communities, we see the potential for having to totally revamp schools as we know them. It requires asking teachers for new behaviors they were not trained for, leaving the school’s walls, assembling potentially quite vulnerable populations of society, empowering students as well as teachers and creating outcomes that may be difficult to measure.

### The Case for Service-Learning

Indeed, though we can provide many reasons why students should be engaged in service, we may be hard pressed to provide evidence that students “learn more, develop in different ways, or learn different skills than those who do not” (Alt, 1997, p. 8). Knowing who is involved (Conrad, 1989) and how effective the programs are is not wholly known (Conrad, 1980 ).

Adding to this, in analysis and evaluation of the National Youth Leadership Camps, this author, while using the same instruments of previous evaluators, did not achieve the same results reported by earlier evaluators. The question here arose as to what changed from previous camps with significant pre and post tests on attitudes toward community, self, authoritarian versus democratic decision making and personal and social responsibility. A reasonable explanation was found in the fact that many of the participants had previous experiences with this kind of training and scored in the upper ranges of the instruments in

the pre test. If students were arriving with high positive attitudes, the treatment or training would not make significant increases in already positive attitudes.

However, in researching the effects of service-learning and the role service-learning plays in curriculum and instruction, one can see its importance in four major areas: first, service-learning is authentic pedagogy (Newmann, 1996) with authentic learning and authentic assessment as the evaluation of the student's learning. Authentic achievement is defined as "intellectual accomplishments that are worthwhile, significant and meaningful...." that have been demonstrated by "construction of knowledge, disciplined inquiry and (having) value of achievement beyond school" (Wehlage, Neumann and Secada, p. 24, 1996).

Second, this researcher sees service-learning as truly engaging students in the learning process catching up at once with both intellectual and social/emotional consequences. The experiential approach and the potential for discovery in a real life situation that is more connected to the community than to the classroom, allows the student stretch boundaries both intellectual and emotional.

Third, service-learning engages the adults in connecting with the student while the student becomes connected to the community by not only constructing knowledge and relationships but also defining her own citizenship. Service-learning almost always introduces new adults and adult relationships to the student.

And finally, the whole experience of service-learning builds to revitalize its citizenry across age, racial, and socioeconomic barriers and enhance democratic participation (Riley & Wofford, 2000). By being of service to her society the student redefines her role as student and citizen through the act of giving and receiving; teaching and learning.

### Rationale

This inquiry into service-learning presents a perspective and research direction. Education reform seems to be pointing towards authentic assessment, the use of portfolios and evaluation of standards through non-traditional means. This has a tendency to be demonstrated through proficiencies and experiential learning often in partnership with outside entities. There is also a movement to establish student belonging, citizenship and community involvement as described through youth service, service-learning and also partnering with outside entities. It may well be that student service to community won't be examined for what it contributes to the individuals preparation for her future but rather a requirement and expectation (Boyer, 1983) of her belonging to society and a democratic renewal (Kielsmeier, 2000). For it is precisely this question that previous researchers and myself have examined: Does service-learning or youth service have a positive effect on social development, academic achievement and student efficacy as demonstrated through self-esteem and a sense of "making a difference" (Conrad, 1991).

It is important to point out that according to Hedin and Conrad (1981), research has shown significant impact on students' intellectual, psychological and social development. Studies have indicated that service-learning has improved grades (Follman, 1998); improved problem-solving skills (Stephens, 1995) and promoted better relationships among peers and adults (Conrad and Hedin, 1982; Weiler, LaGoy, Crane, and Rovner, 1998; Billig, 2000). More positive attitudes towards others and a greater sense of self-esteem has been reported as outcomes of service-learning (Luchs, 1981; Calabrese and Shumer, 1986; O'Bannon, 1999). In citizen formation and community development service-learning was found to have a positive impact (Melchior, 1999; Billig, 2000) and have greater acceptance of diversity and cultural differences (Melchior, 1999; Berkas, 1997).

Among other significant research is the extensive report out of the state of Florida with its **Learn and Serve K-12 Project 1994-95**. Their research included the following areas:

1. student GPA.
2. absences.
3. discipline referrals.
4. integration of service-learning into the curriculum, and
5. school/community partnerships.

#### **Outcome Data**

##### **1. Hours of Service Performed by Students**

Eighty-eight of 105 grantees (84%) responded to this item. Overall, 18,414 students participated directly (i.e., provided service) for a minimum of 237,500 hours. This volunteer service is the equivalent of \$1,009,375 worth of work at the then-minimum wage of \$4.25 per hour, or 1.19 times the total amount awarded. Had all sub grantees responded, these figures would of course be higher.

##### **2. Partnerships Formed During the Project**

Of 72 grantees reporting data on increased numbers of school partners, 62 (86%) reported an increase in the number of community partners during 1994-95 as a result of their service-learning activities.

##### **3. Curricular Integration**

Eighty of the 81 sub-grants responding to this item (98.7%) reported a first-time or greater integration of service-learning into the curriculum. On a 1-10 scale, with 1 being the minimal and 10 being complete integration, more than 50% of the sub grants rated the integration of service into their curricula at 5 or higher.



#### 4. Attendance of Participating Students

Fifty-two sub-grantees responded to the questions comparing participating student absences before and during their sub-grant. Thirty-two of the 52 (62%) showed a decrease in student absences. Of the sub-grants reporting a decrease in absences, the average decrease was 45%. Eight (15%) reported no change in attendance, and 12 (23%) reported an increase in absences.

##### 4.a. Attendance in Sub-Grants with At-Risk Student Participants

Twenty-eight of the 52 (54%) sub-grantees reporting on attendance also had a preponderance of at-risk students. Students in 17 of 28 (64%) sub-grants showed improved attendance; the average decrease in absences was 39%. Four percent or 1 of the 28 had no decrease in absences; 9 of 28 (32%) indicated students had increased absences.

##### 4.b. Attendance in Sub-Grants with Curricular Integration

Of the 25 programs that integrated service-learning into specific courses and also reported absence data, 18 (72%) indicated a decrease in student absences. Two of the 25 (8%) reported student absences remaining the same, and 5 of 25 (20%) reported student absences increased.

#### 5. Improvement in GPA

Fifty-two sub-grantees responded to questions about students GPA before and during their service-learning sub-grant. Thirty-six of the 52 (70%) indicated an improvement in grades during the program. Of those that improved, 15 of 36 (42%) gained 0.5 point or more in their GPA. Ten of the 52 (19%) reported that students grades stayed at the same academic level. Six sub-grantees reported that their students earned lower grades.

Note: Because the evaluation form was worded narrowly and requested GPA data

on participants, elementary schools that do not measure student achievement with a GPA system did not respond to this item.

#### 5.a. Improvement of GPA in Sub-grants with At-Risk Student Participants

25 of the 52 sub-grants (48%) reporting on GPA also had a preponderance of-risk students. Students in 21 of the 25 (84%) of these sub-grants improved their grades- 36% by 0.5 or more. Four percent or 1 of 25 programs indicated that student grades remained at the same levels. Three of the 25 (12%) indicated that students grades decreased.

#### 5.b. Improvement of GPA in Sub-Grants with Curricular Integration

In the 28 sub-grants that integrated service-learning into specific courses and also reported GPA, 20 (71%) indicated an improvement in GPA. In one quarter of the programs, student grades remained the same, while in 4% of programs student grades decreased.

### 6. Numbers of Discipline Referrals

Fifty-eight sub-grantees responded to outcome data items about numbers of students receiving discipline referrals before and during their service-learning sub-grant. Forty-four of 58 (76%) sub-grantees indicated a decrease in student referrals. The average decrease was 68%. Three of the 58, or 5% showed no change, while 11 of 58 (19%) reported increased referrals.

#### 6.a. Numbers of Discipline Referrals in Sub-grants with At-Risk Student Participants

Thirty-two of the 58 sub-grantees reporting on discipline referrals also contained a preponderance of at-risk students. Of the 32, students in 25 (78%) reported a

decrease in referrals. The average decrease was 70%. Students in 1 of 32 sub grants (3%) reported the same numbers of referrals, and 6 of 32 (19%) programs reported students having more referrals.

#### **6.b. Numbers of Discipline Referrals in Sub-Grants with Curricular Integration**

Of the 28 sub-grants that integrated service-learning into specific courses and also had reported discipline referral data, 21 (75%) had fewer referrals. Two of the 28 (7%) showed the same numbers of student referrals, and 5 of 28 (18%) had more referrals.

It should be pointed out that reports like this are more about evaluations of programs and practices and not products of rigorous research. "Very few of the studies used control groups, and very few tracked whether the impacts were sustained over time" (p. 660, Billig, 2000). So, when determining the impacts of service-learning, the reader should beware the context of the claim. There are more and more studies that are meeting this rigor (Scales, Blyth, Berkas, Kielsmeier, 2000) to give practitioners and policy makers solid tools and research results to help make informed decisions in improving education and youth development.

However, anecdotal evidence of the impacts on service-learning and service to the community can be the most powerful component of research and evaluation. For instance, "service may in fact influence students profoundly, but methods used to measure these effects may be flawed or inadequate," (Alt, 1997 p. 13). Time and time again middle school students report that service-learning and community service are great learning experiences and report profound reflections of themselves and their community (Fertman, 1996). Students with high levels of participation and, particularly, reflection had an improved sense of efficacy and pursuit of good grades (Scales, Blythe, Berkas, & Kielsmeier, 2000). Students overwhelmingly (100%) approved of the 1997 National Youth Leadership Camp quality (Rossi, 1998) and 96% rated excellent or very good the

1998 camp experience even though neither evaluation found statistically significant changes in social, psychological or intellectual growth in the participants. Add to that individual responses such as (Rossi, 1998):

“Made me realize what I’ve taken for granted.”

“I learned how to communicate better.”

“I loved it. It opened my eyes.”

“I know how to influence my community.”

“Very rewarding.”

“Pushed my physical boundaries.”

“It was the best week of my life.”

“My best experience of my entire life.”

“Keep up the awesome work.”

“Had a great time.”

“Loved it.”

“This was the best experience of my life!!!”

“Thank you.”

Such responses force the evaluator to look at the questions being asked and the methodology of the research. There must be effective methodologies and evaluation tools to give evidence that practices that we innately feel are valuable can in fact be demonstrated to be measurable. A rubric by which we might evaluate service programs could reveal the valuable resource our youth represent and demonstrate the impact on learners when engaged in improving our community (Brandell, 1997) (Garber & Heet, 2000). As part of our education mission, our schools of the new millennium may have to adopt as part of our mission statement, “in body, mind and spirit”, the spirit being the values of a civil society in partnership between school and community.

Moreover, service-learning may be the only meaningful and effective path to education reform because it is defined and measured in student centered terms in teacher empowered

environments. The current practice, though there are many as indicated by Sigmon's Typology of Service-Learning, is a grass roots movement bubbling up rather than trickling down: it creates a classroom that is like a democratic laboratory for learning (Kielsmeier, 2000) which is closely linked to community needs and creates "new roles for students and teachers, make(s) use of action based instructional methods, and lead(s) to the learning of meaningful, real-world content (Nathan & Kielsmeier, 1991)". This research should help determine if this is truly a direction students, teachers, parents and communities want to make.

### Summary

This chapter reviewed the literature on service and school reform and looked at trends in education, the evolving role of service in education, and findings of research on the impacts of service-learning. The first section looked at trends in education and examined the areas of academics, values, and community as integral components of education. This chapter goes on to highlight the role of standards in modern thinking about education and how service and service-learning play key and supporting roles in that thinking. The last sections of chapter II describe the evolution of the role of youth in society and school and makes the case for service-learning from the results of the research data in this review.

## Chapter 3

### Method

#### The Research Question

The research null hypothesis is the following:

- There is no difference in the self-esteem and attitudes towards school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences

The research null hypothesis is derived from the essence of what parents and educators hope about meaningful and effective education for their children that lies outside of academic performance and assessment. In addition to academic rigor, parents and teachers hope that quality of character, efficacy, strong self-esteem and commitment to community are also by-products of a student's education. In terms of academic achievement, the use of course grades, standardized testing and completing state required standards seem to satisfy the evaluation needs. Measuring quality of character, efficacy, self-esteem and commitment to community have no benchmarks or common evaluative measures, although some states, like Maryland, have mandatory service requirements and others, like Minnesota, are looking at implementing service-learning standards.

This study is designed to look at the issues of student self-esteem and attitudes that reflect efficacy and commitment to community with instruments that have proven reliability and validity. A control group of students who are not engaged in a school sponsored service-learning program and an experimental group of students who are engaged in a school sponsored service-learning program participated in this pre and post test treatment.

### Selection of Service-Learning Program

North Campus High School in White Bear Lake, Minnesota, was chosen because it has a fairly well established service-learning program that has been recognized and commended for its quality. The White Bear Lake program has service-learning characteristics that reflect some of the criteria for effective service as outlined in the National and Community Service Trust Act of 1993 and Sigmon's typology of service-learning. In other words, the type of program selected for this study must include:

- \* a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- \* coordination with an elementary school, secondary school, institution of higher education, or community service program and the community;
- \* fostering civic responsibility;
- \* integration into and enhancement of the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled;
- \* structured time for students or participants to reflect on the service experience.

(Cairn & Kielsmeier, 1991, p.17)

The Ambassadors Service-Learning Youth Development program at White Bear Lake North Campus High School is voluntary though students register for it just like an academic course during their regular high school registration process. Students who register for Ambassadors are usually 8th graders from the two middle schools that feed into the high school. Current high school 9th graders are also eligible to register for the Ambassador's service-learning program. White Bear Lake North Campus High School has only the two grade levels, 9th and 10th; there are service opportunities for 11th and 12th graders at the South Campus High School but their activities look much different than the initial Ambassador learning process.

Students who register for the program are scheduled into advisor/homeroom together to facilitate communication, support logistical needs, and build relationships among themselves and their teacher/advisor. Students must still complete certain school expectations that are required through advisor/homeroom.

A number of activities and parts of the program require after school participation and very little school time is devoted to the Ambassador service-learning program outside of the advisor/homeroom period. This requirement of participation outside of school hours may be a difficult commitment for some students though the Ambassador service-learning program does not interfere with the school's extracurricular activities. Students involved in sports and other after school programs can still join and participate in the Ambassador service-learning program.

White Bear Lake North Campus High School represents a third-ring suburb of St. Paul, Minnesota of approximately 1600 students in the 9th and 10th grades with a total K-12 enrollment of 9,440 students. The demographic make up of the school is .56% Native American, 3.50% Asian/Pacific Islander, 1.44% Spanish/South American, 1.44% Black-not Hispanic, .018% Caucasian/LEP, and 92.07% Caucasian. Free and reduced lunch count reflecting the district as a whole is 14.96% but for North Campus High School the free and reduced lunch count figure is 10.83% (Minnesota Department of Children, Families, and Learning, 2000).

#### Description of Ambassador Service-Learning Program

The Ambassador Program begins with the Journey to Adventure training program which consists of an immersion experience. During the course of the year there are curriculum training sessions that include service projects, small and large group activities, student



designed community needs assessments and ultimately, a student initiated service project. This is designed to create and foster independent action on the part of the students to continue serving in their community throughout their high school years.

The immersion session is a five-hour experience combining large and small group initiatives aimed at active participation, building group cohesion, communication, problem solving, group roles and leadership. The preparation for the immersion activity is fairly intensive and detailed. Instructions to the staff include this program note from the program director:

“ The very beginning of any adventure program is perhaps the most critical part of the entire journey. According to the theory of change, this is the time when it is most uncomfortable for participants. The Defreeze is when a participant is immediately challenged to step away from things most comfortable to him or her. This comfort may be physical, social, emotional or intellectual. It is critical that facilitators and leaders model the type of active participation we are looking for in the students. All faculty should be prepared to participate, laugh, have fun, interact and work to engage ALL students.”

“Maximum Challenge + Maximum Support = Maximum Participation and Growth.”

(training manual for White Bear Lake Youth Development, 1997, p. 1)

The curriculum continues with a series of sessions or journeys as follows:

Session #1 - Immersion Experience

Session #2 - Journey into Spaceship Earth - students learn to use their senses (hearing, touch, sight, smell, and taste) to better learn from their environment (the community) and to understand its strengths and its needs.

**Session #3 - Journey towards Communication** - students learn to become better communicators and examine how this applies to groups, leadership, and service.

**Service Day I - Make a Difference Day** - students join volunteers across the metro area to work together to help improve their communities.

**Session #4 - Journey towards Helping** - students will examine the role of the peer and community helper.

**Session #5 - Journey towards Leadership** - students explore leadership roles and group goal setting.

**Session #6 - Journey towards Servant Leadership** - students examine service and leadership.

**Session #7 - Journey towards Greatness: Servant Leader Reception** - students go face to face with leadership and greatness

**Session #8 - Journey towards Greatness II - Credibility** - students examine the importance of personal and group credibility.

**Service Day II - students recognize Martin Luther King, Jr. - A Day Not Off** - students come back to school to participate in service activities across the metro area.

**Session #9 - Journey towards Courage** - students prepare for exploration of courage and leadership while preparing for a day of rock climbing.

**Session #10 - Journey to the Summit** - students will communicate and demonstrate trust, responsibility, communication and individual and group efficacy.

**Session #11 - Journey towards Mission** - students work in groups to create an Ambassador Mission statement for their group.

**Session #12 - The Mission** - students present their mission statement and individual and group goals

**Session #13 - Stories from the Journey** - students present their group story, a report on their accomplishments in their journey towards service.

**Session #14 - Journey towards Solo - students finalize plans for Service Internships.**

**Service Day III - National Youth Service Day - students join volunteers across the metro area to work together to help improve their communities.**

**Session #15 - The Journey of Personal Discovery - students reflect on their Service Internships and continue development of their Leadership Portfolio.**

**Session #16 - Journey to a Destination - students complete their service internships and Leadership Portfolios.**

**End of Year Celebration Day - students gather to reflect on and celebrate their Journey Groups and the journey experience.**

**(Schedule for White Bear Lake Youth Development, 2000, p. 1-3)**

The goals and objectives of the Journey Experience and the Ambassador Program include increasing positive attitudes towards social and personal responsibility, democratic versus autocratic decision making, being active in one's community, and improving self-esteem and efficacy.

### Sample Population

A total of 164 students were selected for this study in the fall of 2000. The groups were composed of ten advisor/homerooms, five of which were Ambassador service-learning homerooms and five of which were non-Ambassador homerooms. These were 9th grade homerooms with the exception that a few Ambassador service-learning homerooms had 10th graders who wished to be a part of the Ambassador service-learning experience. The non-Ambassador or control homerooms were self selected by their teachers who offered the opportunity to their students. This was done by offering the opportunity to participate in the survey in the auditorium during homeroom period; juice and muffins provided.

Of the 164 students 64 were involved in the Ambassador service-learning program while 100 students were not involved the Ambassador service-learning program. Students who reported previous involvement in service organizations are represented in the tables that follow the statistical analyses. Demographic and ethnic data follow also.

Students were informed that this was a survey to help evaluate the White Bear Lake North Campus High School program and the results would be used to try and improve services for the students. The completing of the survey was voluntary and permitted and endorsed by the White Bear Lake Area School District. Participation or lack of participation have no effect on grades or the students status in homeroom or the school at large. Information regarding the survey and the Ambassador service-learning program was released to the community through the school newsletter and communications from the Ambassador program.

The survey instrument was designed to protect the anonymity of the students by using an identification scheme that would link the pre and post test but not reveal the identity of the student. This was done by asking for the student to not put their name on the survey but to fill out their birth date and their first and middle initials. Upon completion the surveys were deposited in a box at the front of the room. Ample time was given for completion during the advisory period and students were allowed passes to their next class to avoid an unexcused tardy. The instruments are always in the possession of the researcher and kept in confidence.

### Instruments

#### *Social and Personal Responsibility Scale (see Appendix A)*

This instrument was developed by Daniel Conrad and Diane Hedin (1985) and consists of five subscales that reflect Social and Personal Responsibility. These subscales are:

- Attitudes on Social Welfare - this sub-scale focuses attitudes of

responsibility and the extent to which one feels concerned about the problems and issues in society. An item: "Some teenagers are interested in doing something about problems in the community, but other teenagers are not that interested in working on problems in the community." (Items 2, 7, 11, 15)

- **Attitudes on Duty** - this sub-scale is closely related to attitudes on social welfare but focuses on feelings of personal commitment to meet social obligations. For example: "Some teenagers feel bad when they let people down who depend on them, but other teenagers don't let it bother them that much." (Items 1, 10, 17, 20)

- **Competence** - this sub-scale looks at the issue of being able to take responsibility. It allows measurement of taking responsibility in a context of having the competence and skill to assume such a responsibility. An example given is the ability of a bystander to swim or intervene at a drowning; one may be willing to help but not have the skills or ability to truly be responsible. An item illustrating this is: "Some teenagers are good at helping others but other teenagers don't see helping people as one of their strong points." (Items 9, 13, 16)

- **Efficacy** - this sub-scale recognizes that an individual must believe that taking responsibility will have an impact or make a difference in their environment. The four items ( Items 14, 18, 19, 21) examine this willingness such as this example: "Some teenagers don't think they have much say about what happens to them, but other teenagers think they can pretty much control what will happen to their lives".

- **Performance** relates to the performance of responsible acts and deals with to what extent students do act in responsible ways. A sample item: "Some teenagers let others do most of the work in a group but other teenagers help in a group all they can." (Items 4, 5, 8, 12)

The question format here is critical. Conrad and Hedin had transformed this scale specifically to get more accurate responses in a context of community based learning. This scale is intended to help get more accurate reporting to counter balance the natural tendency to present oneself in a positive light. The mitigating circumstance is that this presentation is confusing to students. This is why we put this scale first in the test. This takes advantage of the initial energy at the start of an activity. We also circulated among the students to lend assistance in understanding what the item was asking. It also prevented double answers by student who would check an item in each column instead of just one.

The reading level for this scale was established to be at the 7/8 grade level on the Dale-Chall Reading Level Test and grade 7 on the Fry test with an over all reliability level of .83.

*Janis -Field Feelings of Inadequacy Scale (see Appendix A)*

The Janis-Field Feelings of Inadequacy Scale is widely used. It is brief but has achieved wide acceptance and has been used extensively in research as a measure of self-esteem. It has been shown a reliability of .88. The 10 items are measured on a five point scale of 1 being "very often" and 5 meaning "practically never." Example items: "How often do you worry about whether other people like to be with you?" and "When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?"

*Autocratic versus Democratic Decision Making (see Appendix A)*

The third section, Authoritarian/Democratic Leadership is a scale designed to determine attitudes toward democratic and autocratic styles of leadership and decision making. The use, validity and reliability of this scale is unknown to the researcher. However, this instrument gives information on the participant regarding leadership styles and decision making processes and whether the service-learning experience leads to more group

participation in matters of leadership and decision making than the control group. Used by the National Youth Leadership Council for their leadership camp evaluations, the Authoritarian-/Democratic Leadership scale was used to look at the notion of the servant leader and attitudes toward democratic processes.

This scale is made up of 9 statements to which the respondent indicates their level of agreement according to 6 levels. The items are presented so as to elicit responses that would indicate whether the respondent prefers group decision making over relegating decision-making to a single individual. The next page offers an excerpt.

For example:

|   | Agree<br>very<br>much | Agree<br>pretty<br>much | Agree<br>a<br>little | Disagree<br>a little | Disagree<br>pretty<br>much | Disagree<br>very<br>much |
|---|-----------------------|-------------------------|----------------------|----------------------|----------------------------|--------------------------|
| It is possible to get ahead in this world without taking advantage of people. | 1                     | 2                       | 3                    | 4                    | 5                          | 6                        |

*Being Active in Your Community Scale (see Appendix A)*

The Being Active in Your Community Scale is a semantic differential instrument that is used here to reflect changes in attitude that students might have regarding their experiences of participating in the program and in their community. This study is examining attitudes and this scale plays an important part in reporting any changes in attitude. The composition of the semantic differential is set up with qualifiers, adjectives, and their antonyms with seven attitude positions between them.

**Being Active in Your Community**

1      2      3      4      5      6      7

Useless      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      Useful

The student is asked to rate their opinion or feelings about "Being Active in the Community" on a scale of 1 to 7. The qualifiers may fall into clusters of meaning that reflect evaluation (e.g., good - bad), potency (e.g., strong - weak) or activity (e.g., fast - slow). In fact the last item in this scale is:

1      2      3      4      5      6      7

Something      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      Something

I will do      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      I will not do

This scale is divided into four subscales: Evaluative (E); Novelty (N); Difficulty (D); and Will or Will Not Be Active in the Future (W). Scoring is reported as an average or mean of each of the subscales. Semantic Differentials have proven themselves in a variety of research problems (Kerlinger, 1973) for reliability and validity (Heise, 1969).

*Social and Personal Orientation Scale (see Appendix A)*

This scale is comprised of 15 items that look at student attitudes of individual and group efficacy and their orientation. Within this scale are three subscales that examine sociability, success orientation and diversity. The scale is constructed with four possible responses: SA = strongly agree, A = agree, D = disagree, and SD = strongly disagree. Example items are:

|   | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|---|-------------------|-------|----------|----------------------|
| Compared to most people, my opportunities for education and jobs are pretty good. | SA                | A     | D        | SD                   |



I feel I have little influence over the things that happen to me. SA A D SD

Self-reporting on future schooling plans (see Appendix A)

On both the pre test and the post test was a section that asked about two areas of concern for this survey. For purposes of determining attitudes about post secondary schooling, the survey in both pre and post test versions included statements about their future schooling

Please circle the answers that best apply to you.

|   |     |                |    |
|---|-----|----------------|----|
| <b>I will graduate from high school</b> | Yes | I don't know   | No |
| <b>I will go to a 2-year college</b>    | Yes | I don't know   | No |
| <b>I will go to a 4-year college</b>    | Yes | I don't know   | No |
| <b>I will go to graduate school</b>     | Yes | I don't know   | No |
| <b>I know what I want for a career</b>  | Yes | I kind of know | No |

Self-reporting on previous service participation (see Appendix A)

It was important for this study to control for those students who may have extensive service experience whether they are in the control or treatment groups. In the one such study (Scales, Blythe, Berkas, & Kielsmeier, 2000, p. 344) it was cited as a problem concerning the composition of the service-learning and control groups. This portion of the survey allowed greater control of comparisons between students with greater service

experience compared to those with less service experience. The items were presented as possible service activities and the choice of three levels of activity: a lot, sometimes, and a bit. An example follows:

| <u>Activity</u> | <u>Level of Participation</u> |           |       |
|-----------------|-------------------------------|-----------|-------|
| 1. Cub Scouts   | A lot                         | Sometimes | A Bit |

### Administration of the Instruments

All measures described above were included in a single instrument titled, White Bear Lake Student Survey Questionnaire 2000. The pretest was administered in September of 2000 and the post test in May of 2001. These tests or surveys were given to the same students in similar circumstances and settings both times.

### Data Analysis

The main analysis of data was to compare the pre-post mean scores for the two groups. Group 1 was the experimental or treatment group, the Ambassador Service-Learning students and group 2 was the control group, those students not engaged in the Ambassador program. This analysis was a t-test of means for correlated groups to determine whether the pre-post means differed significantly.

A second analysis of was made to determine if their were differences in the means within each group to determine whether the pre-post test means differed significantly.

A third analysis was made by analyzing the repeated measures with covariates (ANACOVA or analysis of covariance). This was done to determine if their was any significant interaction with the variables according to gender, ethnicity, previous service experience, and self reporting on making friends this year, freedom at school, school quality, and performance.

### Summary

Chapter III presented the methodology of the study. The chapter was divided into the following sections: The Research Question, Selection of Service-Learning Program, Description of Ambassador Service-Learning Program, Sample Population, Instruments, Administration of the Instruments, and Data Analysis.

The research question was derived from examining the review of the literature and previous research into the effects of service-learning. There have been numerous studies investigating the benefits and effects of service-learning and this study was designed to get a better understanding of the impacts and implications of service-learning programs and activities.

The selection of the service-learning program was based on the characteristics and definitions of service-learning as described in the National and Community Service Trust Act of 1993. It is a program where students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities through a secondary school. The program fosters civic responsibility while enhancing the academic curriculum of the students and has structured time for students or participants to reflect on the service experience.

The Ambassador Program is an extracurricular service-learning activity that incorporates some school-day time with after school and week-end activities that, during the course of the year, include curriculum training sessions, service projects, small and large group activities, student designed community needs assessments and ultimately, a student initiated service project. This is designed to create and foster independent action on the part of the students to continue serving in their community throughout their high school years.

The study included 95 students, 46 of whom were involved in the Ambassadors Service-

Learning Group and 49 of whom had chosen not to participate in the Ambassador program. The sample basically reflected the school population as a whole with a demographic make up of .56% Native American, 3.50% Asian/Pacific Islander, 1.44% Spanish/South American, 1.44% Black-not Hispanic, .018% Caucasian/LEP, and 92.07% Caucasian.

The assessment procedures and the instruments were chosen to help replicate past studies and to offer a validity and reliability to prove useful to the body of research that already exists. The instruments used were the Social and Personal Responsibility Scale, Janis - Field Feelings of Inadequacy Scale, Autocratic versus Democratic Decision Making, Being Active in Your Community Scale, Social and Personal Orientation Scale, a survey for Self-reporting on future schooling plans, and a survey for Self-reporting on previous service participation.

The instruments were included in a questionnaire packet that was given in September of 2000 and again in May of 2001 in a pre-post test design. The instrument was administered at the same time of day, in the same room with the same conditions for both tests.

Data analysis was carried out using the Statistical Package for the Social Sciences in three phases. In phase one, the pre and post scores for each group were compared using a t-test of means comparison. The second phase was examining pre and post scores within each group using a t-test of means comparison. And finally, a comparison of multiple measures and analysis of covariance was used to determine significant interactions in areas of gender, ethnicity, previous service experience, and self reporting on making friends this year, freedom at school, school quality, and performance.

Chapter IV reports the results of this study.

## Chapter 4

### Results

#### Introduction

Since the 1960's there has been an increasing interest in and investigation of service-learning. The interest evolved out of an academic and scholarly approach to service-learning by a wave of practitioners who brought it to the colleges and universities of the U.S. It was not only as a part of a greater social role of the colleges and universities but as an academic area that investigated both the theoretical and practical implications of service, community involvement, and experiential education.

#### Research Question

This study was organized around the null hypothesis:

There is no difference in the self-esteem and attitudes towards school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences.

#### Instruments

The instrument used to examine this hypothesis was titled "White Bear Lake Student Survey Questionnaire 2000" and was administered as a pre and post test measurement comprised of five scales, their subscales, and six self reporting parameters as described below. Chapter 3 and the appendices document further detail.

**Scale 1 - Social and Personal Responsibility Scale** measures the extent to which students feel responsible, competent, efficacious, and involved in performing responsible acts. This scale is divided into the subscales:

**Attitudes on Social Welfare (subscale 1)** feelings and concern for issues and problems in the wider society.

**Attitudes on Duty (subscale 2)** feelings to personally meet social obligations and commitments.

**Competence (subscale 3)** the ability to put in action notions of responsibility.

**Efficacy (subscale 4)** is the belief that assuming responsibility and taking action will have a positive impact on the social context that one is trying influence.

**Performance (subscale 5)** assesses the extent to which students perceive that they do act responsibly and behave in responsible ways.

**Scale 2 - Janis-Field Feelings of Inadequacy Scale** is a measure of self-esteem.

**Scale 3 - Democratic versus Autocratic Decision Making** assesses to what degree a student sees group decisions built on consensus and democratic processes is more important than autocratic or hierarchical decision making processes.

**Scale 4 - Being Active in Your Community** is a semantic differential to measure a student's attitude on being involved in one's community. It is divided into four subscales.

**Evaluative (subscale 1)** reveals the student attitude toward being active in the community by judging it against the parameter of the differential, e.g. Boring versus Interesting.

**Novelty (subscale 2) indicates that being active in your community is a new idea or that it contains some notion of being unusual.**

**Difficulty (subscale 3) indicating the student's perception as to the ease or difficulty of being active in the community.**

**Future action (subscale 4) simply recording the students plan or intent to be active in the community in the future.**

**Scale 5 - Social and Personal Orientation Scale assesses student attitudes of individual and group efficacy and their orientation. Within this scale are three subscales.**

**Sociability (subscale 1) measures the extent to which a student believes how others perceive him and his/her role in a social context.**

**Success Orientation (subscale 2) assesses to what the student attributes his/her success and ability to succeed.**

**Diversity (subscale 3) measures the student response to valuing diversity (race, age, culture) and meeting new people and trying new things.**

**Self Reporting Data included six areas of data collection. They included:**

**Ethnicity - reporting the race of the student.**

**Experience in serving in the community -This scale measured the level of participation in service groups and activities in the school and community.**

Friends - self-reporting whether the student made new friends during the school year.

Freedom - student evaluation as to the amount of freedom they perceived at the school site and in the school program.

Quality - students rated their school on the quality of the program and the current school year.

Performance - students self-reported their level of performance for the school year.

### The Subjects of the Study

The study involved a group of 130 students in the 9th and 10th grade of White Bear Lake Area Public Schools, District 624, in suburban St. Paul, Minnesota. They participated in a pre-post test design administered in the fall and spring of the 2000-2001 school year. After control for absences, incomplete, and ambiguous questionnaires the total group N equaled 95 with 46 students in the experimental group and 49 in the control group. The fact that a number of experimental group students weren't available in the fall but participated in the spring and that a group of non-experimental students were inadvertently excluded in the post test account for the discrepancy between 130 and 95 participants.

The experimental group were students who selected to become part of White Bear Lake Public Schools Ambassador Service-Learning Youth Development Program. These students signed up for this program as a regular part of registration for school. It is important to note that the program operates outside of the school day and is not a regularly scheduled class but rather a co-curricular activity. These students are, however, scheduled together during the advisory period (homeroom) taking advantage of school day time to facilitate communication and training.



An overarching result of the statistical analysis of this investigation reveals that the two groups were statistically significantly different from the onset. The fact that students in the experimental group were self-selected is born out in the data analysis and therefore the true sense of experimental versus control groups randomly selected from the population at large does not hold in this study. However, looking at the attitudes of high school students choosing different high school experiences should still be of interest to researchers and public school officials. The purpose of this study was to examine exactly such potential trends and correlations.

Table 4.1 on page 64 is a table of significances and is displayed in the following manner:

**Group** - tells us if the two groups answered the questions differently. i.e., one group might show higher levels of self-esteem than the other.

**Group by pre/post** - represents significant differences between the experimental group and the control group in relation to the pre and post test, i.e., the level of self-esteem may have increased more for one group than the other from the fall to the spring.

**Pre/post** - indicates whether there were changes from the beginning of the year to the end regardless of group, i.e., all participants showed an increase in self-esteem from the fall to the spring.

### Data and Statistics

The data reveal that there were no statistically significant differences ( $p < .537$ ) in the comparison of experimental and control group responses through the pre and post test assessments. That is to say, that there was no difference in the change of self-esteem and attitudes towards school and community between high school students who were involved

in school-sponsored service-learning experiences and those who were not involved in school-sponsored service-learning experiences. The data in column 2 of Table 4.1 indicate no statistically significant change in any of the scales or sub-scales between the experimental and control groups. Though one might conclude that students involved in service programs will not improve their attitudes about school, community and serving others, a caveat must be observed here.

Students already were different at the beginning of this study as described above in terms of the self selection process. The procedure by which students registered for school classes and consequently this youth development service-learning program, the Ambassadors, was a selection or sorting process in itself. Some, the experimental group, chose the Ambassadors while others, the control group, chose not to register for the Ambassador service-learning program. The statistical evidence of this difference between the groups is found in Table 4.1 in column 1, marked "Group."

The data in the first column of Table 4.1 tell us that the two groups answered the surveys differently from each other. On four out of the five scales and the over-all score for the entire instrument the difference between the two groups was significant.

For Scale 1, Social and Personal Responsibility Scale, the mean score for the Experimental Group (Group 1) is 60.44 and for the Control Group (Group 2) 55.69 with a significance of  $p < .020$ .

Similarly, Scale 2, the Janis-Field Feelings of Inadequacy Scale, a measure of self-esteem, the mean score for the Experimental Group (Group 1) is 33.20 and for the Control Group (Group 2) 31.59 with a significance of  $p < .027$ .

Scale 3. Democratic versus Autocratic Decision Making the mean score for the Experimental Group (Group 1) is 36.36 and for the Control Group (Group 2) 32.76 with a significance of  $p < .009$ .

Scale 4. Being Active in Your Community the mean score for the Experimental Group is 56.22 and for the Control Group 51.86 with a significance of  $p < .010$ .

Scale 5. Social and Personal Orientation Scale showed no statistically significant difference in the way the two groups responded to this scale.

The total instrument pretest mean scores were 231.91 for the Experimental Group and 215.63 for the Control Group with a significance of  $p < .002$ . The pretest means have a spread of more than 16 points between the two groups rating the experimental group significantly higher on the total instrument and the first three scales.

Those who signed up for the Ambassador service-learning program and thus were in the experimental group tended to be more socially responsible ( $p < .020$ ), more self confident ( $p < .027$ ), tended to prefer democratic and consensus oriented processes towards shared decision making as compared to the control group ( $p < .009$ ). More significantly, the data reveal that the experimental group has more positive attitudes about being active in their community ( $p < .010$ ).

The data related to the hypothesis being tested are found in column 2 of Table 4.1 on page 6 where we see the differences among the groups as it relates to the treatment. The results reveal that there were no levels of significance of  $p < .10$  for any of the scales or sub-scales. In other words, treatment (participation in the Ambassadors Service-Learning Youth Development Program), though it showed modest gains in scores, produced no statistically significant results as compared to the control group.

**Table 4.1 - Table of Significances**

Cells of statistically significant differences of  $p < .01$  are marked by an asterisk (\*); cells with  $p < .05$  are marked with a dagger (†).

| Scale/subscale                                    | Group  | Group pre/post | Pre/post | Ethnic | Experience | Friends | Freedom | HS Quality | Perform |
|---|--------|----------------|----------|--------|------------|---------|---------|------------|---------|
| 1. SPRS - entire scale                            | 0.02†  | 0.954          | 0.770    | 0.250  | 0.251      | 0.577   | 0.436   | 0.177      | 0.115   |
| sub 1. Social Welfare                             | 0.038† | 0.340          | 0.818    | 0.987  | 0.048†     | 0.220   | 0.625   | 0.045†     | 0.567   |
| sub 2. Duty                                       | 0.091  | 0.761          | 0.101    | 0.988  | 0.864      | 0.565   | 0.595   | 0.451      | 0.266   |
| sub 3. Competence                                 | 0.347  | 0.674          | 0.360    | 0.140  | 0.011†     | 0.742   | 0.910   | 0.004*     | 0.221   |
| sub 4. Efficacy                                   | 0.187  | 0.264          | 0.822    | 0.307  | 0.947      | 0.669   | 0.284   | 0.684      | 0.081   |
| sub 5. Performance                                | 0.017† | 0.185          | 0.894    | 0.100  | 0.647      | 0.424   | 0.850   | 0.400      | 0.094   |
| 2. Janis-Fields (self-esteem)                     | 0.027  | 0.186          | 0.000*   | 0.157  | 0.277      | 0.695   | 0.207   | 0.199      | 0.233   |
| 3. Democratic vs. Autocratic Decision Making      | 0.009* | 0.251          | 0.166    | 0.056  | 0.311      | 0.918   | 0.532   | 0.340      | 0.078   |
| 4. Being Active in Your Community - entire scale  | 0.010  | 0.483          | 0.020    | 0.614  | .004*      | 0.04†   | 0.158   | 0.282      | 0.007*  |
| sub 1. Evaluative                                 | 0.333  | 0.780          | 0.430    | 0.862  | 0.233      | 0.585   | 0.741   | 0.825      | 0.321   |
| sub 2. Novelty                                    | 0.240  | 0.705          | 0.548    | 0.979  | 0.341      | 0.413   | 0.120   | 0.660      | 0.590   |
| sub 3. Difficulty                                 | .014†  | 0.974          | 0.000*   | 0.347  | 0.033†     | 0.075   | 0.084   | 0.510      | 0.171   |
| sub 4. Future Action                              | 0.005* | 0.855          | 0.000*   | 0.612  | 0.003*     | 0.300   | 0.795   | 0.084      | 0.007*  |
| 5. Social and Personal Orientation - entire scale | 0.105  | 0.160          | 0.616    | 0.051  | .006*      | 0.601   | 0.374   | 0.107      | 0.001*  |
| sub. 1 Socialbility                               | 0.176  | 0.320          | 0.400    | 0.226  | .013*      | 0.945   | 0.114   | 0.407      | 0.001*  |
| sub 2. Success Orientation                        | 0.022  | 0.135          | 0.910    | 0.004* | 0.096      | 0.961   | 0.542   | 0.116      | 0.008*  |
| sub 3. Diversity                                  | 0.511  | 0.502          | 0.879    | 0.944  | 0.001*     | 0.017   | 0.246   | .009*      | 0.366   |
| Grand Total (All Scales)                          | 0.002  | 0.537          | 0.902    | 0.116  | 0.009*     | 0.245   | 0.301   | 0.067      | 0.003*  |

In examining correlates such as ethnicity (column 4), experience in the community (column 5), making friends during the year (column 6), their perception of freedom in the high school environment (column 7), their rating of the quality of their school (column 8), and their own assessment of how they felt about their high school performance (column 9), there was basically no significant interaction between the experimental and control groups except in the areas of experience and performance which will be addressed later.

The data in column 3 of Table 4.1 look at the differences of all the students from fall of 2000 to the spring of 2001. These data hold several implications for interpretation but may be best understood by the changes youth experience as they mature and complete a year of high school. Out of these data we found statistically significant differences in self-esteem, ( $p < .000$ ). Students grew more confident of themselves as the year progressed. However, a look at Table 4.2, the Table of Means and Means Differences, shows us a better look at this measure.

The Experimental Group, having gone through the Ambassador Service-Learning Youth Development Program, showed a 4 point increase ( $p < .001$ ) on the Janis-Field scale while the Control Group's increase was 1.69 points ( $p < .140$ ). Though both groups showed an increase in self-esteem, the Experimental Group showed statistically significant increases indicating that treatment did have an effect. This is consistent with other findings that report increased self-esteem of students who are engaged in a service-learning program (Luchs, 1981; Conrad and Hedin, 1982; Hedin, 1989; Schaffer, 1993).

There were some negative trends in mean scores though they did not reveal any statistically significant differences. Declines for both groups were found in Personal and Social Responsibility Scale; Democratic versus Autocratic decision making, and Being Active in Your Community. On the Personal and Social Responsibility Scale, the Experimental Group declined .33 points while the Control Group declined 1.32 points. Similarly, Scale

**Table 4.2 - Table of Means and Means Differences**

| Group  | 1      |           |        |           |         |       | 2      |           |        |           |         |       | 1/2   |
|--|--------|-----------|--------|-----------|---------|-------|--------|-----------|--------|-----------|---------|-------|-------|
|  | Pre    | Std. Dev. | Post   | Std. Dev. | Change  | p     | Pre    | Std. Dev. | Post   | Std. Dev. | Change  | p     |       |
| Scale/subscale                                       | Mean   |           | Mean   |           | in mean | w/i   | Mean   |           | Mean   |           | in mean | w/i   | w/o   |
| 1. SPRS - entire scale                               | 60.44  | 7.31      | 60.11  | 11.31     | -0.33   | 0.827 | 55.69  | 6.80      | 54.37  | 10.86     | -1.32   | 0.331 | 0.954 |
| sub 1. Social Welfare                                | 12.16  | 2.24      | 11.93  | 2.08      | -0.23   | 0.486 | 11.05  | 1.74      | 10.72  | 2.60      | -0.33   | 0.309 | 0.340 |
| sub 2. Duty  | 13.49  | 2.03      | 12.97  | 2.04      | -0.52   | 0.153 | 12.56  | 2.44      | 12.01  | 2.93      | -0.55   | 0.169 | 0.761 |
| sub 3. Competence                                    | 11.56  | 1.65      | 11.60  | 2.24      | 0.04    | 0.881 | 10.76  | 1.66      | 10.84  | 2.50      | 0.08    | 0.844 | 0.674 |
| sub 4. Efficacy                                      | 10.93  | 2.09      | 11.55  | 6.92      | 0.62    | 0.55  | 10.40  | 2.17      | 9.74   | 2.36      | -0.66   | 0.063 | 0.264 |
| sub 5. Performance                                   | 12.31  | 2.31      | 12.05  | 2.27      | -0.26   | 0.438 | 10.92  | 2.00      | 11.06  | 2.82      | 0.14    | 0.719 | 0.185 |
| 2. Janis-Fields (self esteem)                        | 33.20  | 5.52      | 37.20  | 5.88      | 4.00    | .001* | 31.59  | 4.23      | 33.28  | 7.17      | 1.69    | 0.140 | 0.186 |
| 3. Democratic vs. Autocra                            | 36.36  | 6.02      | 34.30  | 5.00      | -2.06   | 0.088 | 32.76  | 6.45      | 31.96  | 7.06      | -0.80   | 0.540 | 0.251 |
| 4. Being Active in Your<br>Community - entire scale  | 56.22  | 5.55      | 54.56  | 7.15      | -1.66   | 0.083 | 51.86  | 5.64      | 48.78  | 12.94     | -3.08   | 0.077 | 0.483 |
| sub 1. Evaluative                                    | 33.62  | 4.39      | 33.07  | 6.86      | -0.55   | 0.531 | 30.90  | 5.20      | 29.32  | 9.50      | -1.58   | 0.162 | 0.780 |
| sub 2. Novelty                                       | 12.69  | 2.48      | 12.38  | 2.55      | -0.31   | 0.515 | 12.54  | 2.70      | 11.84  | 3.88      | -0.7    | 0.303 | 0.705 |
| sub 3. Difficulty                                    | 4.16   | 1.40      | 3.87   | 1.55      | -0.29   | 0.370 | 3.82   | 1.42      | 3.60   | 1.50      | -0.22   | 0.391 | 0.974 |
| sub 4. Future Action                                 | 5.76   | 1.19      | 5.24   | 1.48      | -0.52   | 0.032 | 4.60   | 1.34      | 4.02   | 1.74      | -0.58   | 0.067 | 0.855 |
| 5. Social and Personal<br>Orientation - entire scale | 45.69  | 4.67      | 46.87  | 5.49      | 1.18    | 0.121 | 43.73  | 4.92      | 42.30  | 10.15     | -1.43   | 0.302 | 0.160 |
| sub. 1 Socialbility                                  | 22.04  | 2.43      | 22.71  | 3.12      | 0.67    | 0.106 | 20.96  | 2.71      | 20.52  | 5.23      | -0.44   | 0.556 | 0.320 |
| sub 2. Success Orientation                           | 17.16  | 2.48      | 17.67  | 2.43      | 0.51    | 0.249 | 16.26  | 2.46      | 15.50  | 3.84      | -0.76   | 0.186 | 0.135 |
| sub 3. Diversity                                     | 6.49   | 1.10      | 6.49   | 1.18      | 0.00    | 0.990 | 6.51   | 1.10      | 6.28   | 1.68      | -0.23   | 0.352 | 0.502 |
| Grand Total (All Scales)                             | 231.91 | 15.00     | 233.03 | 24.50     | 1.12    | 0.666 | 215.63 | 16.00     | 210.69 | 40.66     | -4.94   | 0.320 | 0.537 |

4. Being Active in Your Community the Experimental Group declined by 1.66 points whereas the Control Group dropped off by 3.08 points.

Scale 3, Democratic versus Autocratic decision making reveals the greatest departure from the trends. On this scale the Experimental Group declined 2.06 points whereas the Control Group only declined by .80. Though not statistically significant, these differences are saying something when we see a divergent trend from the pre and post test. The modest gain for the Experimental Group and the drop of nearly five points for the Control Group in the total means for the entire instrument leaves a post test spread of 22.34 points, 6.06 points greater at the end than at the beginning.

#### Further Analysis

Although the study proves the null hypothesis, it provides a rich array of information that is very useful for examining the effects of service-learning. By looking at such factors as the covariates and the significant portions of the statistics we are able to determine a number of trends, issues, and areas for further study.

In examining the entire population it was found that previous experience in the community (Scouting, 4H, church groups, etc.) was a positive and significant indicator of the change in answers for the entire group from fall to spring. Students were asked to rate their level of participation in volunteer or community organizations by indicating whether they were involved "A Lot", three points, Sometimes, two points, or "A Bit", one point.

Those students who have had previous experience participating in a community service organization such as scouting, church groups, 4H, etc., showed a positive change in answers from the fall of the year to the spring of the year in the areas indicated in Table 4.3. In other words, students from either group, experimental or control, who indicated positive changes in attitudes about being active in their community ( $p < .001$ ), service or

Difficulty ( $p < .001$ ), and a commitment to do service, Future Action, ( $p < .001$ ) were all students who had reported being active in some sort of service organization. These same students exhibited a positive sense of efficacy as indicated on the Social and Personal Orientation scale ( $p < .006$ ). Within this Social and Personal Orientation scale, students who had previous service experiences showed significant changes in their answers from spring to fall regarding Sociability<sup>2</sup> ( $p < .015$ ) and Diversity<sup>3</sup> ( $p < .001$ ).

An interesting and striking similarity of data appears in the area of student self reporting on their performance during the school year. In the post test, students were asked to rate their performance for the year. The question, "According to your personal standards, how would you rate your overall performance in school this year?" had a rating scale of excellent, very good, good, fair, and poor. Those students who rated their performance in school for the year as "very good" or "excellent" showed a positive change in answers from the fall of the year to the spring of the year in the areas indicated by Table 4.4.

**Table 4.3**

| Significance w/ Experience<br>as a variable          | p value |
|--|---------|
| 4. Being Active in the<br>Community - entire scale   | 0.004   |
| sub 3 Difficulty                                     | 0.033   |
| sub 4 Future Action                                  | 0.003   |
| 5. Social and Personal<br>Orientation - entire scale | 0.006   |
| sub 1. Sociability                                   | 0.013   |
| sub 3. Diversity                                     | 0.001   |

**Table 4.4**

| Significance w/ Performance<br>as a variable         | p value |
|--|---------|
| 4. Being Active in the<br>Community - entire scale   | 0.007   |
| sub 3 Difficulty                                     | N.S.    |
| sub 4 Future Action                                  | 0.007   |
| 5. Social and Personal<br>Orientation - entire scale | 0.001   |
| sub 1. Sociability                                   | 0.001   |
| sub 3. Diversity                                     | 0.008   |

<sup>2</sup> The Sociability subscale is characterized by questions such as, "I'm interested in doing things to improve my school or community".

<sup>3</sup> Diversity is characterized by questions such as, "I enjoy being with people different from myself (e.g., by race, age, or from other communities)."



Those students from either the control group or the experimental group who had reported high performance during the school year according to their personal standards showed positive changes in attitudes about being active in their community ( $p < .007$ ) and a commitment to do service, Future Action, ( $p < .007$ ). As with those students who had previous service experience, those students reporting high performance during the school year exhibited a positive sense of efficacy as indicated on the Social and Personal Orientation scale ( $p < .001$ ). Within this Social and Personal Orientation scale, students who had reported high performance during the school year according to their personal standards showed statistically significant changes in their answers from spring to fall regarding Sociability<sup>4</sup> ( $p < .000$ ) and Success Orientation<sup>5</sup> ( $p < .008$ ).

Table 4.5 looks at all those students who indicated high levels (a score of 5 or above) of participation in various service and community programs such as scouting, 4H or church groups. That level was ranked by selecting a level of participation as "a lot" (3 points), "sometimes" (2 points) or "a bit" (1 point). Therefore if a student was active "a lot" in Cub Scouts and "sometimes" in Boy Scouts that student would score a 5 on this scale and be included in Table 4.5. Approximately half of the total population (45) scored a 5 or more on this scale but the distribution between the two groups was nearly twice the disproportionality with 29 from the experimental group compared to 16 from the control group. This observation certainly points out the inherent difference between the two groups but it is interesting to observe the means between these two groups compared to the population at large (see Table 4.4). The high experience Control group pretest mean is more than 5 points higher than the Control group at large and in the post test it increases to more than 12 points.

<sup>4</sup> The Sociability subscale is characterized by questions such as, "I'm interested in doing things to improve my school or community".

<sup>5</sup> Success Orientation assesses to what the student attributes his/her success and ability to succeed.

**Table 4.5**

**Experience  $\geq 5$                       N=45**

| Pre/Post        | Group 1<br>N= 29 |         | Group 2<br>N= 16 |         | p Value |
|-----------------|------------------|---------|------------------|---------|---------|
|                 | Mean             | Std Dev | Mean             | Std Dev |         |
| PreTotal Means  | 234.10           | 18.80   | 221.01           | 16.00   | 0.049   |
| PostTotal Means | 235.31           | 24.94   | 223.50           | 21.58   |         |

**Table 4.6**

**Performance  $\geq 4$                       N=63**

| Pre/Post        | Group 1<br>N= 32 |         | Group 2<br>N= 31 |         | p Value |
|-----------------|------------------|---------|------------------|---------|---------|
|                 | Mean             | Std Dev | Mean             | Std Dev |         |
| PreTotal Means  | 234.56           | 17.82   | 218.15           | 18.55   | 0.003   |
| PostTotal Means | 237.03           | 24.52   | 224.09           | 20.08   |         |

$p < .014$

Similarly, in Table 4.6, we see the data on those students who ranked their performance at 4 or 5. Students were asked to rate their overall performance in school this year on a scale of 5 levels from “excellent”, “very good”, “good”, “fair”, and “poor” with “excellent” equal to 5. In this comparison, 63 students or two thirds of the entire group rated their performance “very good” to “excellent” with nearly even distribution of 32 experimental group members and 31 control group members. Similar results were found as with the experienced group in Table 4.5 in that these means were above the groups as a whole and post test means showed increases instead of decreases. For the control group students who rated their performance very good to excellent this year their post test means were nearly 14 points higher than the Control Group as a whole.

Table 4.5, looks at all those students with experience ratings of 5 or more points, and it still tells us that Group 1 has answered the questions differently than Group 2 and that the differences between the means are significant,  $p < .049$ . Table 4.6, which looks at all those who rated their high school performance at “very good” to “excellent” showed increases instead of decreases in their post test means with a significance at  $p < .014$ .

Though other covariates showed little interaction (such as freedom, ethnicity, making friends, etc.) there was evidence that gender was different when viewed through the entire population and even within the groups. Tables 4.7 and 4.8 indicate trends that help explain the divergence shown in Table 4.4.

Referring back to Table 4.4, the instrument on the whole showed an increase in the means for the experimental group (231.91 to 233.03) and a decrease in the means for the control group (215.63 to 210.69) at a significance of  $p < .537$ . In addition, these tables, 4.7 and 4.8, also indicate that gender has no significance in the scores for those who rated high in previous service experience and self-reporting on performance.

| <u>Experience <math>\geq 5</math></u> |                 | Female       |         | Male      |         | p Value |
|---------------------------------------|-----------------|--------------|---------|-----------|---------|---------|
| Gender                                | Pre/Post        | Mean         | Std Dev | Mean      | Std Dev |         |
| Group 1<br>(EXP)                      | PreTotal Means  | 230.28       | 18.85   | 242.50    | 13.79   | 0.161   |
|                                       | PostTotal Means | 231.96       | 25.96   | 240.00    | 9.65    |         |
|                                       |                 | N= 25 female |         | N= 4 male |         |         |
| Group 2<br>(CTRL)                     | PreTotal Means  | 210.86       | 16.13   | 210.86    | 16.13   | 0.132   |
|                                       | PostTotal Means | 221.22       | 15.37   | 199.63    | 50.16   |         |
|                                       |                 | N= 9 female  |         | N= 7 male |         |         |

| <u>Performance <math>\geq 4</math></u> |                 | Female       |         | Male       |         | p Value |
|--|-----------------|--------------|---------|------------|---------|---------|
| Gender                                 | Pre/Post        | Mean         | Std Dev | Mean       | Std Dev |         |
| Group 1<br>(EXP)                       | PreTotal Means  | 233.33       | 18.28   | 241.20     | 15.01   | 0.481   |
|  | PostTotal Means | 236.15       | 26.42   | 241.80     | 9.60    |         |
|  |                 | N= 27 female |         | N= 5 male  |         |         |
| Group 2<br>(CTRL)                      | PreTotal Means  | 222.5        | 17.39   | 212.88     | 19.17   | 0.22    |
|  | PostTotal Means | 227.15       | 18.81   | 220.39     | 21.64   |         |
|  |                 | N= 17 female |         | N= 14 male |         |         |

However, Table 4.9 which looks at gender across the entire population of the study does find that:

1. Female students, from the fall to the spring, had higher scores than male students at a significance of  $p < .053$ .
2. The differences in female responses to male responses is significant at  $p < .002$ .

Table 4.9 allows us to further understand this movement by looking at the means by gender. In the total  $N = 95$ , all females showed an increase in the means (226.91 to 228.88) while the males showed a decrease in the means (216.61 to 210.69). Tables 4.7 through 4.10 point up the differences and observations we can make about the role of gender in the changes of attitudes that this study was designed to explore.

**Table 4.9**

| <u>Grand Total</u><br>- Entire<br>Instrument<br>Pre/Post | N=95            |         | Male   |         | p Value |
|--|-----------------|---------|--------|---------|---------|
|  | Female<br>N= 62 |         | N= 33  |         |         |
|  | Mean            | Std Dev | Mean   | Std Dev |         |
| PreTotal Means   | 226.91          | 18.05   | 216.61 | 19.86   |         |
| PostTotal Means  | 228.88          | 23.95   | 210.69 | 40.66   | 0.002   |

Although this study was not intended to seek out information related to gender, previous experience in service, and perceptions of personal standards of performance, these topics will be addressed in chapter 5 where conclusions and implications will be discussed and examined.

Table 4.10 allows us to look a little closer at this trend of the role of gender. Despite the imbalance of the gender groupings these tables do show relationships to notions of being active in your community and social and personal orientation. (see Table 4.1). It is also noteworthy to point out that in the interaction by gender, particularly within the control group of males we see a standard deviation that jumps up to 40.66 (table 4.9) and 50.16

(table 4.7) that may indicate some sort of outliers. This researcher has no explanation at this time though the standard deviations of the post test appear higher in general as compared to the pretest.

| <b>Grand Total</b>         |                               | <b>N=95</b>         |                |                  |                |                |
|----------------------------|-------------------------------|---------------------|----------------|------------------|----------------|----------------|
| <b>- Entire Instrument</b> |                               | <b>Female</b>       |                | <b>Male</b>      |                |                |
| <b>Gender</b>              |                               | <b>N= 39 female</b> |                | <b>N= 6 male</b> |                |                |
|                            | <b>Pre/Post</b>               | <b>Mean</b>         | <b>Std Dev</b> | <b>Mean</b>      | <b>Std Dev</b> | <b>p Value</b> |
| <b>Group 1</b>             | <b>PreTotal Means</b>         | 230.28              | 18.85          | 242.50           | 18.8           | 0.252          |
|                            | <b>(EXP) PostTotal Means</b>  | 231.96              | 25.96          | 240.00           | 24.95          |                |
| <b>Group 2</b>             | <b>PreTotal Means</b>         | 221.22              | 15.37          | 210.86           | 16.13          | 0.017          |
|                            | <b>(CTRL) PostTotal Means</b> | 223.67              | 19.54          | 199.63           | 50.16          |                |
|                            | <b>p Value</b>                | 0.092               |                | 0.007            |                |                |

In Table 4.10, the p value to the right represents whether gender is significant in how they answered the survey relative to their group. For the Experimental Group, gender was not a factor ( $p < .252$ ) in how the group answered the survey. But for the Control Group, how they responded to the survey by gender was significant ( $p < .017$ ), keeping in mind the caveats mentioned above.

Table 4.11 lets us look at the entire group comparing those with Experience  $\geq 5$  to those with Experience  $< 5$ . What is revealed here is that those students who had a history of community or service involvement showed significant difference in means both at the

| <b>Experience</b>       |                       | <b>N=95</b>              |                |                                       |                |                |
|-------------------------|-----------------------|--------------------------|----------------|---------------------------------------|----------------|----------------|
| <b>Total Population</b> |                       | <b>Experience &lt; 5</b> |                | <b>Experience <math>\geq 5</math></b> |                |                |
|                         |                       | <b>N= 50</b>             |                | <b>N= 45</b>                          |                |                |
|                         | <b>Pre/Post</b>       | <b>Mean</b>              | <b>Std Dev</b> | <b>Mean</b>                           | <b>Std Dev</b> | <b>p value</b> |
|                         | <b>PreTotal Means</b> | 217.84                   | 18.10          | 229.45                                | 18.8           | 0.003          |
|                         | <b>ostTotal Means</b> | 212.42                   | 41.30          | 231.11                                | 24.95          |                |

pretest level and at the post test level. Interestingly enough, we see the divergent direction of means in the post test results similar to what was demonstrated regarding gender. But nevertheless, we see previous experience playing a significant role in scoring higher on the scales and improving on the scales, especially as it relates to the group with less experience with community, volunteer, and service activities.

And, likewise, Table 4.12 lets us look at the entire group comparing the group whose Performance  $\geq 4$  to those with Performance  $< 4$ . The portrait this paints is that those who personally felt their performance for the year was very good or excellent scored higher on the instruments than their counterparts who rated their own performance at good, fair, or poor. In fact, like for the rating of Experience, a divergent direction is found in the results. Undoubtedly, this can lead us to say those students who have a sense of efficacy and positive performance will score higher on these scales and show improvement over the course of a year.

| <b>Performance</b> |                           | <b>N=94</b> |  |         |  |         |
|--------------------|---------------------------|-------------|--|---------|--|---------|
| Total Population   | <b>Performance &lt; 4</b> |             | <b>Performance <math>\geq 4</math></b> |         |  |         |
|                    | <b>N= 31</b>              |             | <b>N= 63</b>                           |         |  |         |
| Pre/Post           | Mean                      | Std Dev     | Mean                                   | Std Dev |  | p value |
| PreTotal Means     | 217.14                    | 16.59       | 226.49                                 | 19.84   |  |         |
| PostTotal Means    | 202.78                    | 47.30       | 230.67                                 | 23.2    |  | 0.001   |
| p Value            | 0.052                     |             | 0.041                                  |         |  | 0.002   |

Moreover, those students who rated their performance high were scoring significantly higher on all the scales indicating that performance is indeed a factor in students answering differently,  $p < .001$  and with a pre-post level of significance,  $p < .002$ . With this table it isn't the high end of the scale that is interesting but rather, the low end with 31 students showing a post test mean of 202.78. The p values at the bottom of the table represent the significance of the difference from pre and post test for each group. The  $p < .052$  is the level of significance of the change in scores for the low performers from pre to post test.

The  $p < .041$  is the level of significance of the change in scores for the high performers from pre to post test. The change in mean scores for the entire group by performance  $< 4$  and  $\geq 4$  is  $p < .002$ .

### Summary

#### The Research Question

A key finding of this research has been the acceptance of the null hypothesis that "There is no difference in the self-esteem and attitudes towards school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences. The results of this study showed that the treatment, participation in the Ambassadors Service-Learning Youth Development Program for a period of one school year, showed a level of significance of  $p < .537$  for the entire instrument. There were no scales or sub scales that produced a  $p < .10$ .

The Experimental Group did gain significantly in self-esteem over the Control Group ( $p < .001$ ) which is consistent with other findings that report increased self-esteem of students who are engaged in a service-learning program (Luchs, 1981; Conrad and Hedin, 1982; Hedin, 1989; Schaffer, 1993).

Also, the difference between the groups showed the Experimental Group was significantly different from the Control Group,  $p < .002$ . The Experimental Group had pre test means more than 15 points higher than the control group and post test means more than 20 points apart. The Experimental Group had a modest gain while the control group had a decline of more than 4 points in the post test.

### Further Analysis

The data also showed that students with previous experience in community involvement, volunteering, or service learning consistently scored higher on the instruments. The data showed 63% of the Experimental Group had ratings of high previous experience while only 32% of the Control Group had ratings that high.

Students who self-reported performance during the school year as “very good” or “excellent” also scored consistently higher on the instruments. In the Experimental Group 32 students or 69% rated themselves “very good” or “excellent” in performance while 31 students, 63% of the Control Group, reported the same high performance. This rating, how a student feels about their performance in school, is a significant indicator of social and personal responsibility, being active in one’s community, self-esteem, and student efficacy.



## Chapter 5

### Summary, Conclusions, and Recommendations

#### Summary

Service-Learning has been examined and embraced as a practice that can transform public schools (Hornbeck, 2000), increase student achievement (Melchior 1999), and help form better citizens of character to promulgate the American way and a free democracy (O'Bannon, 1999). The innate sense that service and community involvement is good and necessary for a society to prosper is driven home ever more forcefully when discussed in the context of educating our children. For reforming schools, increasing student achievement, and improving our citizenry we must be talking of nothing short of transformational change - that ability and context that challenges us to be different than we were before. Necessarily, "improvement" means being different than we were before. Doing something better is doing something different from how we did it in the past.

When we educate our children to inculcate them with our values and heritage, we are not only teaching them our traditions but the genius that led us, through trial, tribulation, and change to our present way of life. More than any other place on earth, it has been the U.S. that could embrace, create, and sustain change. It took a new place like the U.S. to take the philosophy of the enlightenment and the ideals of democracy and actually put them into practice. That same verve took the United States from an agrarian colony and transformed it into the world's only super power in the space of two hundred years.

So, as we educate our children to inculcate them to our present way of life, so must we be empowering them to change it. Therein lies the enigma, trusting youth to preserve our way of life while at the same time entrusting them to make it better, to change it. One must assume that an aim of education must be to empower students or "to enable individuals to continue their education" (p. 100, Dewey, 1916). For this one must assume also that it is

not merely students changing themselves but their world around them. Students need to play a role in improving their lives and the lives of others around them and schooling should facilitate that role.

Indeed, in the transformation of our society from our agrarian roots, through the industrial revolution, the world wars, and the post-industrial society, the role of our youth has been relegated from contributors to the family and society through labor and care giving to academic achievement, a shift in roles from doing for others to basically doing for just one's self. Academic achievement does not contribute to family or society but only exists in the finite context of academia. All A's in high school does not indicate marketable skills or preparedness to enter society but rather simply the qualifications for further education. What are good grades and high test scores telling us about our children and the skills they have mastered? Is getting good grades all it takes to have a fulfilled, competent, and self-assured youth?

Our school system fails to empower our young, challenge our young and, in fact engage our young to meaningfully participate in society at every step of their development. A substantial amount of research (Kurth-Shai, 1988) indicates that our society discourages young people from contributing to society and that our children "fail to develop a strong sense of self-worth and social commitment" (p. 128, Kurth-Shai, 1988).

Of all the tests that we administer throughout the nation and across age groups, none are a measurement of social commitment, efficacy, and self-worth . The most basic expectations of our children (social responsibility, a commitment to support our democratic processes, and self-esteem) are not monitored, tested, or measured. Indeed, our schools and attitudes toward youth "isolate the young from adult society and deny them an active and valued role in it" ( p. 244, Conrad, 1980).

Reflection on this point gives us pause and forces us to think that if any movement to

reform schools, increase student achievement, and grow better citizens is to succeed, it would be found first and foremost in the development and improvement of the self-worth and social commitment of our youth.

### Purpose of this Study

In examining various approaches to education and education reform we need a way to determine their subsequent assessment. The question to be answered is whether there is significant improvement and measurable success for such an approach, program, or practice. Validity, reliability, and replication are always the inherent requirements for assessing an approach, program, or practice. To that end, the purpose of this study is to look at a service-learning program that had the characteristics of student-defined and student-directed action. By using some of the same instruments as Conrad (1980) and Berkas (1997) and surveys of my own design, this study proposes to replicate and broaden the research results in this field. Its purpose is to identify and determine any differences in the measurement of non-academic traits and characteristics as compared to a control group not involved in a service-learning program.

The non-academic traits examined in this study are social and personal responsibility, democratic versus autocratic decision making, being active in your community, self-esteem, and efficacy. A review of the literature and research that examine the impact of service-learning and experiential programs on social, psychological and intellectual development reveal generally positive results.

For instance, "service may in fact influence students profoundly, but methods used to measure these effects may be flawed or inadequate," (Alt, 1997 p. 13). According to Hedin and Conrad (1981), research has shown significant impact on students' intellectual, psychological and social development. Time and time again middle school students report that service learning and community service are great learning experiences and report

profound reflections of themselves and their community (Fertman, 1996).

Calabrese and Shumer (1986) reported that junior high students with behavioral difficulties who were involved in service as part of their program demonstrated fewer disciplinary problems and lower levels of alienation. Students with high levels of participation and, particularly, reflection had an improved sense of efficacy and pursuit of good grades (Scales, Blyth, Berkas, & Kielsmeier, 2000). The importance of reflection is also concluded by Rutter and Newmann (1989).

Studies have indicated that service -learning has improved grades (Follman, 1998), improved problem-solving skills (Stephens, 1995) and promoted better relationships among peers and adults (Conrad and Hedin, 1982; Weiler, LaGoy, Crane, and Rovner, 1998; Billig, 2000). More positive attitudes towards others and a greater sense of self-esteem has been reported as outcomes of service-learning (Luchs, 1981; Calabrese and Shumer, 1986; O'Bannon, 1999). In citizen formation and community development service-learning was found to have a positive impact (Melchior, 1999; Billig, 2000) and have greater acceptance of diversity and cultural differences (Melchior, 1999; Berkas, 1997).

However, as much as we may be convinced that service to community is good, vital, and even necessary for the formation of our young people, it is important to note that much of this research suffers from "small sample size, lack of strict controls, the effect of previous volunteer experiences on the part of the students, and uneven quality of students' experiences in the program" (p 146, Kraft, 1996). Some of these same issues are also addressed by Billig (2000).

### Methodology

The study involved 95 students in the 9th and 10th grades from North Campus High

School in White Bear Lake. The experimental group was comprised of 46 students who, by their choice, were beginning the Ambassador service-learning training program. The control group was made up of 49 students who had chosen not to participate in the Ambassador service-learning program.

White Bear Lake North Campus High School represents a third-ring suburb of St. Paul, Minnesota with approximately 1600 students in the 9th and 10th grades with a total K-12 enrollment of 9,440 students. The demographic make up of the school is .56% Native American, 3.50% Asian/Pacific Islander, 1.44% Spanish/South American, 1.44% Black-not Hispanic, .018% Caucasian/LEP, and 92.07% Caucasian. Free and reduced lunch count reflecting the district as a whole is 14.96% but for North Campus High School the free and reduced lunch count figure is 10.83% (Minnesota Department of Children, Families, and Learning, 2000).

The Ambassador Program is a high school youth development, service-learning program that has a formalized training component for 9th and 10th graders. Ambassadors in the second, third and fourth years work in less structured environments with less adult intervention in their service activities and events. Service-learning is scattered throughout the school district but a coherent structure for students to follow from year to year doesn't really exist until the 9th grade.

The study is framed by the null hypothesis that:

- There is no difference in the self-esteem and attitudes towards school and community between high school students who are involved in school-sponsored service-learning experiences and those who are not involved in school-sponsored service-learning experiences.

The instrument, The White Bear Lake Student Survey, is a pre-post test format designed to examine the self-esteem and attitudes toward school and community. It is comprised of

five scales: 1. The Social and Personal Responsibility Scale (measuring social development and responsibility), 2. The Janis-Field Feelings of Inadequacy Scale (self-esteem in social situations), 3. Democratic versus Autocratic Decision Making (assessing one's preference to process driven decision making versus leader driven decision making), 4. Being Active in Your Community (attitudes towards others and service to the community), and 5. Social and Personal Orientation (efficacy and attitudes towards diversity). These instruments have been used extensively and reliably for these types of measurements.

The data were analyzed by comparing the pre-post results and the change in scores for the experimental and control group individually and by the groups combined. The data were also examined to see if there was a difference in general as to how the two groups answered the survey. The analytical tools employed included t-tests of significance, analysis of variance, and analysis of covariance.

### Results

The results of the research compel the acceptance of the null hypothesis of this study. At no level did the results yield a significance for  $p < .05$ . The instrument in its entirety, the Grand Total or sum of all the scales yielded a  $p < .537$ . On the basis of each scale and subscale, there was only one scale that produced statistically significant differences between the control group and the experimental group. This was found in scale 2. Janis-Field Feelings of Inadequacy Scale (self-esteem) with a level of significance of  $p < .001$ . However, though the research results does not indicate that treatment alone causes significant increases in the indicators being observed, it produced statistically significant results because the experimental group showed increased scores while the control group scores decreased.

This apparent trend with the experimental group scoring 16 points higher than the control group in the fall and then 22 points higher than the control group in the spring points to

some aspects of youth development and attitudes about school and community that need further scrutiny.

For this case, the nine month experience of Ambassador service-learning training had breadth and depth. It is student driven and in an environment of “challenge by choice”. This allows for students to become engaged in service of their own design and choosing and includes reflection components. However, because students are designing and choosing their service-learning projects, the experiences they elect may not produce such changes in attitude to become apparent in each instrument and in such a space of time. The results may lie in more subtle outcomes. The phenomenon of subtle outcomes may show no significant change in the scales and sub scales but is born out by the higher scores of students who choose to be in a service program and the inherent differences of the groups from the onset (see Table 5.1 on page 68.)

This study was constructed to observe two groups and measure transformational changes in social and personal responsibility, self-esteem, efficacy, attitudes towards decision making and leadership as well as service to the community over a period of one school year. It may well be that significant changes in attitudes and viewpoints don't occur in such a short time period as to be noticed on the instruments used. Eyler and Giles (Waterman, 1997) pointed out that the literature often is citing cases where the service experience may be short and/or of low intensity. Eyler and Giles further cite a study, (Myers-Lipton, 1994), where they found little significant change in international understanding, civic responsibility, and racial prejudice among college students in the short term (e.g. a semester or a year) but did find significant differences among experimental and control groups after a period of two years. Moreover, it appears that positive impacts on attitudes and behaviors can fade over time and that long term benefits can only be seen in long term practice (Melchior, 1999). After all, the net effect society is looking for is long term commitment and participation in community involvement and service not just an episodic adolescent activity.

It may also be noted that the self selection process by which the two groups were comprised made them different from the start. Students in the experimental group registered for the course as an elective type activity that required activities outside of the school day. These students were often encouraged through service activities at the middle school to consider other commitments including the Ambassador service-learning program. This self-selection may account for the pretest mean for the experimental group, Group 1, (231.91) being 16 points higher than the control group, Group 2, (215.63).

The minimal increase in scores for the experimental group may be explained in the capacity of the experimental group to increase their scores by dramatic measure. Such improvement on the survey may have been minimized due to past involvement in the community. If students are already prone to a disposition, treatment to increase such a disposition may not provide results that would be dramatic enough to prove statistically significant. This appears to be borne out in the relative differences of the

| Scale/subscale                                       | p Value |          |
|--|---------|----------|
|  | Group   | Pre/Post |
| 1. SPRS - entire scale                               | 0.020   | 0.954    |
| sub 1. Social Welfare                                | 0.038   | 0.340    |
| sub 2. Duty  | 0.091   | 0.761    |
| sub 3. Competence                                    | 0.347   | 0.674    |
| sub 4. Efficacy                                      | 0.187   | 0.264    |
| sub 5. Performance                                   | 0.017   | 0.185    |
| 2. Janis-Fields (self-este                           | 0.027   | 0.186    |
| 3. Democratic vs. Autoc<br>Decision Making           | 0.009   | 0.251    |
| 4. Being Active in Your<br>Community - entire scale  | 0.010   | 0.483    |
| sub 1. Evaluative                                    | 0.333   | 0.780    |
| sub 2. Novelty                                       | 0.240   | 0.705    |
| sub 3. Difficulty                                    | 0.014   | 0.974    |
| sub 4. Future Action                                 | 0.005   | 0.855    |
| 5. Social and Personal<br>Orientation - entire scale | 0.105   | 0.160    |
| sub. 1 Sociability                                   | 0.176   | 0.320    |
| sub 2. Success Orienta                               | 0.002   | 0.135    |
| sub 3. Diversity                                     | 0.511   | 0.502    |
| Grand Total (All Scales)                             | 0.002   | 0.537    |

two groups from the onset; the two groups were different from the beginning with the experimental group having a mean for the entire instrument 16 points higher than the control group. The basis for treating an experimental group as compared to a control group is lost. Yet, there may be trends and attitudes that occur at this age group where idealism



and altruism yield to perceptions of reality that call for young people to *grow up, get real, and take care of numero uno.*

### Conclusions

A more important finding of this study might be found in the divergent direction of the means between the experimental group and the control group. Other researchers have noted that “service-learning students maintain their concern for others’ social welfare, whereas control students declined in those concerns” (Scales, Blyth, Berkas and Kielsmeier, 2000, p.332). For one, the experimental group as a whole and females across the groups show modest gains in total means whereas males with or without treatment show declines in scores and means. Also, gender didn’t seem to play a role in the Experimental Group ( $p < .252$ ) but the Control Group showed some interaction ( $p < .017$ ). Since this study wasn’t designed to look at gender differences specifically, this may be an area for further investigation. Are we seeing the hidden agendas in our schools where we are deliberately producing male computer geeks and female care givers?

Secondly, although the hypothesis of this experiment was meant to look at the effects a service-learning program had on its participants as compared to those who did not participate in a service-learning program, we did see some areas of significance (Table 5.2) when we looked at students who had previous service and community involvement.

This seems to support findings (Melchior, 1999; Eyler and Giles, 1997) that show continued involvement in service may yield continuing benefits. It also says that students need to be introduced to service if they are going to elect to continue to serve. This study points this out that students in either group who had previous service experience score higher on the instruments and are more likely to report an intent to serve in the future.

Thirdly, we saw those who self reported their performance in school as “very good” or

“excellent” had significantly different (higher) means (Table 5.3) on the post test as far as commitment to being active in the community and having a sense of efficacy.

| <b>Table 5.2</b>                                     |         |
|--|---------|
| Significance w/ Experience<br>as a variable          | p value |
| 4. Being Active in the<br>Community - entire scale   | 0.004   |
| sub 3 Difficulty                                     | 0.033   |
| sub 4 Future Action                                  | 0.003   |
| 5. Social and Personal<br>Orientation - entire scale | 0.006   |
| sub 2. Success Orientati                             | 0.013   |
| sub 3. Diversity                                     | 0.001   |

| <b>Table 5.3</b>                                     |         |
|--|---------|
| Significance w/ Performance<br>as a variable.        | p value |
| 4. Being Active in the<br>Community - entire scale   | 0.007   |
| sub 3 Difficulty                                     | N.S.    |
| sub 4 Future Action                                  | 0.007   |
| 5. Social and Personal<br>Orientation - entire scale | 0.001   |
| sub 1. Sociability                                   | 0.001   |
| sub 3. Diversity                                     | 0.008   |

This conclusion may seem trivial or confusing but it would seem to say that students who feel good about their performance feel good about who they are and also feel good about helping others. Students self reported on this so the data do not say that students with high grades reported doing their best this year and were more likely to be active in their community. It does say, however, that students who feel good about themselves feel good about what they do as individuals and feel good about their community to the extent that they plan to be active in it.

### Implications

This issue of student attitudes toward service having a relationship to previous exposure and participation in service and to community involvement begs the question for more studies that are longer in scope and longitudinal in design. Moreover, typically, researchers do not follow high school students into their post-secondary and subsequent adult lives. This issue is discussed by Serow (Waterman, 1997) explaining that more extensive efforts are needed to determine the impacts of services and programs on their

communities and pointing out that “the need for long-range studies of human development is well established” (p. 18, Waterman, 1997).

The implication is that students involved in service continue to serve in their adult life and we presume they become good citizens by being involved in their community by such actions as participation in community affairs, volunteering in the community, and participating in community democratic processes. Studies have not been conducted to affirm this presumption. Nor, to the contrary, have studies indicated that those students who lack service experience do not, as adults, become involved in their community by such actions as participation in community affairs, volunteering, and voting. A need for better studies that look at the long-term impact of service has been called for on numerous accounts (Conrad, 1991; Kraft, 1996; Melchior, 1999; Billig, 2000). And, since some studies have noted negative directions in these measures (Scales, Blyth, Berkas and Kielsmeier, 2000) and others that effects can fade over time (Myers-Lipton, 1994; Melchior, 1999), service-learning research will have the double duty of broadening its scope of research while simultaneously increasing the quality.

However, the findings in this study do indicate that students with previous service experience scored significantly higher in all areas meaning that these students had greater personal and social responsibility, greater self-esteem, greater commitment to being active in their community, and a higher sense of efficacy than those students without previous service experience. In the pretest, students were asked to indicate their level of participation in various youth and service organizations with a scale of 3=a lot, 2=sometimes, and 1=a bit. This study defined those with previous experience as students who scored a 5 or better in indicating their level of participation (see Table 5.4). With this self reporting, a student who was very active in scouting might score a 6 for participating “a lot” in both cub scouts and boy scouts.

**Table 5.4**

If you participated in the activities below, please circle which level of participation applies to you. Leave blank if you did not participate.

| <u>Activity</u>   | <u>Level of Participation</u> |           |       |
|---|-------------------------------|-----------|-------|
| 1. Cub Scouts   | A lot                         | Sometimes | A Bit |
| 2. Boy Scouts   | A lot                         | Sometimes | A Bit |
| 3. Brownies   | A lot                         | Sometimes | A Bit |
| 4. Girl Scouts  | A lot                         | Sometimes | A Bit |
| 5. Campfire Boys/Girls  | A lot                         | Sometimes | A Bit |
| 15. Other religious service group(s)                                | A lot                         | Sometimes | A Bit |
| 16. Nat'l Youth Leadership Council                                  | A lot                         | Sometimes | A Bit |
| 17. Other service organizations,<br>e.g., Elks, Lions, Rotary, etc. | A lot                         | Sometimes | A Bit |
| 18. Other service or community<br>groups and activities             | A lot                         | Sometimes | A Bit |

Nearly half of the students surveyed reported previous service and community involvement and their pre-test mean was 229.45 and rose to 231.11 in the post-test while those students with minimal or no service and community involvement had a mean of 217.84 for the pre-test and dropped to 212.42 in the post-test ( $p < .003$ ).

| <u>Experience</u> | Experience < 5<br>N= 50 |         | Experience >= 5<br>N= 45 |         | p value |
|-------------------|-------------------------|---------|--------------------------|---------|---------|
|                   | Mean                    | Std Dev | Mean                     | Std Dev |         |
| Total Population  |                         |         |                          |         |         |
| Pre/Post          |                         |         |                          |         |         |
| PreTotal Means    | 217.84                  | 18.10   | 229.45                   | 18.8    |         |
| PostTotal Means   | 212.42                  | 41.30   | 231.11                   | 24.95   | 0.003   |

### Limitations

In spite of the study's limitations 1. self selection of groups, 2. a nine month duration of treatment 3. a lack of anecdotal information to supplement the quantitative nature of this experiment and 4. a substantive measure of the quality of treatment (service-learning experience)<sup>6</sup> there are some observations that are informative and contribute advancements to much of the previous research.

The student groups as a whole show statistically significant changes in self-esteem and the Service-Learning group showed the most growth here. In terms of community involvement, 45 of the 95 students (47%) are high levels of experience. In self-reporting on high school performance 63 of 95 (66%) rated their performance very good or excellent. Reporting on career direction, 74 of 95 (78%) of the students responded knowing or kind of knowing what they want for a career. This speaks well, in general, of the high school program in White Bear Lake, Minnesota, in that they are making positive impacts on the lives of their youth in these areas.

Not everything that children learn comes from the school environment. Often students learn in spite of their schools. However, this survey was given in the school context and asked about their school experiences and attitudes. Young people naturally grow and mature and we should hope that they would develop greater self-esteem. But in the light of some of the negative opinions of public schools, it may be said that in the worst, this school was not an obstacle to, and in the best was nurturing and supportive of student growth in these areas. Many of the questions dealt with comfort level presenting in class before peers or being part of a class discussion. School climate and student/teacher interaction would have to play positive role here and this speaks well to the quality of the school environment. The high ratings for self-esteem, experience in the community, and the forward thinking of after-high school plans must ultimately reflect positively on the school and its programs.

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<sup>6</sup> These same limitations were discussed in the study, "Effects of Service-Learning (Scales, Blyth, Berkas, & Kielsmeier, 2000) See pp. 353-4.

The Ambassadors service-learning group or experimental group, though the researcher is cautious in making appraisals, can be said as a group to be more open to democratic processes and shared decision making as well as future involvement in the community (Table 4.1, column 1). The impact of the Ambassador Service-Learning Program will probably be seen in many ways across individuals and the community as a whole but we can say with confidence that the program raised the self-esteem of its participants by a margin that was statistically significant. However, in considering the above discussion of the length of treatment and the long term effects of treatment (in this case community involvement and service) the findings related to previous service experience become an important correlation and worthy of discussion here.

### Other Implications

The implication of this study points to the interaction of young people who have or have had extensive service experience are also likely to be involved in their communities, committed to their communities, have a greater sense of efficacy and connectedness as well as a greater sense of acceptance for diversity. These conclusions come from looking at the two groups as a whole and independent of the experimental treatment. It may also be said that these young people will try harder at least in relation to their performance in high school according to their own personal standards.

### Recommendations

A recommendation from this study may well be that we need more long term and longitudinal evaluations of our schools and service-learning programs. This has been lacking in the evaluations of our schools because the vast majority of testing is nationally normed and benchmarked at grade levels, never looking at individuals or tracking them over time. We are only able to talk about 8th graders or last year's 3rd graders and very

often never follow our graduates into their adult lives and careers to see how they are doing or to ask them if we served them well. Recommendations for further research that this study has revealed include:

1. What are the long-term effects of service-learning programs?
2. Who chooses to participate in service experiences and why? Conversely, who is not choosing to participate in service experiences and why?
3. How do school climate, community support for youth, and the number of opportunities for service impact youth engagement and participation in service experiences.
4. What are the factors that promote service-learning?
5. Do the power and appeal of service-learning increase with more experiences and more exposure to service opportunities?

### Other Recommendations

The evaluations that our schools are choosing, of course, have a completely different focus. It may be that we keep asking the wrong questions. As the nation asks for more testing and demands higher standards are we going to be measuring what really matters? Having improved mathematics and reading scores may put concerns and suspicions to rest but how are these tests serving the student? Will improved mathematics and reading scores mean that our students are better workers through mathematical principles and that our population is not only literate but that they value and practice reading? Is part of the problem that the way students learn mathematics and reading results in mathematics phobia and students who know how to read but don't like reading? Will improved mathematics and reading scores mean that our students will have greater self-esteem, more commitment to the community, an increased sense of efficacy and a deeper appreciation for diversity? If we were already measuring self-esteem, commitment to the community, a sense of efficacy and an appreciation for diversity to our satisfaction then singling out mathematics and reading might make sense. Focusing on mathematics and reading either means we are already doing a good job with these things or that mathematics and reading are more

important than self-esteem, commitment to the community, a sense of efficacy and an appreciation for diversity.

In addition, this study seems to point out that our schools need to offer service and service-learning experiences earlier in the education process to younger students in our school systems for longer periods of time. The advantage of this may seem readily apparent but this would accomplish at least these three things.

First, it would offer a “level playing field” or an opportunity for some students whose family or social contexts don’t allow for service to and involvement in our community. It was apparent that some students had little or no experience with service or community groups. Of the experimental group 64% reported high service or community involvement as opposed to 32% of the control group. Offering opportunities in school for students at young ages to serve and become involved in their communities guarantees that every young person will have that experience. At younger ages the issue of mandatory or volunteer service becomes less controversial and it paves the way for more elective and choice-based service programs for the older student. If a student has more service-learning experiences in the past, we may assume s/he will elect to choose more service-learning opportunities in the future.

Secondly, the research shows that long term involvement in service-learning is likely to yield long term benefits. Starting service-learning activities or programs at developmentally appropriate levels in the early elementary grades allows for students to establish patterns of thought and behavior that will allow for a culture of service. This could permit the long term experience necessary to sustain long term benefits. Starting service-learning activities or programs at the secondary level runs the risk of shorter and fewer opportunities to serve and become involved. With the ever burgeoning schedules and priorities of today’s adolescents, establishing long term and meaningful service and involvement in the community becomes increasingly difficult. If the student has had previous experiences in



service during the elementary and middle school years, less frequent or episodic service, though not ideal, would be in the context of long term commitment and, hopefully, benefit reinforcing a way of life that will continue into adulthood.

Thirdly, fundamental to service-learning is student engagement most notably demonstrated through student directed and student led projects. As younger students take charge of their role in the community and prove their social and economic worth, they begin to play a role in education reform itself. Students learn mathematics, science, communications, and social studies through their service projects and they will bring that experience and expectation with them to the higher grades. Empowered to play a role in their community they will feel empowered to play a role in their school as self directed, life long learners. Just in the area of improving academic skills, cross-age peer tutoring has proven to be an extremely effective tool for consistent success (Conrad, 1991; Billig, 2000).

Students may bring expectations and even demands as to how education should play out at the secondary level. Community appreciation for youth activity and involvement can help propel service-learning to the top of the agenda for our high schools.

This study points out and supports the positive aspects of service-learning on the self-esteem and attitudes towards school and community of high school students. It affirms the findings of other researchers as to the effects and benefits of service-learning and community involvement. We can believe that effective citizens and successful students have positive self-esteem, are committed to their communities, have a greater sense of efficacy and connectedness as well as a greater sense of acceptance for diversity. We can also believe that service-learning accomplishes this with results in students having a sense of motivation not only to be more effective citizens and community members but better achieving students in our classrooms.

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## Appendices

**Appendix A**  
**Pre-Test Cover and Back Pages**

**White Bear Lake Student Survey  
Questionnaire 2000**

**General Instructions:**

We are asking for your help in a study of high school students and their attitudes and thoughts about certain aspects of their schooling, their community and their life in general. White Bear Schools will use this information to look at ways that they can improve their programs.

Please remember that we are interested in your honest reaction reactions to these questions. There are no "correct" or "best" answers. Please take the opportunity to tell us how you really feel.

Later this year you will take a similar survey that should determine if you have changed in your thoughts about certain aspects of your schooling, your community or your life in general.

**Please do not put your name on this questionnaire.**

**Instructions for Code Number:**

- 1) Write your birth date in numbers in the space below. For example, if you were born on May 9, 1985, you would write 05 / 09 / 85.  
month day year

Your date of birth: \_\_\_ / \_\_\_ / \_\_\_

- 2) Write your initials on the lines below:

First letter of your FIRST Name: \_\_\_\_\_

First letter of your MIDDLE Name: \_\_\_\_\_

(Leave it blank if you don't have one)

- 3) Are you male or female? Circle one:            Male                            Female

**White Bear Lake Student Survey  
Questionnaire 2000**

Just a couple of more questions. We thank you for taking the time to do this questionnaire and we look forward to sharing the results with you and your school and community.

Please circle the answers that best apply to you.

|   |     |                |    |
|---|-----|----------------|----|
| <b>I will graduate from high school</b> | Yes | I don't know   | No |
| <b>I will go to a 2-year college</b>    | Yes | I don't know   | No |
| <b>I will go to a 4-year college</b>    | Yes | I don't know   | No |
| <b>I will go to graduate school</b>     | Yes | I don't know   | No |
| <b>I know what I want for a career</b>  | Yes | I kind of know | No |

If you participated in the activities below, please circle which level of participation applies to you. Leave blank if you did not participate.

|     | <u>Activity</u>   | <u>Level of Participation</u> |           |       |
|-----|---|-------------------------------|-----------|-------|
| 1.  | Cub Scouts  | A lot                         | Sometimes | A Bit |
| 2.  | Boy Scouts  | A lot                         | Sometimes | A Bit |
| 3.  | Brownies  | A lot                         | Sometimes | A Bit |
| 4.  | Girl Scouts   | A lot                         | Sometimes | A Bit |
| 5.  | Campfire Boys/Girls   | A lot                         | Sometimes | A Bit |
| 6.  | Boys and Girls Clubs  | A lot                         | Sometimes | A Bit |
| 7.  | 4-H Club  | A lot                         | Sometimes | A Bit |
| 8.  | Future Farmers of America                                       | A lot                         | Sometimes | A Bit |
| 9.  | Future Teachers of America                                      | A lot                         | Sometimes | A Bit |
| 10. | Junior Achievement  | A lot                         | Sometimes | A Bit |
| 11. | DECCA   | A lot                         | Sometimes | A Bit |
| 12. | YMCA or YWCA service group                                      | A lot                         | Sometimes | A Bit |
| 13. | Young Life  | A lot                         | Sometimes | A Bit |
| 14. | Youth for Christ  | A lot                         | Sometimes | A Bit |
| 15. | Other religious service group(s)                                | A lot                         | Sometimes | A Bit |
| 16. | Nat'l Youth Leadership Council                                  | A lot                         | Sometimes | A Bit |
| 17. | Other service organizations,<br>e.g., Elks, Lions, Rotary, etc. | A lot                         | Sometimes | A Bit |
| 18. | Other service or community<br>groups and activities             | A lot                         | Sometimes | A Bit |

**THANK YOU!**

**Appendix B**  
**Test Instruments**

SECTION ONE

INSTRUCTIONS:

107

Here are some pairs of statements about different types of teenagers.

First, read the two statements and select the statement which is more like you.

Second, decide whether that statement is ALMOST ALWAYS true for you or SOMETIMES true for you, and put an X in the corresponding box.

For example:

|                                 |                             |  |                    |  |                             |                                 |
|---------------------------------|-----------------------------|--|--------------------|--|-----------------------------|---------------------------------|
| Almost<br>Always<br>True For Me | Sometimes<br>True For<br>Me |  | FIRST,<br>pick one |  | Sometimes<br>True For<br>Me | Almost<br>Always<br>True For Me |
| <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers worry about school grades | BUT                | Other teenagers don't seem to worry about school grades. | <input type="checkbox"/>    | <input type="checkbox"/>        |
|                                 | THEN, check<br>a box        |  |                    |  |                             |                                 |

Check only ONE box for each PAIR of descriptions.

| Almost<br>Always<br>True For<br>Me | Sometimes<br>True For<br>Me |  | BUT |  | Sometimes<br>True For<br>Me | Almost<br>Always<br>True For<br>Me |
|------------------------------------|-----------------------------|--|-----|--|-----------------------------|------------------------------------|
| 1. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers feel bad when they let people down who depend on them   | BUT | Other teenagers don't let it bother them that much.                            | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 2. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves | BUT | Other teenagers think that everyone should just take care of themselves.       | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 3. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers are interested in doing something about school problems   | BUT | Other teenagers don't really care to get involved in school problems.          | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 4. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers let others do most of the work in a group   | BUT | Other teenagers help in a group all they can.                                  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 5. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers seem to find time to work on other people's problems  | BUT | Other teenagers find taking care of their own problems more than enough to do. | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 6. <input type="checkbox"/>        | <input type="checkbox"/>    | Some teenagers are interested in what other students in class have to say  | BUT | Other teenagers don't care that much about what other students say.            | <input type="checkbox"/>    | <input type="checkbox"/>           |



| Almost<br>Always<br>True For<br>Me | Sometimes<br>True For<br>Me |                          | BUT   |     | Sometimes<br>True For<br>Me   | Almost<br>Always<br>True For<br>Me |                          |
|------------------------------------|-----------------------------|--------------------------|---|-----|---|------------------------------------|--------------------------|
| 7.                                 | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers are interested in doing something about problems in the community                | BUT | Other teenagers are not that interested in working on problems in the community.                      | <input type="checkbox"/>           | <input type="checkbox"/> |
| 8.                                 | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers carefully prepare for community and school assignments                           | BUT | Other teenagers usually don't prepare that much.  | <input type="checkbox"/>           | <input type="checkbox"/> |
| 9.                                 | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers would rather not present ideas in a group discussion                             | BUT | Other teenagers feel comfortable in presenting ideas in a group discussion.                           | <input type="checkbox"/>           | <input type="checkbox"/> |
| 10.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers let others know when they can't keep an appointment                              | BUT | Other teenagers don't call ahead when they can't make it.   | <input type="checkbox"/>           | <input type="checkbox"/> |
| 11.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers think people should only help people they know--like close friends and relatives | BUT | Other teenagers think people should help people in general--whether they know them personally or not. | <input type="checkbox"/>           | <input type="checkbox"/> |
| 12.                                | <input type="checkbox"/>    | <input type="checkbox"/> | For some teenagers, it seems too difficult to keep commitments                                  | BUT | Other teenagers somehow manage to keep commitments.   | <input type="checkbox"/>           | <input type="checkbox"/> |
| 13.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers' ideas are almost always listened to in a group                                  | BUT | Other teenagers have a hard time getting the group to pay attention to their suggestions.             | <input type="checkbox"/>           | <input type="checkbox"/> |
| 14.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers don't think they have much say about what happens to them                        | BUT | Other teenagers think they can pretty much control what will happen to their lives.                   | <input type="checkbox"/>           | <input type="checkbox"/> |
| 15.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers don't think it makes much sense to help others unless you get paid for it        | BUT | Other teenagers think you should help others even if you don't get paid for it.                       | <input type="checkbox"/>           | <input type="checkbox"/> |
| 16.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers are good at helping people   | BUT | Other teenagers don't see helping others as one of their strong points                                | <input type="checkbox"/>           | <input type="checkbox"/> |
| 17.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers feel obligated to carry out tasks assigned to them by the group                  | BUT | Other teenagers don't feel that bound by group decisions.   | <input type="checkbox"/>           | <input type="checkbox"/> |
| 18.                                | <input type="checkbox"/>    | <input type="checkbox"/> | Some teenagers think when good things happen it's because of something they did                 | BUT | For others, there seems to be no reasons--it's just luck when things go well.                         | <input type="checkbox"/>           | <input type="checkbox"/> |

Be Sure to Complete Both Sides of This Sheet

| Almost<br>Always<br>True For<br>Me | Sometimes<br>True For<br>Me |   | BUT |  | Sometimes<br>True For<br>Me | Almost<br>Always<br>True For<br>Me |
|------------------------------------|-----------------------------|---|-----|--|-----------------------------|------------------------------------|
| 19. <input type="checkbox"/>       | <input type="checkbox"/>    | Some teenagers prefer to have someone clearly lay out their assignments             | BUT | Other teenagers prefer to make up their own lists of things to do.   | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 20. <input type="checkbox"/>       | <input type="checkbox"/>    | Some teenagers aren't that worried about finishing jobs they promised they would do | BUT | Other teenagers would feel really bad about it.  | <input type="checkbox"/>    | <input type="checkbox"/>           |
| 21. <input type="checkbox"/>       | <input type="checkbox"/>    | Some teenagers think they are able to help solve problems in the community          | BUT | Other teenagers don't think they can do anything about them because a few powerful people decide everything. | <input type="checkbox"/>    | <input type="checkbox"/>           |

## SECTION TWO

### INSTRUCTIONS:

Read the statements below and mark an X in the box corresponding to how often you feel that way.

|   | Very<br>often            | Fairly<br>often          | Some-<br>times           | Once in a<br>great while | Practically<br>never     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 22. How often do you worry about whether other people like to be with you?                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. How often do you feel sure of yourself among strangers?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. How often do you feel confident that someday people you know will look up to you and respect you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. How often do you feel self-conscious?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. How often do you feel that you have handled yourself well at a party?                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. How often are you comfortable when starting a conversation with people whom you don't know?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. How often are you troubled with shyness?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. When you speak in a class discussion, how often do you feel sure of yourself?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |  | Very often               | Fairly often             | Sometimes                | Once in a great while    | Practically never                   |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 30. When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 31. How often do you worry about how well you get along with other people?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

### SECTION THREE

#### INSTRUCTIONS:

For each of the statements below, circle the number that best states your opinion on a scale of 1 (Agree very much) to 6 (Disagree very much).

- |  | Agree very much | Agree pretty much | Agree a little | Disagree a little | Disagree pretty much | Disagree very much |
|--|-----------------|-------------------|----------------|-------------------|----------------------|--------------------|
| 32. It is possible to get ahead in this world without taking advantage of people.  | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 33. Almost any job that can be done by a committee can be done better by having one individual responsible for it.           | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 34. What this country needs is not more citizen involvement but a few strong and courageous leaders.                         | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 35. To really accomplish something it is essential that leaders outline in detail what is to be done and how to go about it. | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 36. To become the leader of a group, it is usually necessary to exaggerate one's abilities or personal qualities.            | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 37. It is usually best if members of a group have an equal say in the decisions of the group.                                | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 38. Sometimes you must do things that aren't completely right to achieve your most important goals.                          | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 39. It is more important for a leader to get the job done than to worry about everyone's feelings.                           | 1               | 2                 | 3              | 4                 | 5                    | 6                  |
| 40. In case of disagreement within a group the judgment of the leader should be final.                                       | 1               | 2                 | 3              | 4                 | 5                    | 6                  |

SECTION FOUR

INSTRUCTIONS:

111

This section explores how you feel about being active in your community. Here's how it works. There are seven positions between each pair of words. If you feel that being active in your community is very closely related to one end of the scale, place your check mark next to that word; for example,

(1) (2) (3) (4) (5) (6) (7)  
Hot : X : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Cold

If you feel that being active in your community is related to one end of the scale (but not very closely related), place your check mark like this:

(1) (2) (3) (4) (5) (6) (7)  
Hot : \_\_\_ : \_\_\_ : X : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Cold

If you feel that being active in your community isn't really related to either word, place your check mark like this:

(1) (2) (3) (4) (5) (6) (7)  
Hot : \_\_\_ : \_\_\_ : \_\_\_ : X : \_\_\_ : \_\_\_ : \_\_\_ : Cold

Mark on the line, not on the colon (:) and make only one mark for each pair of words.

BEING ACTIVE IN YOUR COMMUNITY

- |                         | (1) | (2) | (3) | (4) | (5) | (6) | (7) |                      |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|----------------------|
| 41. Smart               | :   | :   | :   | :   | :   | :   | :   | :Dumb                |
| 42. Unusual             | :   | :   | :   | :   | :   | :   | :   | :Usual               |
| 43. Youthful            | :   | :   | :   | :   | :   | :   | :   | :Mature              |
| 44. Easy                | :   | :   | :   | :   | :   | :   | :   | :Difficult           |
| 45. Important           | :   | :   | :   | :   | :   | :   | :   | :Unimportant         |
| 46. Boring              | :   | :   | :   | :   | :   | :   | :   | :Interesting         |
| 47. Modern              | :   | :   | :   | :   | :   | :   | :   | :Old-fashioned       |
| 48. Selfish             | :   | :   | :   | :   | :   | :   | :   | :Unselfish           |
| 49. Useless             | :   | :   | :   | :   | :   | :   | :   | :Useful              |
| 50. Honest              | :   | :   | :   | :   | :   | :   | :   | :Dishonest           |
| 51. Something I will do | :   | :   | :   | :   | :   | :   | :   | Something I won't do |

Be Sure to Complete Both Sides of This Sheet

**SECTION FIVE**

**INSTRUCTIONS:**

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For each of the following statements, circle the answer that best describes how you feel about it.

|  | Strongly<br>agree | Agree | Disagree | Strongly<br>disagree |
|--|-------------------|-------|----------|----------------------|
| 52. I have as good a chance at being successful as most people.                                      | SA                | A     | D        | SD                   |
| 53. I make friends easily.   | SA                | A     | D        | SD                   |
| 54. Teachers and other adults do not seem to realize that I'm good at doing certain things.          | SA                | A     | D        | SD                   |
| 55. I feel I have little real influence over the things that happen to me.                           | SA                | A     | D        | SD                   |
| 56. I enjoy being with people different from myself (e.g., by race, age, or from other communities). | SA                | A     | D        | SD                   |
| 57. I'm interested in doing things to improve my school or community.                                | SA                | A     | D        | SD                   |
| 58. I am as capable and smart as most people:  | SA                | A     | D        | SD                   |
| 59. It is hard to get ahead without breaking the law now and then.                                   | SA                | A     | D        | SD                   |
| 60. Most people at school would like to include me in activities.                                    | SA                | A     | D        | SD                   |
| 61. No matter how hard I try, I won't have much chance of accomplishing my goals.                    | SA                | A     | D        | SD                   |
| 62. I like to meet new people and try new things.  | SA                | A     | D        | SD                   |
| 63. It's hard to change things because a few powerful people decide everything.                      | SA                | A     | D        | SD                   |
| 64. Most teachers have had it in for me and have given me a hard time.                               | SA                | A     | D        | SD                   |
| 65. People tend to see me as a leader.   | SA                | A     | D        | SD                   |
| 66. Compared to most people, my opportunities for education and jobs are pretty good.                | SA                | A     | D        | SD                   |

**Appendix C**  
**Post-Test Cover and Back Pages**

# White Bear Lake Student Survey Questionnaire 2001

**General Instructions:**

We are asking for your help in a study of high school students and their attitudes and thoughts about certain aspects of their schooling, their community and their life in general. White Bear Schools will use this information to look at ways that they can improve their programs.

Please remember that we are interested in your honest reaction reactions to these questions. There are no "correct" or "best" answers. Please take the opportunity to tell us how you really feel.

Earlier this year you took a similar survey that should determine if you have changed your thoughts about certain aspects of your schooling, your community and your life in general. Thank you.

**Please do not put your name on this questionnaire.**

**Instructions for Code Number:**

- 1) Write your birth date in numbers in the space below. For example, if you were born on May 9, 1985, you would write 0 5 / 0 9 / 8 5  
month    day    year

Your date of birth:      /      /       
month    day    year

- 2) Write your initials on the lines below:

First letter of your FIRST Name:     

First letter of your MIDDLE Name:       
 (Leave it blank if you don't have one)

- 3) Are you male or female? Circle one:                      Male                      Female

- 4) If you joined or participated in the activities below, please circle which level of participation best applies to you. Leave blank if you did not participate.

| <u>Activity</u>     | <u>Level of Participation</u> | <u>Activity</u>  | <u>Level of Participation</u> |
|---------------------|-------------------------------|--|-------------------------------|
| 1. Cub Scouts       | A lot    Sometimes    A Bit   | 10. Junior Achievement   | A lot    Sometimes    A Bit   |
| 2. Boy Scouts       | A lot    Sometimes    A Bit   | 11. DECCA  | A lot    Sometimes    A Bit   |
| 3. Brownies.....    | A lot    Sometimes    A Bit   | 12. YMCA or YWCA   | A lot    Sometimes    A Bit   |
| 4. Girl Scouts....  | A lot    Sometimes    A Bit   | 13. Young Life   | A lot    Sometimes    A Bit   |
| 5. Campfire .....   | A lot    Sometimes    A Bit   | 14. Youth for Christ   | A lot    Sometimes    A Bit   |
| 6. Boys/Girls Clubs | A lot    Sometimes    A Bit   | 15. Other religious<br>service groups                          | A lot    Sometimes    A Bit   |
| 7. 4-H Club.....    | A lot    Sometimes    A Bit   | 17. Other community<br>activities                              | A lot    Sometimes    A Bit   |
| 8. FFA.....         | A lot    Sometimes    A Bit   | 18. Other service<br>organizations (Elks, Lions, Rotary, etc.) | A lot    Sometimes    A Bit   |
| 9. Future .....     | A lot    Sometimes    A Bit   |  |                               |
| Teachers of America |                               |  |                               |
| .....               |                               |  |                               |

**White Bear Lake Student Survey  
Questionnaire 2001**

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Just a couple of more questions. We thank you for taking the time to do this questionnaire and we look forward to sharing the results with you and your school and community.

Please circle the answers that best apply to you.

|   |     |                |    |
|---|-----|----------------|----|
| <b>I will graduate from high school</b> | Yes | I don't know   | No |
| <b>I will go to a 2-year college</b>    | Yes | I don't know   | No |
| <b>I will go to a 4-year college</b>    | Yes | I don't know   | No |
| <b>I will go to graduate school</b>     | Yes | I don't know   | No |
| <b>I know what I want for a career</b>  | Yes | I kind of know | No |

1. Did you make new friends this year?    \_\_\_\_ YES            \_\_\_\_NO
2. According to your personal standards, how would you rate your overall performance in school this year?  
\_\_\_\_ Excellent    \_\_\_\_ Very Good    \_\_\_\_ Good    \_\_\_\_ Fair    \_\_\_\_ Poor
3. In the daily routine here, do you think there was:  
\_\_\_\_ Enough Freedom    \_\_\_\_ Too much freedom    \_\_\_\_ Not enough freedom
4. All things considered, how do you rate the quality of North Campus High School?  
\_\_\_\_ Excellent    \_\_\_\_ Very Good    \_\_\_\_ Good    \_\_\_\_ Fair    \_\_\_\_ Poor

**ONE LAST QUESTION ABOUT YOU**

How would you best describe yourself?

- American Indian
- Asian or Pacific Islander
- Black or Afro American
- Hispanic
- White
- More than one racial background

**Thank you for taking the time to complete this survey!**



## **Appendix D**

### **Letter of Permission to Conduct the Study**

LARRY F. DeNUCCI, Ph.D.  
Director of Schools

4855 Bloom Avenue  
White Bear Lake, MN 55110-2731  
(651) 407-7568 • Fax (651) 407-7571  
e-mail: lfdenu@wbl.whitebear.k12.mn.us

September 6, 2001

Bryan Rossi  
4645 Bassett Creek Drive  
Golden Valley, MN 55422

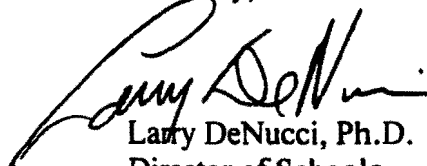
Dear Bryan,

This letter is to acknowledge your request and grant permission to conduct a survey on student attitudes at White Bear Lake Area High School North Campus regarding service to their community and notions of student efficacy and self-esteem. I understand that you have communicated with Jill Thelen, the Principal of North Campus, and Don Hedges, the Youth Development Coordinator, and that they are in agreement to go forward with this survey and assist you with this evaluation of our Ambassador youth service program.

Furthermore, we understand that this survey is part of your research and requirements to complete a Ph.D. in Education Policy and Administration at the University of Minnesota and that, upon completion of your study, you will provide the district with an executive summary of your findings and research.

On behalf of the White Bear Lake Area Schools, I wish you all the best in your endeavors to complete your degree program and look forward to your final report.

Sincerely,



Larry DeNucci, Ph.D.  
Director of Schools

