

**A STUDY OF SECONDARY SCHOOL
STUDENTS' AND TEACHERS' PERCEPTIONS
OF AND SATISFACTION WITH SERVICE
LEARNING ACTIVITIES AT RUAMRUDEE
INTERNATIONAL SCHOOL IN THAILAND**

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Abstract: This study was conducted mainly to examine a service-learning program at RIS by determining students' and teachers' perception of the linkage and satisfaction with service learning activities and classroom learning experiences done at RIS. The sample included 254 secondary students and 52 teachers from Ruamrudee International School. This research found differences in students' and teachers' perceptions of service learning activities and satisfaction of learning experience statistically significant. Teachers gave a high rating to perceptions and satisfaction than students. A number of suggestions were given by students showing how important that service learning has been in strengthening and enhancing their education. Service Learning has served to enhance the process of making connections with learning in classroom and bringing to life through the experiences of serving and learning. In conclusion, the researcher suggests when constructing service learning activities, consider the needs of students, and elicit the support of teachers and the community partners. It is crucial to have the whole community join force and working together to bring out what is best for all.

Keywords: Service Learning, Perceptions, Satisfaction, Community Service, Ruamrudee International School

Introduction

Learning is a process, not yet a finished product. Therefore, learning is a continuation according to Dewey (1978). Service learning (SL) is a research based teaching strategy. It is defined by linking service to learning objectives, through engaging students in the process of planning and implementing the service activities, completing meaningful service work, and integrating reflection and evaluation into the project (Kaye, 2010).

Education continues to improve because of the in-depth research that is available. Through the new 21st century technologies education has opened up to embrace fresh and innovative ideas to help develop a balanced instructional learning environment for the

whole child (Kaye, 2010). The teaching/learning paradigm has shifted from the traditional objective, passive, teacher-centered learning model to one that is active, meaningful, and child-centered. Service learning pedagogy fits the new model because it is regarded as an academic learning process intertwined with practical learning experiences found in real life problems, and outcome-based solutions that are attained through projects (Kaye, 2010). It also promotes character development through authentic experiences. Many universities in the world today include this component as part of their practical educational training programs. This concept is widespread and most popular in western countries, not only in institutions of higher learning, but also in K-12 curricula in the United States, many European countries and Japan. Many research studies have provided evidence that this is a highly effective educational tool applicable for all ages and levels (Excel Youth Zone, 2012).

Service learning curriculum components in an international school not only help to develop Dewey's "*perfect community*" (Giles & Eyler, 1994, p. 81) within a multicultural context but also contributes to developing connections within a caring community. This is extended to encompass a larger community that students will interactively encounter after they graduate from universities all over the world. Students will learn and experience new ways in which they can make our world a better place to live.

A large percentage of the research conducted in service learning has taken place in the United States because of SL's popularity there, support from government funding, and widespread implementation (Serve and Learn America, 2012). On the other hand, limited research has been done in other continents including Asia countries. Many international schools have been adopting and implementing service learning in academic courses, but few have published research (Kaye, 2011).

International schools are comprised of students from differing backgrounds, languages, countries, and cultures. This is the perfect opportunity to promote service learning practices and engage in multicultural acceptance and understanding in accordance with RIS School's mission statement. Ruamrudee International School (RIS) is the site chosen for this research project. This school has a rich history, beginning in 1957 in Bangkok, Thailand. It is one of the oldest and continuously growing international schools in Thailand. In addition, RIS is known for its' many

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contributions to the needs of the local community, international causes and charities.

Theoretical Framework

Given that service learning, as derived from Dewey's (1938/1997) philosophy of education, is a very comprehensive and flexible concept, it can usefully draw upon a number of approaches to learning: Kolb's (1984) experiential learning model, Vygotsky's (1978) social constructivism theory, humanistic theory, character education, motivational beliefs.

Kolb's experiential learning model focuses on learning by doing and uses real-world experiences to achieve learning goals, both important elements of service learning. Vygotsky's notion that all learning is social and his development of the Zone of Proximal development relates directly to service learning. Humanistic theory, with its emphasis on educating the whole child and recognition of the importance for learning of intrinsic motivation and emotional involvement, likewise supports the development of service learning programs. Character education, which helps teachers integrate character themes into the regular academic curriculum, also contributes significantly to service learning. Motivational beliefs, the beliefs that student assigns meaning to learning situations (Boekaerts, 2002). In service learning, students try to make sense and attach value to events or projects, learning situations become meaningful and promote a positive outcome. The motivational belief will act as guides to students' thinking, feeling, and actions.

Many educators, psychologists, and sociologists believe in the value of experience (Hammerman, Hammerman, & Hammerman, 2001). Among them are Piaget, Bloom, Friere, Gardner, Tumin, Lewin, and Chickering. Kolb (1984) stated that the learning is a multi-dimensional process. The process begins with concrete experience, then from observation to reflection, then to the formation of abstract concepts and generalizations, and finally to the testing of implications of new concepts in new situations. According to Kolb, service learning is the process where knowledge is created through the transformation of experiences. Through experience, knowledge evolves and is transformed (Kolb, 1984). Service learning also follows a similar learning cycle as that of experiential learning. The four stages in learning start with having a concrete experience "do" followed by reflective observation "observe" on that experience. Then with abstract conceptualization, "think" further, learning ways to apply and finally reaching active experimentation and "plan" for further learning. In this way, students learn ways to modify and test out what they learn.

Vygotsky's social constructivism theory was significantly influenced and gained attention in the United States because of the emphasis on culture and social context for cognitive development (Wertsch, 1992). The best-known concept of Vygotsky is the "*Zone of Proximal development*." He defined the word "proximal development" as a measure of the intellectual potential of children (Griffin and Cole, 1984). It means "next" or to "stretch" the learner to the next level. It can only do that with the help of others. Therefore, service learning connects students' academic learning goals with others, through learning experience in real life situations. This learning stretches what students already know and applies their learning in a different perspective of problem solving, through the involvement with the community. In doing so, students can master concepts and ideas that they cannot understand by themselves with more knowledge from each other (MKO). Students imitate processes within the limit set by the state of his development (Griffin & Cole, 1984).

The idea of allowing a "stretch" of learning, bringing the students to the next level of learning, is well connected with the ideas of service learning. Similarly, service learning allows students to challenge or stretch, to go further than what they have learned in class, into a real life experience that is meaningful through the partnership of teachers and the community that they serve.

The humanistic learning approach draws from the work of Maslow and Rogers. According to Huitt (2009), the main assumption of humanism is that people act with intentionality and values. The humanist believes that it is important to study individuals as a whole person. Individual growth is developed over the lifespan. One of the main purposes of humanism, as Maslow described it, is the development of self-actualization. Before people can self-actualize, they must have sense of belonging, feeling confidently and accepted. Service learning allows students the opportunity of achieving self-actualization through challenging projects, academic learning goals and serving goals. Learning then will be student-centered and personalized; teachers will act as facilitators only to encourage, motivate, and allow each child to reach their own unique potential. In order to develop self-actualization, students need to be in a supportive environment that are cooperative and meet both affective and cognitive needs (Huitt, 2009).

The constructivists like Piaget, Vygotsky, Bruner, and Dewey viewed learning as a process in which the learner constructs, builds knowledge or concepts from their past experience and applies it to new experience (Giles & Eyler, 1994). The theory focuses on the whole child rather than on the content.

It embraces the idea that children should be taught to think for themselves through the process of discovery rather than taught what to think (Giles & Eyler, 1994). Giles and Eyler further discussed the need for children to have concrete experiences in order to learn. Service learning does not replace traditional teaching, but helps to improve one's understanding and promotes freedom for exploration of different styles that might be a better fit for specific individuals (Hayes, 2007).

Character education is part of the RIS values education curriculum for students in grades 1-12. The basic content teaching of character education is based on the twelve pillars of virtue and character such as honesty, justice, courage, and compassion. As Lickona (2004) stated in, *Why Character Matters*, virtues transcend time and culture while cultural expressions may change. He defined virtues further as objectively good and what it means to be human or a good citizen. Virtues then promote fulfilment and goodness in each individual. They make it possible for us to live and work together in community. Urban also noted that the purpose of education is to pull out the best in students. At the national seminar of character education in Singapore (December, 2011), Urban stressed the important role of teachers teaching good character. Students look up to teachers as examples and models for positive character. In the classroom, Urban pointed out that what you promote, you teach; what you do not teach you also promote. It is the hidden curriculum (December, 2011). It creates a child with the qualities of a good citizen, for example: caring and responsibility.

Service learning helps to bring out individual qualities through real life experiences. As Covey confirmed in his writing of the *Seven Habits of Highly Effective People*, it is always to "begin (service learning) with an end in mind" (p. 95). For example, a group of graduate's students saw a need in their community. They committed and were motivated to make a difference in others through their selfless acts. They used their skills to provide a variety of public relations services, with community partners, like event coordination and developing press kits. This shows that service learning is an effective method of teaching and learning that challenges learners to connect and integrate meaningful experiences into the learning process, with reflections in building character and strengthening the community (Learn and Serve America, 2011).

The beliefs students use to assign meaning to learning situations (Boekaerts, 2002). Ott (2001) believed that this would how us an important aspect of human behaviour –donating voluntarily to support a foundation or a non-profit organization. In service learning, students exchange service for knowledge

and experience from community partners. The non-profit organizations agree to participate in service learning programs to give meaningful experiences to student as well as to receive the services that the student offers. Basinger & Bartholemev (2006) confirmed that it is a reciprocal self-giving. Pope Benedict XVI first encyclical for Catholic Church, *Deus Caritas Est (God is Love)*, suggested that true love of neighbour motivates people to act lovingly and justly toward everyone (Razinger, 2006). Love, he said, involves the experience of moving beyond the character of selfishness and instead showing concern and care for other (Razinger, 2006). The mission of the Catholic Charities organization is to identify values that motivate people to reach out through the law of love: love God and love others as ourselves.

Service learning is an effective method of teaching and learning that begins teaching and learning *with an end in mind* (Covey, 2004), especially in a classroom. The teacher implements a small project into the students' curriculum. Teachers and students are interested and involved in providing feedback, offering advice, or investigating problems of the community. The success of service learning leads to a transformation of a whole child's development. Today, service learning has become a powerful teaching strategy that helps to create an environment and develop transferable skills and knowledge. It is highly engaging, motivating, and relevant while giving meaning and purpose to school teaching and learning. Teachers and students continue to go beyond class requirements. They combine knowledge, talents and skills, with the community partnership to take on a social action that impacts the body, mind, and spirit of themselves and others. The foundation of service learning and those related theories mentioned above have shown that service learning is part of who we are as human beings. We are connected and built upon one another as one whole human race created by God.

Method

Participants

The research participants (n=254) were students and (n= 52) were teachers in the secondary school classes at Ruamrudee International School in Bangkok, Thailand. Since the purpose of the research was to investigate students' and teachers' attitudes toward perceptions of learning and serving purposes and satisfaction of activities at Ruamrudee International School of Bangkok, Thailand. This will strengthen the RIS spirit of service and its application in learning programs, as well as to make a contribution to the field of international education.

Instrumentation

A modified research questionnaire was developed for use in this study. The researcher applied a questionnaire, which was adapted and modified from three different authors (Health Professions School in Service 2001; Deci & Ryan, 1987; Dallas County Community College District, 2004). The second part of the questionnaire is open-ended that was adapted by the researcher. The researcher also based the question items and rating system on literature reviews and related studies in association with the research objectives.

A survey questionnaire was used as the primary instrument in the current study. The two survey links were used: one for the teachers and the other for students. The questionnaires have the same content with part one and two. Part I. *Demographic Information*: This part of the instrument included personal profile of the participants. Each respondent was asked closed-ended questions about his/her grade, gender, nationality, and religion by means of a 'multiple choice' format.

Part II. *Service Experiences*: Section 2 focused on the experiences of service learning. This part involved an open-ended questionnaire regarding the experiences of service activities at RIS. It contained 17 items that expressed how they think, see, and feel about experiences in service learning.

The 17 items referred to the level of the participant perceptions and satisfaction. There are eight perceptions items as follows: *A, C, E, F, I, K, N, O*; and nine satisfaction items are *B, C, G, H, J, L, M, P, Q*. There were three inverse items for the purpose of validity of questionnaire. Rating of perception was accomplished by means of a four-point Likert-type scale of 1 to 4 where: 1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Agree*; 4 = *Strongly Agree*. Four indicates the highest rating and one indicates the lowest rating.

The content validity of the questionnaire was checked by expert judgments. Four experts (see appendix C) in the field of service learning and education were consulted to establish the content validity of these instruments. After thorough checking, the experts suggested certain changes, based on these suggestions; the questionnaire items will be revised accordingly before distribution. The four experts were: (1) An expert in Curriculum and Instructions learning and leader of a school; (2) An expert in service learning trainer; (3) An expert in administration and principal of middle school; (4) An expert in special needs teaching and facilitator of after school tutoring for community service.

To determine the reliability of part II of the survey questionnaire, the researcher conducted a try-out of the survey. The tryout-revised items were

conducted for improving the instruments' wording and language. The survey tryout was carried out by randomly selecting 30 students from middle and high school at RIS (middle school=10 students and high school=20 students). The tryout subjects have the same characteristics as of the actual sample and they excluded from the final survey sample. The data collected was analyzed to determine reliability of the questionnaire, by computing for the Cronbach's Coefficient Alpha of each section of the questionnaire. The tryout Cronbach Coefficient Alpha was calculated to be .85 with 30 students.

Procedure

A qualitative descriptive research design using random sampling was employed to determine how students' perceive their service learning involvement at RIS as well as their satisfaction level in the RIS service-learning program.

The questionnaire was distributed to secondary school students. This was done at the end of first semester of 2012 so that the participants would have some experiences of service learning activities. An electronic invitation letter was sent out to secondary school administrators to allow their teachers and students to take an online survey. Twenty-five homerooms have previous experiences with service learning and did the online questionnaire on "Survey Monkey" with the total of 254 student respondents and 52 teachers' respondents. The researcher scored the scales and entered the results into an Excel spreadsheet, then used SPSS to compute descriptive statistic, mean and standard deviations, percentage, and independent sample *t*-tests to determine any significant difference between the groups.

Results

The study employed both descriptive statistics and inferential statistics. The descriptive analysis included an overview of the demographics of the sample was relatively homogenous. Student respondents were predominantly male students (n=145, 58%), Thai (n=205, 81%), High school section (n=167, 66%), and Buddhist (n=135, 53%). Teachers' respondents were predominantly male (n=30, 57%), Non-Thai (n=48, 92%), High school section (n=34, 65%), and Christian (n=32, 63%). (all tables in last page)

Discussion

The overall of this research could not express detailed explanations about the necessity and effectiveness needs to provide a continuous program of service learning. The analyses made in this study clearly show that students' and teachers' perceptions of school service learning activities and classroom learning are related to students' and teachers'

satisfaction at RIS. From the data analysis, it was found that students and teachers perceived service learning activities to be significantly different. It also showed that the teachers are satisfied with school service learning activities as they rated their satisfaction as very high.

Students were not sure what they did in class and serving in the community have made any benefit. Students and teachers were not having the same perspectives. Students did not make the connection. Teachers felt that they have done well in applying the lesson learned in their teaching, but maybe still are lacking of real life experience. According to Eyler, Giles, and Schmiele (1996), in their study, they confirmed that students be encouraged to reflect on their service; they are not only see their own perspectives, but of others, and explore even deeper meaning that is linked to learning outcomes. Students will then able to link more their learning with what they are experiencing.

The findings of this study support the evidence from previous research that showed students wanted to do more service learning activity. The school encourages all students and teachers to be involved in moving forward from community service project into service learning that will integrate more learning. As CAS program for students in IB did by requiring more intensity and duration in projects. Other clubs and community service project did it occasionally. Kraft and Krug (1994) study confirmed in previous findings that showed positive outcome came from more intense programs that provide more opportunity for students to apply content learning from class to the community.

It is clear from the number of similar responses between students' perception of wanting to freely choose to serve rather than be mandated to serve. Jones et al (2008) study pointed out that service mandates might affect all students in having negative response than those freely choosing to do so. The present study shows negative responses from middle and high school students' attitudes toward RIS service program that mandated hours. Mandated or not, it had always been something that schools have not yet found a solution. As Jones et al study suggested to placing emphasis more on the students' process of experiencing rather than the hours. Hopefully, with positive guidance in learning helped students make meaning and commitment to serve for a long time. Giles & Eyler (1994) mentioned that in previous study how students builds knowledge or concepts from past and applies to new experience.

There are ongoing challenges in bringing service learning to life at RIS and other schools. As far as implementing a shift in staffing, financial, and teachers training in service learning process is

concerned, but RIS could face the challenge if they felt the need to make that transformation. As the head of JIS (Jakarta International School) had shared that their school came through the challenge because of many teachers who stood up asking to have training in service learning. Making that decision to have the whole school, teachers and students, trained to do service learning had enlivened the school spirit together (Jakarta Seminar in October, 2012). As previous study suggested implementing and embedding service learning into the curriculum should started with a small step at a time. It will not be perfect at first, but with continuity and commitment to provide real life and meaningful experience that connect with learning process. Service learning could reach to the level where they could plan their own project.

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Table 1: Means and Standard Deviations Results on Middle School and High School Students' Perceptions of Service Learning

Perceptions	Group	n	M	SD
A. More classes at RIS should incorporate service learning as a teaching strategy.	MS	87	2.81	0.60
	HS	167	2.91	0.61
D. The community participation aspect of the class helped me to see how class material that I've learned can be useful in everyday life.	MS	87	2.93	0.57
	HS	167	2.90	0.60
E. The service learning activities I completed were beneficial to my school.	MS	87	2.36	0.76
	HS	167	2.31	0.80
F. Doing SL in class was beneficial to the community.	MS	87	3.01	0.69
	HS	167	3.07	0.75
I. Doing community service in clubs was not at all beneficial to the community.	MS	87	2.97	0.57
	HS	167	2.92	0.70
K. SL helped me to become more aware of the needs in the community.	MS	87	2.89	0.58
	HS	167	2.78	0.71
N. Community service should be a voluntary activity rather than a requirement.	MS	87	3.01	0.74
	HS	167	3.04	0.81
O. Participation in SL make me take more responsibility for their own learning.	MS	87	2.97	0.64
	HS	167	2.90	0.74
Overall Students' Perceptions	MS	2.87	0.65	High
	HS	3.23	0.73	High

Table 2: Means and Standard Deviations Results on Middle School and High School Teachers' Perceptions of Service Learning

Teachers' Perceptions	Group	n	M	SD
A. More classes at RIS should incorporate service learning as a teaching strategy.	MS	18	3.17	0.54
	HS	34	3.12	0.62
D. The community participation aspect of the class helped my students to see how class material that they learned can be useful in everyday life.	MS	18	3.28	0.58
	HS	34	2.97	0.63
E. The service learning activities my students completed were beneficial to my school.	MS	18	3.28	0.46
	HS	34	2.47	0.83
F. Doing SL in class was beneficial to the community.	MS	18	3.17	0.38
	HS	34	3.08	0.71
I. Doing community service in clubs was not at all beneficial to the community.	MS	18	2.67	0.69
	HS	34	3.00	0.49
K. SL helped me to become more aware of the needs in the community.	MS	18	3.17	0.38
	HS	34	2.94	0.78
N. Community service should be a voluntary activity rather than a requirement.	MS	18	3.17	0.71
	HS	34	3.06	0.85
O. Participation in SL make my students take more responsibility for their own learning.	MS	18	3.27	0.57
	HS	34	3.21	0.69
Overall Students' Perceptions	MS	3.15	0.54	High
	HS	2.98	0.70	High

Table 3: Means and Standard Deviations Results on Middle School and High School Students' Satisfaction with Service Learning Activities

MS and HS Satisfaction	Group	n	M	SD
B. During service learning experience, I became more comfortable working with different people.	MS	87	3.01	0.64
	HS	167	2.91	0.68
C. I have fun in participating youth-led Service projects that is helpful to others.	MS	87	2.97	0.62
	HS	167	2.89	0.60
G. I would help another SL activities if I had the chance.	MS	87	3.05	0.69
	HS	167	3.04	0.70
H. The service learning activities help me to better understand class works.	MS	87	3.01	0.74
	HS	167	3.05	0.81
J. In my academic classes, I know how to connect learning with service learning experiences	MS	87	3.00	0.55
	HS	167	3.09	0.75
L. RIS is supportive and encourages me to do service learning activities.	MS	87	2.23	0.79
	HS	167	2.07	0.87

Table 3: Means and Standard Deviations Results on Middle School and High School Students' Satisfaction with Service Learning Activities (continued)

MS and HS Satisfaction	Group	n	M	SD
M. I feel good when I engage in experiences leading me to know how to help others.	MS	87	2.91	0.56
	HS	167	2.75	0.63
P. I probably won't do community service of any kind once I've fulfilled required hours	MS	87	2.55	0.71
	HS	167	2.28	0.97
Q. My community service experience was not directly linked to my subject course.	MS	87	2.78	0.72
	HS	167	2.74	0.72
Overall Satisfaction Average:	MS	2.83	0.75	High
	HS	2.76	0.75	High

Table 4: Means and Standard Deviations Results of Teachers Satisfaction toward Service Learning

Teachers' Satisfaction	Group	n	M	SD
B. During service learning experience, students became more comfortable working with people different.	MS	18	3.22	0.43
	HS	34	3.00	0.74
C. I have fun in participating youth-led community service projects that are helpful to others.	MS	18	3.22	0.43
	HS	34	3.02	0.46
G. I would help another community SL activities if I had the chance.	MS	18	3.28	0.46
	HS	34	3.15	0.78
H. The service learning activities help my students to better understand class works.	MS	18	2.94	0.80
	HS	34	3.32	0.73
J. In my students academic classes, I know how to connect teaching with service learning experiences	MS	18	3.11	0.58
	HS	34	3.09	0.67
L. RIS is supportive and encourages me to do service learning activities.	MS	18	2.50	0.86
	HS	34	2.20	0.95
M. I feel good when my students engage in experiences leading them to know how to help others.	MS	18	3.06	0.64
	HS	34	2.88	0.59
P. My students probably won't do community service of any kind once they've fulfilled required hours	MS	18	3.28	0.57
	HS	34	3.20	0.69
Q. My students' community service experience was not directly linked to my subject course.	MS	18	2.61	0.85
	HS	34	2.85	0.56
Overall Teachers' Satisfaction	MS	3.02	0.62	High
	HS	2.97	0.69	High

Table 5: Independent Samples t-Test Results on Middle and High School Students' Perceptions of Service Learning that link to classroom learning

Students' Perceptions	Group	M	MD	t	Sig. (2-tailed)
A. <i>More classes</i> at RIS should incorporate service learning as a teaching strategy.	MS	2.82	.083	1.03	.302
	HS	2.91			
D. The <i>community participation</i> aspect of the class helped me to see how class material that I've learned can be useful in everyday life.	MS	2.93	-.027	-.340	.734
	HS	2.90			
E. The service learning activities I've completed were <i>beneficial</i> to my school.	MS	2.36	-.045	-.432	.666
	HS	2.31			
F. Doing SL in class was <i>beneficial</i> to the community.	MS	2.07	.060	.626	.532
	HS	2.23			
I. Doing community service in <i>clubs</i> was <i>not</i> beneficial to the community.	MS	3.01	-.049	-.562	.575
	HS	3.07			
K. Service learning helped me to become <i>more aware of the needs</i> in the community.	MS	2.89	-.107	-1.21	.227
	HS	2.78			
N. <i>Community service</i> should be a <i>voluntary activity</i> rather than a requirement.	MS	2.97	-.067	-.737	.462
	HS	2.90			
O. Participation in <i>service learning</i> makes me take <i>more responsibility</i> for my own learning.	MS	3.07	.099	1.09	.278
	HS	3.17			
Overall Linkage Experience with SL	MS	3.04	-.053	.525	.472
	HS	2.78			

Table 6: Independent Sample t-Test on Middle School Students and Teachers Perceptions of Service Learning

Students' and Teachers Perceptions	Group	M	MD	t	Sig (2-tailed)
A. More classes at RIS should incorporate service learning as a teaching strategy.	87	2.83	-.450	-2.86	.005*
	18	3.27			
D. The community participation aspect of the class helped students to see how class material that they learned can be useful in everyday life.	87	2.97	-.368	-2.37	.019*
	18	3.22			
E. The service learning activities students completed were beneficial to my school.	87	2.93	-.291	-2.00	.049*
	18	3.28			
F. Doing SL in class was beneficial to the community.	87	2.36	-.866	-4.66	.000*
	18	3.27			
I. Doing community service in clubs was not beneficial to the community.	87	2.23	-.343	-2.45	.016*
	18	2.72			
K. Service learning helped students to become more aware of the needs in the community.	87	3.04	.011	.061	.952
	18	3.17			
N. Community service should be a voluntary activity rather than a requirement.	87	3.01	.255	1.59	.115
	18	3.17			
O. Participation in service learning make my students take more responsibility for their own learning.	87	2.98	.270	-1.27	.208
	18	3.44			
Average of MS Students' & Teachers' Perceptions		2.79	.223	-1.74	.170
		3.19			

Note:*Denotes 5% significance level

Table 7: Independent Sample t-Test Results on High School Students' and Teachers' Perceptions of Service Learning

Students' & Teachers' Perceptions	Category	M	M D	t	Sig. (2-tailed)
A. More classes at RIS should incorporate service learning as a teaching strategy.	Students	2.86	.164	1.28	.202
	Teachers	2.97			
D. The community participation aspect of the class helped students to see how class material that they learned can be useful in everyday life.	Students	2.88	.229	1.89	.061**
	Teachers	3.12			
E. The service learning activities students completed were beneficial to my school.	Students	2.31	.953	6.62	.000*
	Teachers	3.26			
F. Doing SL in class was beneficial to the community.	Students	3.07	.222	1.65	.101
	Teachers	3.24			
I. Doing community service in clubs was not beneficial to the community.	Students	2.44	-.458	-3.16	.002*
	Teachers	2.47			
K. Service learning helped students to become more aware of the needs in the community.	Students	2.77	.339	2.65	.009**
	Teachers	3.15			
N. Community service should be a voluntary activity rather than a requirement.	Students	2.90	.219	1.58	.116
	Teachers	3.12			
O. Participation in service learning make my students take more responsibility for their own learning.	Students	3.15	.068	.613	.625
	Teachers	3.24			
Overall Average Perceptions	Students	2.83	.217	1.44	.139
	Teachers	3.07			

Note: * denotes 5% significance level, **denotes 10% significance level

Table 8: Independent Sample t-Test Results on Middle School and High School Students' Satisfaction

Students' Satisfaction	Experiences	M	Mean Difference	t	Sig. (2-tailed)
B. During service learning experience, I became more comfortable working with people different from them.	87	3.01	-.101	-1.16	.25
	167	2.91			
C. I have fun in participating youth-led community service projects that are helpful to others.	87	3.00	-.073	1.06	.29
	167	3.09			
G. I would help another service learning activities if I had the chance.	87	3.01	-.004	.63	.53
	167	3.07			
H. The service learning activities help me to better understand class works.	87	2.89	.042	-1.21	.23
	167	2.78			
J. In my academic classes, I know how to connect learning with service learning experiences.	87	2.91	.096	-1.90	.06**
	167	2.75			
L. RIS is supportive and encourages students to do service learning activities	87	2.97	-.164	-.74	.46
	167	2.90			
M. I feel good when I engaged in experiences leading me to know how to help others.	87	3.07	-.154	1.09	.10**
	167	3.17			

Table 8: Independent Sample t-Test Results on Middle School and High School Students' Satisfaction (continued)

Students' Satisfaction	Experiences	M	Mean Difference	t	Sig. (2-tailed)
P. I probably won't do community service of any kind once I've fulfilled required hours.	87	2.55	-.276	-2.34	.02*
	167	2.28			
Q. My community service experience was not directly linked to my subject course.	87	2.74	.048	.51	.61
	167	2.78			
Overall Average	MS Students	.86	.065	.451	.23
	HS Students	3.08			

Note: *Denotes 5% significance level; **Denotes 10% significance level

Table 9: Independent Sample t-Test Results on Middle School and High School Teachers' Satisfaction of Service Learning

Teachers' Satisfaction	SL Experiences	M	Mean Difference	t	Sig. (2-tailed)
B. During service learning experience, students became more comfortable working with people different from them.	MS teachers	3.22	-.075	-.437	.664
	HS teachers	3.15			
C. I have fun in participating youth-led community service projects that are helpful to others.	MS teachers	3.33	-.186	-.977	.333
	HS teachers	3.14			
G. I would help another service learning activities if I had the chance.	MS teachers	3.44	-.297	-.301	.765
	HS teachers	3.15			
H. The service learning activities help students to better understand class works.	MS teachers	2.91	-.088	.251	.803
	HS teachers	3.00			
J. In my academic classes, I know how to connect learning with service learning experiences.	MS teachers	3.17	-.255	-.260	.796
	HS teachers	2.91			
L. RIS is supportive and encourages students to do service learning activities	MS teachers	2.61	.212	-.491	.625
	HS teachers	2.82			
M. I feel good when my students engage in experiences leading them to know how to help others.	MS teachers	3.28	-.042	-1.24	.222
	HS teachers	3.24			
P. My students probably won't do community service of any kind once I've fulfilled required hours.	MS teachers	2.61	.036	-.090	.928
	HS teachers	2.64			
Q. My community service experience was not directly linked to my subject course.	MS teachers	2.77	-.072	-.731	.468
	HS teachers	2.70			
Overall Average	MS teachers	2.94	-.085	-.507	.623
	HS teachers	2.90			