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Master's Thesis of Arts

**Evaluation of the Effect of
Participation in an International
Service-Learning Program on
Students' Self-Efficacy and Attitudes
Towards Social Responsibility**

국제 봉사 학습 프로그램 참여가 학생의 자기 효능감과
사회적 책임에 대한 태도에 미치는 영향 평가

February 2021

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Evaluation of the Effect of Participation in an International Service-Learning Program on Students' Self-Efficacy and Attitudes Towards Social Responsibility

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Submitting a master's thesis of Arts

February 2021

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Abstract

Service learning (SL) has been described as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, et al., 1996, p. 5). Research examining the impact of participation in service-learning programs (SLPs) have shown there is a range of benefits for students, including positive increases in achievement, increased engagement in learning, and acquisition of professional skills (Lu & Lambright, 2010). In addition, students have been shown to report improved self-confidence in their abilities and increased the internal drive to engage in activities that can positively contribute to civil society (Balsano, 2005). In the context of ISLPs, having positive experiences and being a part of really “doing” something has also been shown to positively impact students’ sense of self-efficacy related to their capacity to affect change through their own actions and can awaken a person to “one’s self, to the other, and to the world” (Crabtree, 2008).

Recently, higher education institutions (HEIs) around the world, including those in the Asia-Pacific region, have begun to provide domestic and international service-learning programs (ISLPs) for their students (Brassard, et al., 2010). As universities seek to become more integrated in local communities, administrators have sought to expand SL activities for university students as a way to both foster student growth and development and as a way to make a positive contribution to the local community and as a way to foster a sense of social responsibility among students. As universities engage more students in SL activities, it is important for researchers to gain a full picture of the impact these programs are having on student participants and host communities receiving aid. Currently, there is some research on ISLPs reporting on university programs that send students from countries in the Global North to provide aid to countries in the Global South. However, there is limited literature describing ISLPs originating in universities in developing countries that are implemented in developing countries in the Asia-Pacific region (Brassard, et al., 2010). In addition, while there is research that examines the impact of ISLPs conducted by Non-Government Organizations (NGOs) working in development aid in Asian countries, there

is a need for more research describing ISLPs implemented by HEIs in general and in the Asia-Pacific region specifically.

The purpose of this study is to examine a higher education institution's (HEI) international service-learning program (ISLP) aimed to promote social responsibility in undergraduate students. Previous research on student participation in SLPs, has found increases in student's self-confidence in their abilities and internal drive to engage in activities that can positively contribute to civil society. In this master thesis, background of HEI ISLPs will be introduced to the audience to provide contextual background information for the study. Then with participant observations of the targeted program, the program designs with the potential impacts on students' attitudes will be described. In tandem, a comprehensive survey on the ISLP's participating students' attitudes and self-efficacy towards social responsibility. Finally, we will discuss the implications that student engagement in HE SLPs aimed to promote social responsibility can impact a students' self-efficacy for engaging in socially responsible practices now and in the future.

Keywords: service learning, international volunteering, higher education institution, experiential learning, self-efficacy, social responsibility

Student Number: 2018-23426

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Chapter 1. Introduction

1.1. Study Background

Service learning, domestic and international, is being used by higher education institutions (HEIs) worldwide to provide more hands-on opportunities for students to participate in active professional development through activities that interest the students and provide the potential for improved employability (Brower, 2011; Lu & Lambright, 2010). An HEI domestic service-learning program (SLP) is done in the same community or country as the HEI. Examples of domestic SLPs include those in which students engage in neighborhood clean-ups, tutor in local grade schools, and participate in food distribution programs. In addition, HEIs have increased their implementation of international service-learning programs (ISLPs). This is a reflection of the globalization of higher education, which has resulted in the initiation of projects that often reflect the broad objectives of development aid, such as capacity building and poverty reduction (Lyons & Wearing, 2008; Trau, 2015). Examples of ISLPs include those in which students engage in building water filtration systems, implementing health education programs, or educate host communities about new agricultural technology.

As HEI SLPs, domestic and international, are increasing in popularity, it has been found that offering these programs is useful for the universities' reputations and funding, student's academic and professional development, and meeting host communities' needs (Kennedy, 1999; Furco, 1996). Ongoing research in volunteer service learning shows that HEI SLPs have increasingly begun to emphasize the need for sustainable development in their outreach initiative, often through HEIs implementing the United Nations Sustainable Development Goals (SDGs; United Nations, 2015) in their service-learning projects designs. This research investigates how participation in a South Korean (hereafter referred to as Korea) HEI ISLP influenced students' self-efficacy about, attitudes towards, and understanding of social responsibility by identifying how different components of the targeted ISLP influenced students' attitudes towards and self-efficacy about social responsibility. I discuss the results from my study and interpret the findings from this research that indicate that HEI ISLPs can influence students' attitudes towards social responsibility and self-efficacy about

engaging in social responsibility-driven service learning (and volunteering). I then build further from these findings to discuss general implications for improving the targeted HEI ISLPs through structured pre-service and post-service participant development programs. I also discuss the potential of this research for improving the quality of social responsibility education for students in higher educational institutions that participate and implement SLPs.

This chapter will present the problem statement and purpose of this study, discuss the research questions, and give a general overview of the study, including its limitations.

1.2. Need for Research

According to Vanderbilt University, SLPs are designed to help volunteers in developing skills and competencies for personal, social, and civic development that cannot be gained in traditional or professional systems (Bandy, 2018). Understandably, HEIs are increasingly providing these volunteer/service-learning opportunities because these programs have also become of interest to students themselves (Bower, 2011). A recent Higher Education Research Institution report (Butin & Seider, 2012) found that 65% of college freshmen in the United States have firsthand access to service learning.

Universities hope these service-learning opportunities can fulfill “the promise of skill development and improved employability” for students (Lyons & Wearing, 2008, p. 148). The development of high-quality SLPs that help meet universities’ goals while also providing meaningful experiences for students is an essential area for research. Studies have shown that SLPs benefit universities by providing positive name recognition and are important in helping faculty obtain research and funding opportunities and providing students with hands-on learning experiences (Kennedy, 1999). Other studies conducted have shown that service-learning participation can positively affect students’ communal ties, desire to help others, diversity awareness, cross-cultural interaction skills, and more (Astin, Sax, & Avalos, 1999; Crabtree, 2008).

Much of the research about SLPs in higher education has been conducted by universities in Western countries and has focused on domestic

SLPs However, while universities in the Asia-Pacific region, have increasingly been offering domestic and international SLPs to their students (Brassard, Sherraden, & Lough 2010), the amount of research available in international journals about these programs is limited. This study seeks to expand the literature by examining student learning experiences in a Korean HEI ISLP that focuses on fostering social responsibility in its student population.

1.3. Purpose of Study

This study seeks to expand what is currently known about HEIs ISLPs in the Asia-Pacific region by conducting an exploratory study to examine a Korean university that utilizes ISLPs to engage in global outreach initiatives. This university institution's stated goal is the promotion of students' social responsibility through service learning. The purpose of this study is to understand how student engagement in an ISLP has an influence on the university students' attitudes towards and self-efficacy about engaging in socially responsible activities in the future. In addition, this study seeks to contribute to research examining SLPs administered by an HEI in a developed country (Korea) and implemented in developing countries in Asia and Southeast Asia.

1.4. Research Questions

The following questions frame this research:

1. How does participating in an international service-learning program influence students' attitudes towards and self-efficacy about social responsibility?
2. What factors influence students' self-efficacy and attitudes?
3. How do participating students define social responsibility?

1.5. Study Limitations

There are several possible limitations to this study. The sample size for this study is limited to students who have participated in only one particular HEI's ISLP; therefore, the sample may not be representative. Because this study focuses on students' experiences in a specific program, the

findings from this study may not be easily generalizable to other HEIs SLPs. Additionally, because I have limited Korean language proficiency and conducting this study with Korean-speaking participants, language may present some barriers in effective communication and analysis of students' written responses. Finally, since this thesis adopts a participant observation approach, with the researcher having been a participant in the program examined in this study, it is important to account for the researcher's personal biases.

1.6. Overview of Thesis

Chapter 1 begins by noting that there is a lack of internationally accessible research on HEI SLPs in the Asia-Pacific region. I then give a brief background on what service learning is and how it has become an important field of research for HEIs. I then explain that this study's purpose and focus is to explore the effects of students' participation in a Korean university's ISLP. Finally, I introduce the research questions framing this study and summarize the research limitations.

Chapter 2 provides context for this study by performing a literature review on ISLP initiatives through HEIs. Next, the process by which experience and reflection support learning and internalization of knowledge and skills during service learning is described using experiential learning theory. Building from this discussion, literature on social responsibility and self-efficacy is introduced to describe the ways in which students' learning can be strengthened through experience and reflection. This background will be useful for understanding this study's findings in relation to the field of education development.

In Chapter 3, the methodological framework for this study is explained. To evaluate the influence of participation in the targeted university's ISLP on students, I describe the origins and development of a questionnaire, the Students' Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP). I present the process for developing and validating the instrument. I continue by sharing the validity and reliability verification of the questionnaire and describing the semi-structured interview protocol. Next, I describe the participant recruitment and selection methods and discuss the process for both

quantitative and qualitative data collection and analysis.

Chapters 4 and 5 offer the findings from the analysis of the SASQ-ISLP questionnaire and semi-structured interview responses. Specifically, in Chapter 4, I present the quantitative data results from 40 responses to the SASQ-ISLP questionnaire by breaking down the data from each of the three Likert-scale subscales item by item to calculate positive response mean and standard deviation of all responses. Next, I share findings from conducting an independent *t*-test and paired sample *t*-test. I performed correlation analysis among three scales and I report findings from variable analysis to identify strengths of the variable influence by calculating Cohen's *d*. I conclude by discussing the results and implications from the analysis of the questionnaire's open-ended responses. In Chapter 5, I report and discuss the findings and implications from semi-structured interviews with eight previous participants of the SRO ISLP.

Chapter 6 concludes with a brief summary of the results from Chapters 4 and 5 and is followed by a discussion of the overall findings from this study. The limitations of the study are discussed and I conclude by building from the findings to offer implications for the SRO ISLP and, more generally, other HEI ISLPs.

Chapter 2. Literature Review

This chapter contains a brief literature review on higher education institution (HEI) international service-learning programs (ISLPs) and university social responsibility to give context to this study. Theories will be introduced in relation to service learning to describe the process educators use to support students' learning and internalization of knowledge and skills using experience and reflection. Literature on social responsibility and self-efficacy will also be discussed to understand the constructs being examined in this study. Following this literature review, a description of the background of the program analyzed in this study is provided. In doing so, it will be made clear how this study is connected to the issues of service learning, higher education, social responsibility, and self-efficacy in the Asia-Pacific context, specifically in South Korea.

2.1. Service Learning

Since the 1960s, educators have acknowledged the benefits of combining voluntary service (as a hands-on interactive activity) within educational contexts to promote learning (Jacoby, 1996). In the late 1970s, the term "service learning" began to appear in seminal works by Robert Sigmon and William Ramsey in documents published by the Southern Regional Education Board (Sigmon, 1994). Since then, the term has been widely adopted in the literature to describe the process by which learning occurs through voluntary service to others (Giles Jr. & Eyler, 1994). In 1994, Robert Sigmon broadened his earlier description of service learning as a kind of "experiential education approach" that is premised on "reciprocal learning" to include the notion that service learning occurs when there is a balance between learning goals and service outcomes (Furco, 1996, p. 10; Sigmon, 1994). Today, service learning is generally defined as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996, p. 5).

Service learning has become a popular educational approach for educators and students. Participation in this kind of experiential education has been known to have several significant benefits for students, including "overall positive increases in student achievement, increased engagement in learning, and increased opportunities to acquire professional skills" (Lu & Lambright, 2010, p. 118). Organizations

provide service-learning opportunities for participants to engage people in “active, collaborative, applied, and experiential learning” that can help to develop “cross-cultural, global, and diversity awareness and skills” while also supporting participants to engage in “critical reflection” that can support “increased school-community collaboration on social problems and the formation of an informed and engaged citizenry” (Crabtree, 2008, p. 245). Scholarship focusing on identifying factors that contribute to these kinds of positive learning outcomes for students’ participation in service-learning activities is an area of great importance in the field of higher education.

Service learning can take place in domestic and local community contexts and in international communities when the volunteer travels to another country to engage in volunteer service. In the literature, this is generally categorized as international volunteer service (IVS). IVS is an umbrella term that can be used to describe transnational voluntary service, international development volunteering, gap-year experiences, and more (Bussell & Forbes, 2001). However, in the context of this research, it is important to note that international volunteer programs managed by HEIs may have some similarities to IVS programs, but differ in that the programs managed by universities tend to be shorter in duration and tend to focus on the importance of student learning as part of the volunteer experience.

2.1.1. HEI Service-Learning Programs

Many studies have found that HEIs benefit from implementing SLPs in numerous ways, including positive name recognition, increased opportunities for faculty to do research and apply for funding, and the creation of more opportunities for students to participate in hands-on learning experiences (Kennedy, 1999). Generally, HEIs offer two types of SLPs: domestic and international. Domestic SLPs allow students to participate in service projects within their own country of citizenship/residence. For example, in the United States, the AmeriCorps program is a domestic SLP funded by the national government to provide services for local communities in need (Corporation for National and Community Service, 2020). Universities can develop their own domestic SLPs, such as having undergraduate students serve as tutors for children in local schools or volunteering to cultivate local gardens that may provide food for the surrounding community. Alternatively, universities can develop relationships with established domestic programs, such as AmeriCorps, to send their students for volunteer activities. Sometimes students receive credits towards graduation for their participation in these

programs and sometimes they are purely voluntary. An evaluation of domestic SLPs found that when service components were integrated with classroom instructional activities, students' learning gains were reflected in their academic achievement as well as increased engagement in political and civic activities (Markus, Howard, & King, 1993).

International service-learning programs (ISLPs) are programs in which participants travel outside of their country of citizenship/residence to participate in service projects. ISLPs are similar to, but different from IVS in that ISLPs occur in the context of HEIs, but IVS programs can be implemented by government organizations, NGOs, and private for-profit organizations. In the United States, the Peace Corps is an example of an ISLP funded by the national government to provide services for global communities in need (Peace Corps, 2020). HEIs also send students abroad for international service-learning experiences by either partnering with established outside government organizations, such as the Korea International Cooperation Agency (KOICA), or non-profit or for-profit organizations such as Habitat for Humanity and Samsung (KOICA, 2020; Habitat for Humanity, 2020; Samsung, 2020). Alternatively, HEIs can also develop their own programs. For example, Yonsei University in South Korea, has developed several initiatives to engage their students in service. Examples include the Companion Project and rural community service project, which connects Yonsei students with opportunities to provide service to young and elderly citizens in Seoul and rural areas (Yonsei University, 2020).

Many studies have been conducted on long-established SLPs offered at Vanderbilt University (see Jones, Gilbride-Brown, & Gasiorski, 2005) and Michigan State University (see MSU University of Technology, 2020) in the United States and the majority of research available on SLPs describes those at HEIs in Western countries. Many of these studies describe ISLPs as examples of development aid because universities located in the West send students and resources to developing countries to engage in service activities. Some scholars have critiqued this practice from a development aid perspective, noting that such arrangements offer students and universities a “convenient” means to “do good” by volunteering in less-developed countries without really contributing to long-term development (Mowforth & Munt, 2009).

Two main reasons HEIs may choose to engage students to volunteer in

developing countries are that they realize these types of service-learning opportunities are of interest to students (Brower, 2011) and that these programs can potentially fulfill “the promise of skill development and improved employability” for students (Lyons & Wearing, 2008, p. 148). A case study of an HEI-sponsored ISLP that sent American undergraduate students to South Africa reported that students perceived personal changes in that they had become critically aware of their surrounding world and that they felt an increased drive towards civic engagement (Gaines-Hanks & Grayman, 2009). Additionally, two recent literature reviews of both quantitative and qualitative studies focusing on ISLPs confirmed that student participation in international service learning positively impacts student development concerning civic engagement, political efficacy, and improved understanding about diversity (Crabtree, 2008; Lorenzini, 2013).

2.1.2. Experiential Learning Theory

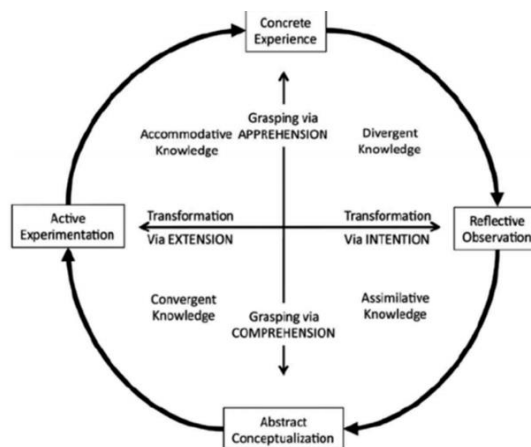
While the term “service learning” was coined in the 1960s, it took a few decades for researchers and educators to generally agree upon a conceptually clear definition. The National and Community Service Act passed by the United States Congress in 1990 codified some important aspects of service learning, including that service-learning programs should engage citizens in full- and part-time projects to fill “unmet educational, human, environmental, and public safety needs...in order to solve critical social issues, and to discover new leaders and develop institutions committed to serving others” (National and Community Service Act 1990). Since that time, service learning has increasingly been described in the literature as a type of experiential learning opportunity. Experiential learning theory has been widely discussed by many prominent scholars, including John Dewey, Kurt Lewin, Jean Piaget, Carl Jung, and Paulo Freire—all of whom viewed “experience” as central to human development and learning (Kolb & Kolb, 2005, p. 194). In short, these scholars argue it is good to “do” something while learning. Consequently, experiential learning theory is now often used by scholars to conceptualize service learning as a kind of hands-on experience through which students are given opportunities to engage in practical knowledge production and application of knowledge.

According to Dwight Giles and Janet Eyler (1994), the early theoretical

roots of service learning can be found in John Dewey's educational philosophy from the 1930s. According to Dewey, for an experience to be truly educative, the experience should meet four essential criteria: be of interest to learners, be considered worthwhile, make learners curious so that they seek out more information, and last long enough to foster knowledge development (Dewey, 1938). Dewey's criteria have been widely cited by curriculum developers as being important for designing learning experiences that have the potential to effect lasting change in learners.

One scholar of experiential learning, David Kolb, has been regularly cited in the field of service learning and higher education. Kolb's main contribution to the literature on experiential learning has been a framework for describing the process by which experience and reflection support learning. This framework has been widely used by service-learning educators in the development and design of productive experiential learning activities (Hatcher & Bringle, 1997). According to Kolb (1984), learning is "the process whereby knowledge is created through the transformation of experience" (p. 38). There are four aspects of Kolb's experiential learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation (see Figure 2.).

Figure 2.1. *Experiential Learning Cycle* (Kolb, 1984).



Based on Kolb's model, learning can start anywhere on the cycle, and reflection is essential to this learning process because reflection helps students to link concrete experiences to abstract concepts. SLPs are generally designed to engage students in a cycle of experiential activities and structured

reflection that aim to have students assimilate the knowledge they have learned from their experiences with that which has been taught in coursework or in more formal settings. Service-learning participants typically begin with crucial first-hand concrete experiences and then turn to reflection and analysis of their experience. Next, participants are generally supported to expand their understanding to include theoretical concepts. At the conclusion of this cycle, implications drawn from the previous stages are used “as guides in the choice of new experiences” (Hay, 2003, p. 185). I introduce Dewey’s and Kolb’s theories here because it is important to consider how experience and reflection may influence students’ social responsibility attitudes and self-efficacy. I will return to these theories later to discuss some critiques of whether the designs of SLP curriculums are effective in promoting students’ understanding of an HEI’s goals for engaging students in programs designed to serve as university “outreach” in domestic and international communities.

2.1.3. *Self-Efficacy*

Research shows that knowledge and experience have an impact on self-efficacy, both positive and negative, as efficacy is a self-perception of competence rather than a measure of actual competence. Self-efficacy is described as the belief in one’s capabilities to organize and conduct activities/behaviors to produce certain outcomes (Bandura, 1977; 1993). Self-efficacy studies have long been prominent in the field of teacher education, where researchers have examined the relationship between teachers’ sense of self-efficacy for effectively instructing certain students on specific content and their actual practices (Tschannen-Moran & Hoy, 2001). Studies have found that individuals who have high self-efficacy tend to put in effort sufficient to produce successful outcomes (Bandura & Locke, 2003; Tschannen-Moran & Hoy, 2007), whereas those who have low self-efficacy and/or limited expectations are likely to lead the individual to give up prematurely and fail on a task. In short, individuals regulate their efforts in accordance with the effects they expect their actions to have; this is known as *outcome expectancy* (Bandura, 1993; Durgunoglu & Hughes, 2010).

As SLPs can be understood as a type of experiential learning, it is possible that they can promote and have an impact on a student’s self-efficacy by providing concrete experiences and opportunities for structured reflection.

Crabtree (2008) notes that experiential education and international immersions are often said to transform participants' views by awakening a person to "one's self, to the other, and to the world" (p. 26) by expanding participants' knowledge and personal understandings about other cultures and the potential roles individuals can play as agents of change. In the context of service learning, having positive experiences and being a part of really "doing" something can have a positive impact on students' sense of self-efficacy, particularly their self-esteem, which is related to their capacity to affect change through their own actions (Reeb et al., 2010). This is because self-efficacy is an important component of behavior change. According to Bandura (1993), efficacy beliefs can be self-enhancing or self-debilitating, and they play an important part in determining an individual's choice about what course of action to pursue and how long to persevere in the face of obstacles. Efficacy beliefs are manifest as goals, efforts, and persistence, which in turn can lead one to commit to a set of beliefs or practices (Bandura, 1993). A belief is "an internal feeling that something is true, even though that belief may be unproven or irrational...[whereas] an attitude is the way a person expresses or applies their beliefs and values, and is expressed through words and behavior" (Claudia, 2014, p. 20). Understanding how students' experiential learning activities and how reflection on their learning influence their self-efficacy for acting in socially responsible ways can offer service-learning providers important knowledge about how to effectively design SLPs to foster students' sense of social responsibility.

2.2. Social Responsibility

The term "social responsibility" came into widespread use in the late 1970s in the United States; more commonly, the term "corporate social responsibility" has been used by the public and is well documented in the literature (Bara, 2010; Carroll, 1999; Fox, 2004). Social responsibility has been used or conceptualized as an ethical framework that can be used by an organization or individual to describe the obligation to act for the benefit of society at large by engaging in practices that seek to maintain a balance between the economy and the environment (Berman, 1990). As an ethical theory, individuals are accountable for fulfilling their civic duty, and the actions of an individual should benefit the whole of society.

In this study, social responsibility can be understood as a combination of societal ethics and personal responsibility. Societal ethics are built on the “adoption of a society’s attitudes and values, which determines what practices generally accepted as ‘ethical behavior’” (Berkowitz & Lutterman, 1968, p. 172). Ethical behavior generally refers to the adherence to “principles of right or good conduct in the context of a particular situation that is consistent with societal norms of behavior” (Moratis & Cochius, 2017, p. 9). A person who acts responsibly is generally defined as someone who shows a “willingness to accept the consequences of their own behavior” and who shows a sense of “dependability, trustworthiness, and a sense of obligation to the group” (Gough, McClosky, & Meehl, 1952, p. 74). Combined, the concept of social responsibility refers to an individual’s adherence to principles and practices that, for the purposes of this study, show a sense of obligation to a global community through personal practices. Because the ethical beliefs and principles an individual adheres to are largely defined by the culture in which they are embedded, the social responsibility a person displays are largely dependent on the society they consider themselves to belong to (Berkowitz & Lutterman, 1968). For this reason, it is important to conduct research on social responsibility in different contexts so that researchers have a more expanded understanding of how social responsibility is conceptualized by different groups of people. This can have important implications for researchers and SLP designers and for HEIs that seek to offer the kinds of learning opportunities to their students that can help foster the beliefs and practices deemed important by the university community.

2.2.1. HEIs and Social Responsibility

In higher education, there has been some research exploring education for social responsibility—mainly related to education aimed at promoting civic responsibility and civic engagement (Musil, 2009). There has been a great deal of research on social responsibility within the field of philosophy, with decades of debates on collective responsibility in relation to business, professional life, ethics, politics, war, and racial discrimination (May & Hoffman, 1991; May, 1996). The “social” aspect refers to the existence of a community within which people act and live in attentive, sensitive, and responsive ways to combat that which can cause harm to the community. To

act and live in non-harmful ways is the “responsibility.” Thus, an example of using “social responsibility” as a red flag can be seen in the way organizations such as Greenpeace point out corporations that fail to hold themselves to non-harmful standards (Greenpeace International, 2020). One such example of a corporation failing is British Petroleum (BP) failing to complete oil rig inspections to prevent catastrophes such as the Deepwater Horizon oil rig explosion, which created the largest oil spill to ever happen in United States waters (Office of the Maritime Administrator, 2011).

Research appears to show little relation among higher education, service learning, and social responsibility other than the term “social responsibility” being used as a red flag by those who fear corporations, governments, universities, and other organizations having too much power and working only in self-interest and for profit (May, 1995). As the literature on social responsibility mostly refers to corporate social responsibility (CSR), there has been limited research describing how to promote and develop social responsibility in individuals (Parsons, 2014). CSR is the “obligation of an organization’s management towards the welfare and interests of the society which provides it, the environment and resources to survive and flourish, and which is affected by the organization’s actions and policies” (Vacilescu, 2010, p. 4174). Although there is debate on whether HEIs are considered businesses, they do run similarly by having to continuously improve and refine their products, compete against others in a similar market, support their employees, and adhere to good financial practices (Sanderson & Watters, 2006). Similarly, HEIs must also consider global market trends as they compete for students.

Scholarship on service learning, focusing on identifying reasons students elect to participate in service, has found that many students who seek volunteer experience do so for their own personal growth and professional development (Bower, 2011). Thus, the kinds of service opportunities a university offers may factor into students’ decision-making processes when selecting which universities to apply to. For this reason, HEIs are becoming more aware of the need to develop meaningful service opportunities for students. Understanding how to effectively design and implement service-learning programs that help graduate well-informed and civically engaged students is critical for university leaders.

2.2.2. University Social Responsibility (USR)

With the turn of the 21st century, universities' functions have expanded from only training their students in various vocations to counseling students about how to find their future directions and how to think beyond self-interests so that they can contribute to society. This has contributed to the concept of university social responsibility (USR), whereby universities develop a policy for performing ethically within the university community by responsibly managing the educational, research, labor, and environmental impacts of the university on the internal community (students, faculty, and staff) and the community surrounding the university (neighborhood, city, region, etc.; Reiser, 2008). A commonly stated goal of USR is for the university leadership to engage in interactive dialogue with members of society to promote sustainable human development (Reiser, 2008).

Some universities have taken USR further and have established worldwide professional networks, such as the University Social Responsibility Network (USRN, 2020). The goal of the USRN is to share ideas and practices among members. Participating universities in countries such as Korea, Japan, and China have all experienced and benefited from international aid programs provided by governments and individual universities as they transitioned from developing to developed countries (Yahuda, 2011). Today, universities in these countries may seek to fill a sense of social responsibility by becoming more engaged in providing development aid to neighboring countries, while also providing their students opportunities to benefit from international service learning. Examining how participation in an ISLP influences students' sense of social responsibility can help universities to address challenges with program design and implementation. In the next sections, I give more background on the university-based ISLP examined in this study in order to make connections to the literature review.

2.3. Social Responsibility in the Context of a Korean University ISLP

As universities seek to become more integrated in local communities, administrators have sought to expand service-learning activities for university students as a way to foster student growth and development, make a positive contribution to the local community, and foster a sense of social responsibility among

students. While much of the literature about SLP engagement for students in HEIs demonstrates considerable benefits, much has unfortunately focused on and been conducted by universities in Western countries. However, universities in the Asia-Pacific region, including Korea, are increasingly offering SLPs learning opportunities to their students (Brassard, Sherraden, & Lough 2010), but there is limited research available about these in international journals about these programs. With universities engaging more students in service-learning activities, it is important for researchers to gain a full picture of the influence these programs are having on both the student participants and the host communities receiving aid.

While the concept of social responsibility is increasingly being connected to topics such as sustainable development in educational contexts, there is limited research available about social responsibility in the context of HEIs and service learning. Furthermore, there is little to be found on understanding how student engagement in an ISLP aimed at promoting social responsibility may influence students' self-efficacy for engaging in future socially responsible practices. If a student has a high or positive sense of self-efficacy for being socially responsible, that student may also have more positive outcome expectations for engaging in socially responsible practices in their own lives. For example, a student may believe that as an individual, they can have a positive impact on water conservation efforts by not running the water while brushing their teeth. This outcome can be really significant with regard to conservation education efforts because conservation is hard to achieve if many people feel that their singular actions to conserve resources do little to affect the real problem. People who believe that their individual actions are not important may abandon their beliefs about the need to be socially responsible and instead give up what can be considered socially responsible practices. More research is needed if program designers are to improve students' service-learning experiences, which have a direct impact on both the programs' and students' abilities to effectively engage in future socially responsible activities. Doing so has important implications for using HEI ISLPs, particularly those that work within the realm of development aid.

In the next section, I will discuss the general program details of this study's targeted HEI ISLP, the Social Responsibility Organization^① (SRO).

2.4. Social Responsibility Organization (SRO) Program

The HEI ISLP that is the focus of this study was established in 2012 at a large university in Korea. According to the SRO homepage (2020), the main

^① The name of the program provided is a pseudonym. The name of the university and organization is not shared to maintain anonymity of research subjects.

functions of the organization are to educate and train students in social contribution practices and leadership by planning and implementing social service and international development cooperation activities. In addition, the SRO participates in global social contribution activities, gives policy advice to local and international governments and NGOs, and gives integrated support and linkage to the social contribution activities on and off campus. On the SRO website, the UN's SDGs are emphasized as significant in encouraging HEIs to maximally use their resources and capacities to make higher education a driving force for development (SRO, 2020). Specifically, the SRO references that UNESCO, during the World Conference on Higher Education in 2009, defined cooperation between universities as university social responsibility.

This is evidenced by the SRO's active partnerships with multiple universities in Korea and other countries aimed at providing project implementation support with SRO students, faculty, and staff. Since 2012, the SRO has grown considerably and now manages several domestic and international service-learning projects. From 2012-2014, the SRO spent time building the organization's foundations and engaging in local SLPs. Domestic SLPs have been implemented both on the university campus, in surrounding communities, and in various cities throughout Korea. In 2014, the SRO established their first ISLP. Since then, the SRO has expanded and established itself as the university's "leading social contribution activity model" (SRO, 2020).

The SRO ISLP organizes and implements various "social contribution activities that help the development of the international community once or twice a year" (SRO, 2020). These activities offer undergraduate and graduate students opportunities to engage in service learning. Student participants in these activities are the focus of this study. The SRO website highlights the importance of these outreach activities as examples of the university's efforts to address sustainable development issues in Korea and other regions. Most recently the SRO has been supporting projects in Nepal, Laos, Vietnam, Uzbekistan, Indonesia, Tanzania, the Philippines, and Cuba. Recruitment of student volunteers to travel to these countries occurs twice a year, once in April for participation in the summer, and once in September for participation in the winter. In many cases, the projects implemented in winter and summer are examples of "return visitation" projects, meaning the projects are on-

going and that new students are recruited to continually improve and provide routine maintenance. The SRO motto of “sharing our knowledge, hearts, worlds, and talents” (2020) is reflected in SRO-sponsored activities that focus on sending student volunteers to “practice appropriate technology sharing to solve social problems” (SRO, 2020). Examples include improving water purification facilities and educating farmers about how to improve agricultural nutrition for domestic livestock. These activities have considerable potential to improve the overall quality of life and health of members of the host communities. In addition, student volunteers participate in activities that promote cultural sharing with the host communities by exchanging performances of traditional cultural customs with one another. These activities allow for host community members to learn about Korean culture and for student volunteers to learn about the culture of the local community.

While the longitudinal nature of these projects allows the SRO leadership to build and maintain rapport with host communities over time, the actual international volunteer service experience time for individual student participants is quite short, spanning only about 2-3 weeks in all. For example, prior to embarking on international travel to a host community site, SRO student volunteers spend about 25 hours on learning about general topics, such as human rights, travel safety, and sustainable development, and about specific topics, such as the culture and language of the host community. After this common education period, student volunteers are placed in project design teams where they will spend another 25-60 hours to collectively plan and organize the activities each team will be responsible for implementing during 10 days of fieldwork in the host community. After SRO student volunteers return to Korea, they will spend another 10-15 hours over a 3- to 4-day period engaging in post-activity debriefing sessions. This is to provide the students with opportunities to reflect on their service-learning experience and to report to SRO leadership the practices that worked well and those that need improvement in order to strengthen the goals of the SRO and improve the experiences of future student participants.

Chapter 3. Methods

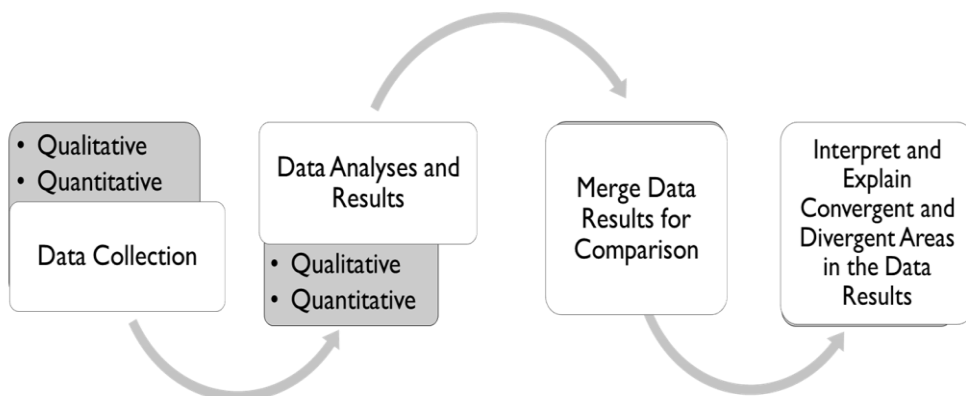
This study seeks to explore the influence of student participation in an International Service-Learning Program (ISLP) on students' attitudes towards social responsibility and students' self-efficacy for enacting socially responsible practices. The participants in this study were undergraduate and graduate students who had previously participated in the targeted public university's ISLP and who volunteered to complete an online questionnaire and/or take part in a semi-structured interview about their experiences in the ISLP. In this chapter, the methodological framework for this study is explained, including the process for developing and validating the instrument used and details about participant recruitment and selection methods, and the process for both quantitative and qualitative data collection and analysis are described. Finally, limitations of the research design are considered.

3.1. Research Design

This study adopted the mixed-methods design approach, which is the utilization and collection of quantitative and qualitative data in a single study (see Figure 3.1; Creswell, 2013). Mixed methods research offers effective ways to combine the identification of general trends using quantitative research on large populations with the deeper understanding of phenomena that qualitative methods can provide (Newman, Ridehour, & DeMarco, 2003).

Figure 3.1.

Mixed-method research design approach



To assess students' attitudes and self-efficacy, I adapted items from several pre-existing quantitative questionnaires and developed qualitative semi-structured interview questions based on a review of the literature to support my investigation of the research questions that frame this study. Although quantitative data sets provide pertinent information and findings, the qualitative data can provide broader perspectives about attitudes and self-efficacy that can be compared to the quantitative data. This is important because quantitative data alone offers narrow and focused views (Newman et al., 2003). For example, when examining factors that influence students' attitudes and self-efficacy, more substantial findings may be obtained through semi-structured interviews than from the completion of a questionnaire covering the same content.

Quantitative data were collected from participants, who were former students in a Korean university's international program, using the Student Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP), which was developed for this study. Qualitative data were collected via open-ended responses to three questions on the questionnaire and semi-structured interviews. Three research questions were formulated at the beginning of this study in Chapter 1:

1. How does participating in an international service-learning program influence students' attitudes towards and self-efficacy about social responsibility?
2. What factors influence students' self-efficacy and attitudes?
3. How do participating students define social responsibility?

The questionnaire data is used to address each of the three research questions, while the qualitative data is used primarily to understand the underlying factors influencing these responses and to gather data to address students' answers in ways that cannot be measured quantitatively. Table 3.1 gives a general description of the participants, how the data were collected, and the number of participants involved for both the quantitative and qualitative data sets.

Table 3.1*Compilation of quantitative and qualitative data collected and analyzed*

Method	Participants	Data collected	Data collection source	Total Number of participants
Quantitative data set	SRO* student participants	SASQ-ISLP Likert scale questions	Survey Monkey**	53 (40 complete replies)
Qualitative data set	SRO* student participants	SASQ-ISLP open-ended responses	Survey Monkey**	27 complete replies
		Interview (Semi-structured)	Face-to-face/Online interviews	8 (5 in-person + 3 online)

*Social Responsibility Organization

** Online questionnaire source

In the sections that follow, I will describe the process of how each data set from the SASQ-ISLP, the open-ended responses, and semi-structured interviews was developed, collected, and analyzed.

3.2 Research Setting

This study takes place in the context of a large Korean university that houses an institution called the Social Responsibility Organization (SRO) that manages several domestic and international service-learning programs that offer undergraduate students opportunities to engage in service to communities in Korea and worldwide. The SRO annually dispatches over 200 students to other countries for short-term ISLP activities. The number of projects implemented by the SRO at any given time varies based on faculty interest and support for a particular project. Each project includes about 20 undergraduate students and about five faculty and staff members. For this study, I focus attention predominantly on only students who participated in the ISLP activities that took place in countries located in Asia.

3.2.1 SRO ISLP Program Features

As briefly described in Chapter 2, all students who participate in any of

the SRO's ISLP projects must commit to more than 50 hours of pre-fieldwork education and training for traveling to the host country to engage in approximately 10 days of fieldwork. After returning from the volunteer activities, the students must participate in a series of post-travel debriefing activities. Figure 3.2 shows details of some important design features of the SRO ISLP.

Figure 3.2

SRO ISLP Program Features

Pre-training exercises

- Extensive training (7+ hrs./week) prior to travel **allowed teams to form social bonds**. Engaging in **guided activities to design/plan/practice how** to implement projects **in the field built confidence and expertise/skill**.
- Guided Feedback students **received consistent support from experts** to develop all stages of projects. Both faculty and graduate students employed as 'specialists' engaged in pre-training and field experience.
- Division of Roles and Responsibility Each student played vital roles in group projects. All teams **led meetings and facilitated discussion**
- Shared decision-making Students were required to **come to consensus for all decisions**. This required **conflict resolution, public speaking, and collaborative efforts** – all critical skills for international cooperation.
- Defining Social Responsibility Students needed to **articulate and defend** how their project promoted **social responsibility**

Field Implementation

- engaged students in **autonomous, hands-on, trial and error learning** activities (12+ hour days). **Student-led** meetings, work-shops, and implementation of small group projects were **supported by** feedback from **experts and peers** to make on-sight adjustments as needed.

Debriefing

- 3 meetings to **reflect on the fieldwork, give suggestions** for the next project deployment, and to write up detailed **reviews of the process** from beginning to end on each aspect of the program provided students with opportunities to **deeply reflect** on what was accomplished and how.

Undergraduate students who participate in the ISLP can receive university course credits. In the winter of 2018-19, eight international projects were implemented, each in a different country. Most recently, during the summer of 2019, four projects were designed that took place in Nepal, Uzbekistan, Vietnam, and Laos. It should be noted that the project goals and

themes varied based on the location. For example, the SRO project in Vietnam focused on developing and maintaining water filtration systems serving local elementary schools. In Nepal, student participants engaged in an education outreach program aimed at promoting science, art, music, and physical education with students in the local community. Students participating in the ISLP activities in Uzbekistan engaged in an education outreach program with an emphasis on public health and family medicine.

In this research, I bring both an emic and etic perspective to my analysis and interpretation of the data. I personally participated as a volunteer in the ISLP project in Laos in the summer of 2019. As a participant observer, I engaged in two phases of pre-service education training with the SRO leaders and other student volunteers. First, I engaged in a series of common education lectures and activities designed to prepare students to safely travel to and live in the host community during the volunteer service period. In the second phase, I learned briefly about Laos (culture, language, food, and currency) and worked in small teams to plan for the implementation of specific location-based projects. For the Laos program, my teammates and I developed an agricultural technology sharing program, an education sharing program, and a culture sharing program. For the agricultural technology program, students learned to design and install chicken coops and developed a method to manufacture molasses urea blocks to provide nutrition for cows. For both projects, students developed educational materials (how-to videos, seminars with agricultural experts, and manuals and leaflets) to teach farmers in local villages how to maintain and use the chicken coops and how to make their own molasses urea blocks. The goal for this project was to provide farmers with the knowledge necessary to mass produce and distribute these materials to the local community. In addition to agricultural education projects, I participated in developing and implementing inclusive education activities for local elementary school students. Finally, my teammates and I engaged in an exchange with students from the partner university and members of the local village where we performed traditional songs and dances. See Figure 3.3 for photographic examples and a summary of SRO ISLP field activities.

Figure 3.3

SRO ISLP Field Activities Summary Table with Pictures



As the participants in the SRO program are university students, this program is an important site for situating this study. Understanding whether this social responsibility-geared program can have a positive influence on students' attitudes and self-efficacy can have a significant impact on how self-confidence in making contributions to communities through service can be taught in the HEIs.

3.3. Selection of Participants

The purpose of this study was to elicit students' responses regarding their attitudes towards service learning and their self-efficacy for being socially responsible. In addition, student participants were asked to share their reflections about what aspects of the program most affected their attitudes towards social responsibility and their sense of self-efficacy for being socially responsible in the future. It was, therefore, important to purposely select SRO participants who had completed the ISLP and to exclude all students who had not. All previous undergraduate and graduate students who had participated in the SRO ISLP were eligible to participate in the research. The SRO program sent approximately 200 students per year to participate ($N = \sim 600$ students) in international service-learning activities from 2013-2015 and about 240 students per year from 2016-2019 ($N = \sim 960$). In total, about 1,500 students were eligible to participate in this study. For the semi-structured interview, 10 students were targeted for participation. Any student who responded to the questionnaire was given the opportunity to volunteer for the

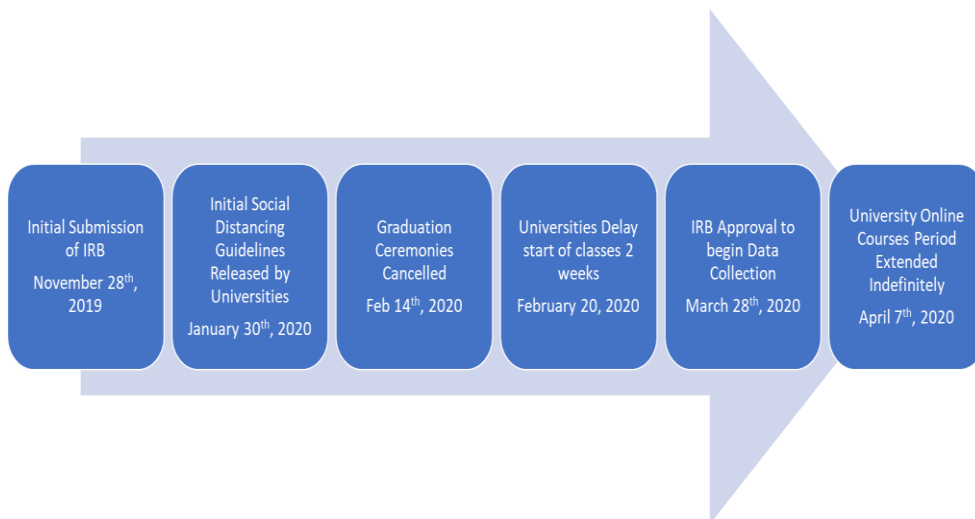
interview. In addition, electronic announcements and flyers were shared with students and posted on campus to invite students to participate in their choice of the questionnaire, interview, or both. More details about the consent and participation process are provided later in the chapter describing the research participants.

3.4. Research Limitation: COVID-19

In the course of doing this research, the COVID-19 world pandemic hit during the first half of 2020. This caused dramatic changes in social activities, including the closing of schools and remote online classes. This pandemic has affected the everyday lives of citizens in more than 105 countries and disrupted the school lives of approximately 100 million students (UNESCO, 2020). The Korean public university where this study took place followed the Ministry of Health and Education's guidelines to enforce social distancing rules, so all classes were conducted remotely online (Korea Ministry of Education, 2020) starting from March 2020.

Figure 3.4

COVID-19 Timeline in Relation to Data Collection



Collecting data under these new guidelines meant very few or no students were on campus to see questionnaire and interview recruitment flyers (See Figure 3.4). Social-distancing requirements greatly reduced my access to student participants. In addition, travel restrictions put an end to all plans for international travel, so the SRO ISLP was suspended for Summer 2019,

Winter 2020, and Summer 2020. As a result, no additional cohorts of participants could be invited to the study. This also reduced possibilities for engaging new students in the research.

Originally, for this study, conducting 10 face-to-face interviews was anticipated, but this was not possible. Many students who originally agreed to participate in interviews later canceled due to pandemic constraints. To overcome these obstacles, online communication methods were used to complete three interviews. Conducting interviews in non-face-to-face conditions may have had some negative influence on the interviews as it was more difficult to establish rapport with the participants. However, as the pandemic required many people to use online methods for communication, many people may have become more used to this method. As a result, this may have limited any negative impacts on full participation in the interviews.

Even though the pandemic did limit access to student participants, data was collected from a reasonable number of students to provide results adequate for answering the research questions of this study. See Table 3.2 for demographic information about participants.

Table 3.2

SASS-ISLP questionnaire participants' frequency of general demographic

<i>Demographic Characteristics</i>		Frequency
<i>Gender</i>	Male	14
	Female	26
<i>Current age</i>	18-20	2
	21-23	12
	24-26	14
	27-29	4
	30+	8
<i>Education Level (at Time of Program Participation)</i>	Undergraduate	27
	Masters	11
	PhD	2
<i>Program Country (some students went to multiple countries)</i>	Laos	23
	Vietnam	7
	Uzbekistan	5
	Philippines	8
	Other	3

In Chapter 4, the data are presented from the 53 responses to the student questionnaire developed for this study, the Student Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program

(SASQ-ISLP), focusing on the 40 fully completed replies. Table 3.2 shows the general demographics of the questionnaire participants whose responses were analyzed. Thirteen responses were dropped from analysis due to various reasons, such as not participating in the SRO program or failure to respond to all items. The interview portion of the study was completed by 8 students (5 in person and 3 via online communication).

3.5. Quantitative Approach: Online Questionnaire

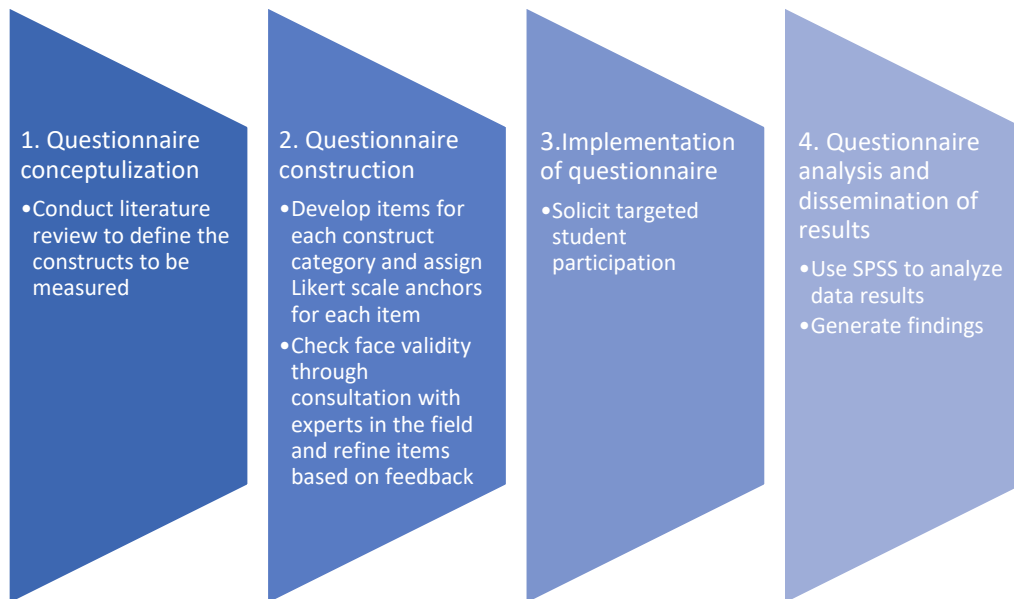
To measure students' attitudes and self-efficacy about social responsibility, the Student Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP) was developed and implemented with students who participated in a university sponsored ISLP. The items were adapted and developed from previously developed, validated, and reliable questionnaires. The following sections will give a detailed explanation of how these questionnaires were adapted, developed, validated, implemented, and analyzed for use with the SRO ISLP student participants.

3.5.1. *Questionnaire Development Process*

The SASQ-ISLP questionnaire development took place in four steps (see Figure 3.5): questionnaire conceptualization phase, item construction and face and content validity phases, implementation phase, and analysis and dissemination of findings phases. Each step is discussed in detail in the following sections.

Figure 3.5

Overview of questionnaire development process.



3.5.2. Questionnaire Conceptualization and Construction

For the development and validation of the SASQ-ISLP questionnaire, I conducted a review of the literature dealing with students' awareness about and attitudes towards social responsibility and students' social responsibility self-efficacy. Previously validated instruments designed to examine the influence of SLP participation on students' understanding about civic education, equality, and social responsibility were consulted (See Parker-Gwin & Mabry, 1998; Reeb et al., 2010; Markus, Howard, & King, 1993; Berkowitz & Daniels, 1964; Laird et al., 2005; Michlitsch & Frankel, 1989; Mabry, 1998). Building from this review of the literature and drawing heavily from three previously validated questionnaires, the 35-item SASQ-ISLP questionnaire was developed. For the final questionnaire, items were adapted mainly from scales of three existing instruments, including the Community Service Self-Efficacy Scale (CSSES) questionnaire (Reeb et al., 2010), the Service-Learning Outcome—Attitude and Motivation Scale (SLO-AMS) (Mabry, 1998), and the Community Service Self-Efficacy Scale—Retrospective Version (CSSES-RV) questionnaire (Reeb et al., 2010).

The CSSES aims to “measure the individual’s confidence in his or her own ability to make clinically (meaningfully) significant contributions to the

community through service” (Reeb et al., 2010, p. 461). The SLO-AMS (Mabry, 1998) aims to measure students’ attitudes towards and motivations for engaging in service-learning. The CSSES-RV (Reeb et al., 2010), is related to the CSSES, but focuses on measuring a program’s influence on participants after engaging in service activities. A 35-item questionnaire was developed by considering previously validated instruments designed to examine the influence on participants of service-learning programs in civic education, equality, and social responsibility (Parker-Gwin & Mabry, 1998; Reeb et al., 2010; Markus, Howard, & King, 1993; Berkowitz & Daniels, 1964; Laird et al., 2005; Michlitsch & Frankel, 1989; Mabry, 1998). For the final product, the three existing instruments mentioned above were used for the Likert-scale portion of the questionnaire (see Table 3.3).

Table 3.3

Existing instruments based on literature studies used to develop the questionnaire

Existing instruments	Authors	Correlating section of the questionnaire
<i>Community Service Self-Efficacy Scale (CSSES)</i>	Reeb et al., 2010	Self-efficacy scale (SE): six items
<i>Service-learning outcome—attitude and motivation scale (SLO-AMS)</i>	Mabry, 1998	Attitudes towards social responsibility scale (ASR): six items
<i>Community Service Self-Efficacy Scale—Retrospective Version (CSSES-RV)</i>	Reeb et al., 2010	Retrospective Self-Efficacy (RSE): six items

To understand which variables may influence students’ attitudes and self-efficacy, extensive demographic information was collected, including, for example, gender, age, major, and detailed information about the students’ participation in the SRO program. Demographic data were used to compare students’ experiences and identify similarities and differences between participants.

The final section of this questionnaire includes open-ended questions to which students can type their responses. The goal of these open-ended questions was to collect qualitative self-report responses from students to

learn how students define social responsibility and to describe some ways in which the students' experiences have affected their personal attitudes about participating in socially responsible practices now and plans to participate in them in the future. This data can also provide some qualitative responses that can be used to categorize and characterize how students perceived their experiential learning activities as part of their participation in the ISLP and can allow evaluation of the kinds of reflection activities students participated in and how those activities influenced their attitudes about social responsibility. Table 3.4 displays the number of items in each section.

Table 3.4

Composition Student Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP)

Section	Contents	Number of Item statements
<i>Demographic questions</i>	Gender, age, major, education level, information on participation in volunteer/service programs, etc.	1-14
<i>Likert-scale questions</i>	Self-efficacy scale (SE): six items	15-20
	Attitudes towards social responsibility scale (ASR): six items	21-26
	Retrospective program self-efficacy (RSE): six items	27-32
<i>Open-ended questions</i>	Define social responsibility. How has your experience influenced your social responsibility practices?	33-35

Three Likert-scale sections were developed to measure attitudes and self-efficacy for social responsibility. Items were adapted directly from the Community Service Self-Efficacy Scale (CSSES; Reeb et al., 2010), the Community Service Self-Efficacy Scale - Retrospective Version (CSSES-RV; Reeb et al., 2010), and the Service-Learning Outcome - Attitude and Motivation Scale (SLO-AMS) designed by Mabry (1998) to create three subsections: (1) self-efficacy (SE) scale - six items, (2) attitudes towards social responsibility (ASR) scale - six items, and (3) retrospective self-efficacy (RSE) scale - six items. The SASQ-ISLP uses a four-point Likert scale to measure student responses to items (see Appendix A to see full questionnaire). Likert scales typically include five criterion points; however,

in this study, I opted to use a four-point scale to remove the neutral option. This allowed for participants to select between only four points (4 = *strongly agree*, 3 = *agree*, 2 = *disagree*, and 1 = *strongly disagree*). Excluding the mid-point of the scale encourages or forces students to choose a scaled point (Lozano, Garcia-Cueto, & Muniz, 2008). This strategy is often employed with populations that tend to select more neutral response options due to reasons such as ambivalence and social conformity (Stocke, 2007). Studies show that the inclusion of a neutral or “no opinion” option significantly increases the number of people stating they have no opinion when they actually do (Bishop, 1987).

During the questionnaire development, it was apparent that during this study it would not be possible to implement a pre- and post-program questionnaire assessment. However, by using the CSSES and CSSES-RV items, which were originally designed as pre- and post-assessments (Reeb, et al, 2010), this study was able to implement a kind of modified pre- and post-program analysis using a paired *t-test* of paired items of the Self-Efficacy (SE) scale and the and Retrospective Self-Efficacy (RSE) scale. These items were designed to be closely related/similar (see Table 3.5), so that they could be compared to one another during analysis to provide results on program influence on students.

Table 3.5

Comparison of Self-Efficacy (SE) Scale and Retrospective Self-Efficacy (RSE) Scale Items

SE Full Item	RSE Full Item	Compare Items
SE#1) If I choose to participate in a volunteer program in the future, I will be able to make a meaningful contribution.	RSE#3) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to make meaningful contributions through volunteering	“meaningful contributions”
SE#2) I am confident that I can help individuals in need by participating in volunteer activities	RSE#15) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to help individuals by volunteering	“help individuals by volunteering”

SE Full Item	RSE Full Item	Compare Items
SE#3) I am confident that, in future volunteer activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.	RSE#16) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to interact with relevant community professionals in ways that are meaningful and effective	“can interact with relevant professionals”
SE#4) Through volunteering, I can apply my knowledge in ways that solve ‘real-life’ problems	RSE#17) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to apply my knowledge to volunteer situations in ways that help to solve ‘real-life’ problems	“can apply my knowledge to solve real life problems
SE#5) By participating in volunteer work, I can help people to help themselves	RSE#18) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to help people to help themselves as I engage in volunteer opportunities	“can help people to help themselves”
SE#6) I am confident that I will participate in volunteer work in the future	RSE#14) The SNU SR program increased or strengthened my confidence that, in the future, I will be able to find volunteering opportunities that are relevant to my interests and abilities	“will participate in volunteer work in the future”

3.6. Validity and Reliability of Questionnaire

The SASQ-ISLP was initially developed in English but was translated into Korean and input into an electronic survey system as a dual-language questionnaire. Translation into the Korean language, was completed by a native speaker of Korean who is a graduate student in the field of education development. The translation was necessary for this questionnaire to be used

with the targeted student population. Moreover, the translation ensured that more students could participate in the questionnaire process and also helped prevent misunderstandings about the items due to language.

When testing items adapted from other questionnaires with a new population, a statistical validation process is needed. Unfortunately, due to the limited participation as a result of the pandemic, this was not possible. However, before using the newly developed questionnaire with this new population, face and content validity was checked with small focus-group interviews with students and with several faculty members with expertise in assessment and in education development. The validation process took place in two phases. First, to achieve content validation, I engaged experts who know service learning, civic and social responsibility, and development education to read and provide feedback about how well the items reflect the constructs I sought to measure. Second, I engaged some student participants from the SRO program to review the instrument and provide feedback about the items to ensure they are understandable for the targeted population. Based on the feedback from the experts and students, several item statements were either deleted or revised. For example, the statement “adults should give some time for the good of their community or country” (Mabry, 1998, p. 46) was deleted because it was determined that this item did not fit well with the domain of *attitudes towards social responsibility*, as this study is focused on university student experiences in ISLPs. Also, the word choice in multiple items was made simpler for the participants of the study. For instance, the CSSES item “I am confident that I will participate in community service activities in the future” (Reeb et al., 2010, p. 461) was switched to “I am confident that I will participate in volunteer work in the future.” This process ensured the improvement of this study’s questionnaire face and content validity.

Additional responses to the SASQ-ISLP would allow for more sophisticated statistical analysis, but because this questionnaire was developed using the subject-centered scale method (referred to as “individual difference scales”), scores reflect differences among respondents in terms of their standing on the scale’s dimension. Thus, even with a small sample size, it is possible to measure differences that can be informative.

3.7 Instrument Reliability

As all of the items on this questionnaire were adapted from previously developed and validated surveys, no minimum number of responses was necessary to validate any new items. Mabry's SLO-AMS questionnaire had the Cronbach alpha of .80 (Mabry, 1998, p 35), whereas Reeb et al., CSSES and the CSSES-RV consistently had a Cronbach alpha of over .90 (Reeb et al., 2010, p. 461). Therefore, while this study sought to engage as many participants as possible, any responses will be sufficient for conducting a simple descriptive statistical analysis.

The three Likert-scale subsections of the SASQ-ISLP questionnaire have high Cronbach's alpha values from .81 to .90, which indicates that the items have a good internal consistency of the students' knowledge being tested (See Table 3.6). As can be seen, each scale has high reliability, with the Retrospective Self-Efficacy (RSE) scale being the highest at 0.92 and the lowest being the Self-Efficacy (SE) scale at 0.88.

Table 3.6
Reliabilities of the questionnaire

Subscale	Subscale summary	Cronbach alpha Reliability
<i>Self-Efficacy scale (SE) – 6 items</i>	Student self-efficacy scale gauging students' confidence and proactiveness in participating in service-learning activities.	0.88
<i>Attitudes towards Social Responsibility (ASR) - 6 items</i>	Student attitude scale focused on gauging students' social responsibility tendencies.	0.90
<i>Retrospective Self-Efficacy (RSE) -6 items</i>	Post-program student attitudes towards their confidence in participating and engaging in service-learning activities.	0.92

3.7.1 CSSES and CSSES-RV Reliability

The coefficient alpha for both the CSSES and the CSSES-RV was reported to be above .90 (Reeb, et al., 1998), and this finding was replicated in multiple additional studies with different groups of student participants (Reeb, 2006; Reeb et al., 2008, 2009a, 2009b). Therefore, the items adapted

for use in the three subsections all have been shown to have high reliability after over 10 years of consistent published research.

The CSSES-RV was designed to detect the potential changes in self-efficacy in college students who obtained high scores on the CSSES before participating in a service-learning program (Reeb, 2010). Reeb (2010; Reeb, et al., 1999) notes the stability and consistency of the different CSSES versions and that alternative forms tend to correlate highly with the original CSSES, although there is a need to fully test the extent of generalizability of the scores in response to different settings (p. 467). For example, most of the studies by Reeb and colleagues (Reeb, 1998; Reeb et al., 2008, 2009a, 2009b) were conducted on university students who had varying degrees of experience in participating in service-related programs. Interestingly, Reeb (2006) found that findings with adolescent respondents with no service-related experiences were similar to those with college students. This study adds to the CSSES literature by examining university students having experience in the Korean international service-learning program context.

3.7.2 Service-learning outcome: Attitude and Motivation Scale (SLO-AMS)

The second part of this study's questionnaire, sub-section two, consists of six items adapted from a previously validated questionnaire designed by Mabry (1998) that was administered to over 200 university students with various experiences in 23 different service-learning courses, with a coefficient alpha reported to be above .81 (p. 46). This questionnaire was also adapted and used in Parker-Gwin and Mabry's (1998) study at Virginia Tech with over 500 university students who had participated in over 21 different service-learning experiences (p. 278). Both studies used Likert-scaled measures of university students' attitudes towards service, personal social responsibility, and participant motivations. This focus on attitudes in Mabry's questionnaire items made them useful for this study.

3.8 Data Collection and Analysis

3.8.1 Questionnaire Data Collection

After validation, the questionnaire was input into an electronic survey

system (See Figure 3.6), called Survey Monkey (<https://www.surveymonkey.com/>). This website was chosen for its flexibility and ability to deal with large numbers of respondents in relatively short periods. Additionally, web surveys/questionnaires are widely used, students are familiar with them, and they have a relatively low cost.

Figure 3.6

Screenshot of questionnaire as it appears on Survey Monkey.

[Korean] Understanding SNU SR Experiences
Consent to Participate in Survey

동의서 (온라인 용)

- 나는 이 설문지를 읽었으며 담당 연구원과 이에 대하여 의논하였습니다.
- 나는 이 조사가 한국에 또는 영어로 관촬될 수 있다는 것을 알고 있습니다.
- 나는 위함과 이득에 관하여 들었으며 나의 질문에 만족할만한 답변을 얻었습니다.
- 나는 이 연구에 참여하는 것에 대하여 자발적으로 동의합니다.
- 나는 이 연구에서 얻어진 나의 개인 정보를 전할 법률과 생명 윤리위원회 규정이 허용하는 범위 내에서 연구자가 수집하고 처리하는 데 동의합니다.
- 나는 담당 연구자나 위임 받은 대리인이 연구를 진행하거나 결과 관리를 하는 경우와 법률이 규정한 국가 기관 및 서울대학교 생명윤리위원회가 실제 조사를 하는 경우에는 비밀로 유지되는 나의 개인 신상 정보를 확인하는 것에 동의합니다.
- 나는 언제든지 이 연구의 참여를 철회할 수 있고 이러한 결정이 나에게 어떠한 해도 되지 않을 것이라는 것을 알았다.
- 나는 법적으로 성인(만 18세 이상)이며 본 연구에 참여함에 대해 동의합니다.

* 1. 귀하는 본 연구의 참여에 동의하십니까?
(‘No/아니오’를 클릭하면 설문이 끝납니다.)
(‘Yes/예’를 클릭하면 설문이 계속됩니다.)

☐ Yes/예
☐ No/아니오

[Korean] Understanding SNU SR Experiences

해선 1: 자기 효능감 정도
이제부터 아래 질문에 대해 귀하의 의견을 바탕으로 한 답변을 선택해주시고요. 옳고 그른 대답이 없다는 것을 기억하십시오. 동의하는 정도에 따라 하나의 항목만 선택하십시오. 주어진 문장에 전혀 동의하지 않으면 ‘* 매우 그렇지 않다’, 약간 동의하지 않으면 ‘* 그렇지도 않다’, 약간 동의하면 ‘* 그렇다’, 완전히 동의하면 ‘* 매우 그렇다’를 선택하십시오.

* 16. 향후 자원 봉사 프로그램에 참여하기로 결정한다면 나는 의미 있는 기여를 할 수 있다.

☐ * Strongly disagree/ 매우 그렇지 않다
☐ * Disagree/ 그렇지도 않다
☐ * Agree/ 그렇다
☐ * Strongly agree/ 매우 그렇다

* 17. 나는 자원 봉사 활동에 참여함으로써 도움이 필요한 사람들을 도울 수 있다고 확신한다.

☐ * Strongly disagree/ 매우 그렇지 않다
☐ * Disagree/ 그렇지도 않다
☐ * Agree/ 그렇다
☐ * Strongly agree/ 매우 그렇다

* 18. 나는 향후 자원 봉사 활동에서 의미 있고 효과적인 방법으로 관련 전문가와 소통할 수 있다고 확신한다.

☐ * Strongly disagree/ 매우 그렇지 않다
☐ * Disagree/ 그렇지도 않다
☐ * Agree/ 그렇다
☐ * Strongly agree/ 매우 그렇다

The Institutional Review Board (IRB) approved the electronic consent process that is used when questionnaires do not elicit any personal identifying information, such as names or IP addresses. The information on the first page included the identity and contact details of the researcher, the reasons for conducting the survey/questionnaire, the uses to be made of the data, the inclusion and exclusion criteria, and the acknowledgment of electronic consent. With the permission of the SRO program and the university Institutional Review Board (IRB), an invitation announcement was shared with all students who had completed the ISLP. The invitation requested that students complete the questionnaire and to contact me should they want to participate in an in-depth semi-structured interview to discuss the impact of their participation on their attitudes towards social responsibility and their self-efficacy for engaging in service learning in the future.

The invitation announcement contained a URL to access an online questionnaire hosted on the platform Survey Monkey. The announcement briefly described the purpose of the study, detailed the expected time needed to complete the questionnaire (about 20 minutes), and assured the participants of anonymity and confidentiality for all responses. All relevant information was given in the first page of the questionnaire and in the announcement that

contained the link to the questionnaire. Participants were recruited using the snowball method, as students who participated in the survey were asked to share the announcement with other students from their cohort. The announcement explained that all participation was voluntary and that all information submitted was non-identifiable, no personal information would be collected when responding to questionnaire items, students were under no obligation to participate, and they were free to stop at any time for any reason. The questionnaire was available in both English and Korean languages. At the end of the survey, participants were provided the contact information for the researcher should they want to request an interview (to be conducted in English language only).

All data were stored in the online account and were only accessible using the username and password identification determined by the researcher. The questionnaire was closed after a set time period and descriptive analysis was conducted using both Survey Monkey's built-in statistics package and the Statistical Package for Social Sciences (SPSS).

3.8.2 Questionnaire Data Analysis

Once it was determined that a sufficient number of responses had been collected, statistical analysis was conducted to investigate students' attitudes and self-efficacy for social responsibility using data collected from each of the three subscales: self-efficacy, attitudes, and reflection on experiences. While SPSS is embedded as software in Survey Monkey, SPSS version 22 was also used to conduct analysis.

Responses to these subscales were analyzed for simple descriptive item analysis and correlation analysis. For subscale correlation, the Pearson correlation coefficient, r (range -1 to 1), was calculated to measure the strength of the linear association between scales. In addition, data analysis was undertaken to generate statistics for internal consistency, reliability, and discriminant validity. The percentage of positive responses to each item in each subscale was calculated and analyzed to identify patterns in participant responses in each scale. Some items were reverse coded to gauge student responses to negative and positive item statements (Ravid, 2011). An independent t -test was conducted to examine whether the population means of any two samples significantly differed from one another because the group

data did not show equal variance in many cases. Because the participant size was small, ANOVA was not conducted. Next, a paired *t*-test was conducted to identify any pre- and post-participation changes that occurred due to program participation. The self-efficacy (SE) scale and retrospective self-efficacy (RSE) scales were compared in order to find potential item-by-item correlations. Likewise, descriptive statistics and correlations of variables between each subscale were also computed to investigate the influence of demographic and student service-learning experience variables on the subscales for self-efficacy and attitudes.

Of the variables *t*-tests and Cohen's *d* calculation was run to understand variable effects on students positive or negative answers on the subscales. Likewise, descriptive statistics and correlations of variables between each subscale were also computed to investigate the influence of demographic and student service-learning experience variables on the subscales for self-efficacy and attitudes. Simple descriptive statistical analysis was used to consider how different factors, such as previous experience with service learning, participant roles before and during service-learning activities, and location and context of service-learning implementation, affected students' attitudes about service-learning and their self-efficacy for successfully engaging in future service-learning activities that promote social responsibility.

Results from student responses will provide important implications for improving service-learning programs implemented through university programs and will assist in the future development of research and professional development for program developers seeking to promote students' sense of global responsibility through university-based programs.

3.9. Qualitative Approach

The qualitative data set is based on the questionnaire open-ended response section and the semi-structured student interviews that were aimed at obtaining insights into particular processes and practices that exist within a specific context (Creswell, 2013). This kind of data has the benefit of being able to highlight, via an interpretive approach, meanings of potential findings that cannot be experimentally examined using quantified data sets. It is believed that interviews tend to allow participants to have more freedom and

opportunities to express their opinions than in structured questionnaires (Creswell, 2013). Thus, the open-ended responses and interviews with students in this study provide an opportunity to expand upon a better understanding of their experiences in an ISLP and students' attitudes and self-efficacy towards social responsibility. The questionnaire open-ended response section development was discussed previously in the Instrument Conceptualization and Construction section (3.2.2). In the sections that follow, more details are provided about the structure of the interviews, the student participants, and the data collection and analysis process.

3.9.1 Development of Semi-Structured Interview Questions

The interview questions were developed and shaped based on three categories: general background information, concepts about social responsibility, and attitudes about service learning. Table 3.7 shows the categories of the questions that were addressed to each student during the interviews. Each category had questions aimed at further examining students' attitudes towards being socially responsible and their self-efficacy based on their thoughts about engaging in service-learning experiences in the future.

Table 3.7
Categories of questions for student interviews

Interview questions category	Example of the type of questions
<i>General background information (4)</i>	When did you participate in SNU SR? What projects did you work on? (Agriculture, Education, Art, etc....)
<i>Concept about social responsibility (3)</i>	How would you define social responsibility?
<i>Attitudes and beliefs about service learning (3)</i>	How do you think SNU SR affected your overall attitude towards volunteering?

Since the interview data involved direct interaction with student participants, the IRB required consent from students before engaging in interviews. No personal identifying information such as names or addresses was collected during the interviews. All student participants were asked to choose a pseudonym for the reporting of the data. Students were also informed that they were under no obligation to participate in the open-ended, semi-structured interview. If they chose not to participate in or complete the

interview or chose not to be involved after the interview was over, any existing data from their interview would be immediately destroyed and would not be used in the study.

3.9.2 Conducting Semi-Structured Interview

Interviews are intended to provide some context for findings from questionnaires and to deepen researchers' understanding of trends in the questionnaire data (Creswell, 2013). In this study, the interviews were used to supplement and support findings from the questionnaire results. In total, eight participants were recruited and participated in one-on-one interviews (online and face to face^②). The interviews were audio-recorded with the participants' consent. If participants did not consent to audio recording, notes were taken during the interview. The descriptive analysis is aimed at understanding the general contexts of students in order to shed light on information that should be taken into consideration. All interviewees will be referred to by pseudonyms to protect their identities; most picked their own aliases.

Table 3.8

Brief Descriptions of Interviewees

Pseudonym	Gender	Education Level	Participation Description	Data Collection Method
Mimi	F	Master's	Educational consultant for the 2018 Winter program to the Philippines*	In-Person
Sakura	F	Master's	Educational consultant for the 2019 Winter program to Vietnam**	In-Person
Dr. Strange	M	Undergrad	Education team leader for the 2019 Summer program to Laos***	In-Person
Student Y	F	Ph.D.	Educational consultant for the 2017 Summer program to Vietnam	In-Person

^② Due to the COVID-19 pandemic, to protect the health of the researcher and participants, interviews were conducted virtually and/or face to face while adhering to social distancing guidelines.

Pseudonym	Gender	Education Level	Participation Description	Data Collection Method
Spiderman	F	Ph.D.	Program Manager for 2015-2016 programs to Laos, Vietnam, and Nepal****	In-Person
Mozart	M	Master's	Education consultant for the 2019 Summer program to Laos	Online
Popstar	F	Undergrad	Cultural team leader for the 2019 Winter program to Vietnam and the 2019 Summer program to Laos	Online
Boots	M	Master's	Program Manager since 2015 for the Vietnam and Laos programs	Online

*An educational agriculture program focused on green farming of cacao

**An educational environmental protection program focused on water purification infrastructure

***An educational agriculture program focused on animal husbandry

****A program focused on earthquake disaster relief

During the interview, participants were reminded that the session would take about 20 minutes and were welcome to take breaks and skip a question and move on to another question if they wanted. The interviews were conducted by the researcher alone and were done solely in the English language. Some students responded with short, simple answers and others expressed themselves very thoroughly. Students were informed when the suggested 20-minute time limit was reached and informed at that time that they could stop the interview at any time. However, in all cases, the students continued, which provided this study with an in-depth understanding of the student's experiences, thoughts, and attitudes towards the SRO's ISLPs. Following each interview, each audio recording was transcribed (see Figure 3.7) using a transcript table.

Figure 3.7

Interview Transcript Table Example

Transcript for Interview		
File name:		File length:
Date:		Venue:
Interviewer:		Interviewee (Anonymous):
Transcribed date:		
Transcriber:		
Minute:seconds	Speaker	Content (Description of audible behavior in the brackets)
00:01		

3.9.3 Analysis of Open-Ended Responses and Semi-Structured Interview

Qualitative interpretive analysis was conducted to identify anticipated and emerging findings from transcripts and texts generated from both the questionnaire open-ended responses and the semi-structured interviews. To do this, all text from the questionnaire open-ended responses and semi-structured interview transcripts were uploaded into an electronic qualitative analysis system for text data, called Quirkos (<https://www.quirkos.com/index.html>). Quirkos provides an interface for researchers in which the themes are represented with circles, the size of each indicating the amount of textual data is coded to them (See Figure 3.8) This affordable software was chosen for its easy design makes it accessible both for new and experienced qualitative researchers.

Figure 3.8

Screenshot of qualitative data analysis software system, Quirkos



3.9.4 Coding Process Overview

Each transcribed audio recording and questionnaire open-ended response underwent descriptive coding to retrieve the generalized information, considering students' attitudes, self-efficacy, and conceptualization of social responsibility in relation to the SRO ISLP. Three waves of analysis were conducted as part of the coding process (see Figure 3.9) to extract both anticipated and emergent findings via descriptive, analytic, and interpretive analyses (see Chapter 3).

Figure 3.9

Overview of three waves of analysis conducted.

Descriptive analysis coding	Analytic analysis coding	Interpretive analysis coding
<ul style="list-style-type: none"> • First wave to code raw data • Focus: "understand what is happening" 	<ul style="list-style-type: none"> • Second wave to analyze words or phrases of interest (<i>a priori</i> and <i>emergent</i>) • Focus: identify factors that can describe the context 	<ul style="list-style-type: none"> • Third wave to analyze emerging themes and categorize codes • Focus: further identify areas of interest and explain potential factors of influence

First, an initial phase of coding was done using an inductive approach to analyze the overall text generated from the open-ended responses and transcriptions of the semi-structured interviews. This first phase of coding sought to identify common themes to contextualize “who the students are” and “what is happening” in the ISLP. This first phase of descriptive analysis was aimed at understanding the general contexts of students in order to shed light on information that should be taken into consideration for additional rounds of analysis.

Second, words and phrases of interest were selected from the first round of codes and analyzed and categorized to identify specific themes related to participants’ attitudes about social responsibility and self-efficacy for engaging in volunteering. During this process, a priori coding was done using words and phrases commonly found in the literature (i.e., anticipated words, phrases, statements, and any new emergent findings) to describe attitudes, beliefs, and experiences with volunteering, service-learning, and the concept of social responsibility.

Finally, the third wave of analysis was based on an interpretive approach, which was used for making sense of trends, patterns, and contradictions in students’ interview responses to further understand and explain the potential factors that influenced students’ attitudes. The process was repeated individually for each category until no new category or relation of categories appeared, which was the point of data saturation.

When using qualitative coding methods, inter-rater reliability can be established to ensure the trustworthiness of the coding when two or more researchers are coding the same data set (McAlister et al., 2017). In this study, only one researcher conducted the research, but the reliability of my coding of data was checked by using an ad hoc approach in which an external researcher coded several random interview transcripts and open-ended answer responses using the codebook I had developed from the first and second phases of coding. The codebook and data were made available in a data analysis program called Quirkos. A comparison of coded transcripts was done to measure reliability (Miles & Huberman, 1994) and reliability was calculated using the following method: $[\text{reliability} = \# \text{agreements} / \# \text{agreements} - \# \text{disagreements}]$. Coding agreement above 0.70 was deemed acceptable. Discussions about the disagreements were used to refine the coding book.

Chapter 4. Questionnaire Analysis Results

This chapter is divided into six subsections that address the findings of the student questionnaire developed for this study, the Student Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP). The first subsection will address this study's quantitative data. The following four will be focused on the SASQ-ISLP qualitative analysis. These sections findings will be briefly summarized at the end in order to make connections to Chapter 5 and the literature review. Thus, the questionnaire findings are organized to answering the research questions from Chapters 1 and 3:

1. How does participating in an international service-learning program influence students' attitudes towards and self-efficacy about social responsibility?
2. What factors influence students' self-efficacy and attitudes?
3. How do participating students define social responsibility?

Research Question 1 will be primarily addressed by the SASQ-ISLP and later in Chapter 5 semi-structured interview findings by focusing on students' general attitudes and self-efficacy towards service learning as a type of social responsibility. Research Question 2 will be discussed via the SASQ-ISLP data analysis by focusing on the variable analysis sections. Finally, Research Question 3 will be addressed by presenting the findings of the open-ended response section of the SASQ-ISLP and later again in Chapter 5.

I share these findings to provide insights into how students experienced the SRO international service-learning environment and provide data about how participants engaged in the programs and viewed their participation using the lens of social responsibility. The percentage of positive responses for each scale are provided and item-by-item mean and standard deviation and percentage of positive responses are also provided. Next, an item-by-item analysis, paired t-test of the SE and RSE subscales are provided. Next mean and standard deviation of all subscales and correlation between scales are provided. Due to the small number of participants, it was not possible to conduct ANOVA analysis. With the sample size attained and splitting

responses into only two variable groups, an independent sample *t*-test was conducted to investigate the influences of demographic variables on students' attitudes and self-efficacy.

4.1 Qualitative Data Analysis

4.1.1 *Item Analysis*

Table 4.1 details the mean percentage of positive responses for the items that make up each subscale in the SASQ-ISLP. The Self-Efficacy scale (SE) is made up of six items gauging students' confidence and proactiveness in participating in service-learning activities. The second subscale is Attitudes towards Social Responsibility (ASR), with six items focused on gauging students' social responsibility tendencies. The last is the Retrospective Self-Efficacy (RSE) six items that ask student to focus on reporting their post-program attitudes towards their confidence in participating and engaging in future service-learning activities.

The SE scale showed the highest positive response mean percentage at 87.0%, meaning that a majority of students feel a sense of confidence in participating in service-learning activities. The ASR scale had the lowest mean of the three scales at 80.0%, showing that students overall had positive socially responsible tendencies. This slightly lower score will be discussed later in more detail. At 86.0%, the RSE scale mean score was almost the same as that of the SE scale, which shows that when students think about their experience with the SRO, their confidence towards participating in future service-learning activities is quite positive.

The SASQ-ISLP's positive response ranges for each subscale were very similar to each other. However, the Attitudes towards being Socially Responsible scale shows a range of 80.0-97.5% due to a reverse coded item (Question 3 in the subscale), thus giving it an 80.0% positive percentage towards a reverse coded item. These findings support the positive insight of students' attitudes and self-efficacy (confidence and proactiveness) towards social responsibility and service learning. These percentages, especially the RSE scale scores, show that the SRO program had a positive impact in furthering students' confidence and engagement in and with future service-learning opportunities.

Table 4.1

Mean and range of percentage of positive responses on each subscale SASQ-ISLP

Subscale (number of items)	Examples of items (% of positive responses)	Positive Response Mean (%)	Positive Response Range (%)
<i>Self-Efficacy (SE) scale</i> <i>6 items</i>	SE#2. I am confident that I can help individuals in need by participating in volunteer activities. (92.5%)	87.0	72.5–97.5
<i>Attitudes towards Social Responsibility (ASR) scale</i> <i>6 items</i>	ASR#7. I feel that I can make a positive difference in the world. (97.5%)	79.6	80.0–97.5
<i>Retrospective Self-Efficacy (RSE) scale</i> <i>6 items</i>	RSE#14. I can find volunteering opportunities that are relevant to my interests and abilities. (95%)	86.25	77.5–95

4.1.2 Self-Efficacy Scale (SE): Item Analysis

In the Self-Efficacy scale, Item SE1 showed the highest percentage of positive answers at 97.5% with a mean and standard deviation score of 3.34 ± 0.76 , which shows that almost all students felt that if they were to “choose to participate in a volunteer program in the future, they would be able to make meaningful contributions.” Answering positively to SE1 shows high self-confidence for future situations. Students’ positive responses to SE5, feeling confident that “by participating in volunteer work, I can help people to help themselves,” were 25.3% lower (72.5%) than they were to SE1. Responses to SE3 showed that only 80.0% of students felt “confident that, in future volunteer activities, they will be able to interact with relevant professionals in ways that are meaningful and effective.” SE5 and SE3 are both closely related to confidence in being able to perform volunteer work. SE3 and SE5

are crucial, as they relate to knowing and feeling confident in the technical skills and knowledge that volunteers should be able to bring and share with local community professionals and teach to host communities, which is known by many as “capacity building.”

In summary, students showed strong confidence and proactiveness towards future service-learning/volunteer programs. In addition, overall confidence towards applying technical skills and knowledge was high, with a small decrease in positive responses when feeling confidence in directly helping others. The exact SE scale item-by-item data can be found below in Table 4.2.

Table 4.2

Self-Efficacy scale: mean and standard deviation score and percentage of positive responses per scale item

Full Item	Mean \pm SD	Positive response %
SE#1. If I choose to participate in a volunteer program in the future, I will be able to make a meaningful contribution.	3.34 \pm 0.76	97.5
SE#2. I am confident that I can help individuals in need by participating in volunteer activities.	3.17 \pm 0.77	92.5
SE#3. I am confident that, in future volunteer activities, I will be able to interact with relevant professionals in ways that are meaningful and effective.	2.9 \pm 0.83	80.0
SE#4. Through volunteering, I can apply my knowledge in ways that solve “real-life” problems.	3.02 \pm 0.79	85.0
SE#5. By participating in volunteer work, I can help people to help themselves.	2.78 \pm 0.76	72.5
SE#6. I am confident that I will participate in volunteer work in the future.	3.49 \pm 0.81	95.0

4.1.3 Attitudes towards Social Responsibility Scale (ASR): Item Analysis

In the students’ Attitudes towards Social Responsibility scale (ASR), ASR7 and ASR8 had an equal number of positive responses at 97.5%, showing that students feel that they can “make a positive difference in the world” and “that it is important to help others even if they do not get paid for

it.” Both statements display positive attitudes in relation to what is considered socially responsible actions. Interestingly, in the ASR9, 20.0% of students answered that “if a person or group has a problem, that person or group has the responsibility to solve that problem without help from others.” This opinion also seems to apply in ASR12, in that 20.0% of students *disagreed* that “when people do not solve their own problems, it may be because their circumstances hold them back,” which shows that some students had negative attitudes, believing that people in less fortunate situations should help themselves and that there are no extenuating circumstances holding back those in less fortunate situations from self-help.

The 20.0% negative attitudes in ASR9 and ASR12 are a bit of a contradiction to the high positives of ASR10 (92.5%), “compared to others my age, I personally feel it is important to find opportunities to volunteer my time towards helping others,” and ASR11 (90.0%), “I believe it is my social responsibility to help others.” ASR10 and ASR11 show positive attitudes towards helping others, which contradicts the previous attitudes towards others needing to help themselves. In summary, other than a few contradictory attitudes, students had an overall positive attitude towards socially responsible action. Table 4.3 shows the ASR scale item-by-item data, which covers each item’s mean and standard deviation score and percentage of positive responses.

Table 4.3

Attitudes towards Social Responsibility Scale: mean and standard deviation score and percentage of positive responses per scale item

Full Item	Mean \pm SD	Positive response %
ASR#7. I feel that I can make a positive difference in the world.	3.24 \pm 0.8	97.5
ASR#8. I believe that it is important to help others even if I do not get paid for it.	3.49 \pm 0.78	97.5
ASR#9*. I believe that if a person or group has a problem, that person or group has the responsibility to solve that problem without help from others.	3.02 \pm 0.85	80.0

Full Item	Mean \pm SD	Positive response %
ASR#10. Compared to others my age, I personally feel it is important to find opportunities to volunteer my time towards helping others.	3.22 \pm 0.79	92.5
ASR#11. I believe it is my social responsibility to help others.	3.31 \pm 0.85	90.0
ASR#12. I believe that when people do not solve their own problems, it may be because their circumstances hold them back.	3.00 \pm 0.9	80.0

*Reverse coded item

4.1.4 Retrospective Self-Efficacy Scale (RSE): Item Analysis

In the students' *Retrospective Self-Efficacy* (RSE) scale, attention on the SRO program's influence on their self-efficacy, in other words, their confidence and proactiveness towards future service-learning/volunteer activities. In this scale, RSE#14, "the SNU SR program increased or strengthened my confidence that, in the future, I will be able to find volunteering opportunities that are relevant to my interests and abilities," and RSE#15, "the SNU SR program increased or strengthened my confidence that, in the future, I will be able to help individuals in need by participating in volunteering opportunities," both had the highest amount of positive responses at 95.0%, showing that students felt equally strongly that participating in the SRO's ISLP strengthened their capabilities to find future service-learning opportunities that are relevant to their interests and that they can help others via participating in those opportunities. However, the percentage of students' positive answers to RSE#18, "the SNU SR program increased or strengthened my confidence that, in the future, I will be able to help people to help themselves as I engage in volunteer opportunities," was only 77.5%, showing a decrease in confidence towards helping others help themselves. In relation to the Self-Efficacy scale Item SE#5 (see Table 4.2, p. 45), this data shows that students were less confident in being able to help with host-community capacity building.

RSE#13, RSE#16, and RSE#18 (90.0%, 80.0%, and 80.0% positive

responses, respectively) each showed a slight decrease in confidence but overall positive responses towards applying technical skills and knowledge, which is consistent with the answers of SE#3 and SE#5 (see Table 4.2, p. 45). In summary, the students' feedback shows that the SRO program increased their overall confidence and proactiveness towards participating in service-learning/volunteering programs, although some attention needs to be paid to increasing student confidence in technical skills and knowledge sharing. Table 4.4 shows the findings from comparing students' responses on parted items in SE and in RSE.

Table 4.4

Retrospective Self-Efficacy (RSE) scale: mean and standard deviation score and percentage of positive responses per scale item

Full Item	Mean \pm SD	Positive response %
RSE#13. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to make meaningful contributions through volunteering.	3.22 \pm 0.82	90.0
RSE#14. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to find volunteering opportunities that are relevant to my interests and abilities.	3.2 \pm 0.75	95.0
RSE#15. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to help individuals in need by participating in volunteering opportunities.	3.12 \pm 0.78	95.0
RSE#16. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to interact with relevant community professionals in ways that are meaningful and effective.	2.88 \pm 0.75	80.0
RSE#17. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to apply my knowledge to volunteer situations in ways that help to solve "real-life" problems.	2.98 \pm 0.82	80.0

Full Item	Mean \pm SD	Positive response %
RSE#18. The SNU SR program increased or strengthened my confidence that, in the future, I will be able to help people to help themselves as I engage in volunteer opportunities.	2.98 \pm 0.91	77.5

4.1.5 Item Comparison: Self-Efficacy (SE) & Retrospective Self-Efficacy (RSE)

In the questionnaire conceptualization phase, the SE and RPA scale items were worded to be closely related/similar so that they could be compared to one another. A paired samples *t*-test will assess how the same person responded on each item – to give say about the program impact (Table 4.5). Most of the item pairs in this table did not show any significant differences except item pair 2. Item pair 2, made up of SE2 and RSE15, showed that students felt more likely that they could “help individuals by volunteering” after participating in the SRO program. It is also notable that in Pair 6, SE6 and RSE 14, that students felt less likely that they “will participate in volunteer work in the future”. To read more on the individual item pairs, please refer back to chapter 3, Table 3.5.

Table 4.5
SE and RSE subscale item-by-item paired t-test

Item Pair	Scale Item Number	Mean \pm SD	<i>t</i> -value
1. Meaningful contribution	SE1	3.3 \pm 0.6	-1.3
	RSE3	3.4 \pm 0.5	
2. Helping individuals by volunteering	SE2	3.3 \pm 0.5	-2.4*
	RSE15	3.6 \pm 0.6	
3. Interacting with relevant professionals	SE3	3.2 \pm 0.6	-0.4
	RSE16	3.2 \pm 0.6	
4. Applying knowledge	SE4	2.9 \pm 0.6	-0.2
	RSE17	3.0 \pm 0.7	
5. Helping people to help themselves	SE5	3.0 \pm 0.7	-0.4
	RSE18	3.1 \pm 0.6	
6. Participating in volunteer work in the future	SE6	3.0 \pm 0.8	1.7
	RSE14	2.8 \pm 0.6	

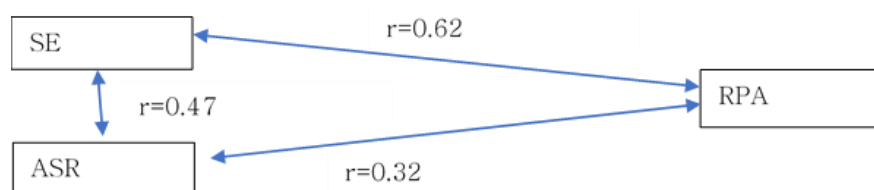
**p* < 0.05

4.1.6 SASS-ISLP Subscale Correlations and Mean Scores

The Pearson correlation coefficient, r (range -1 to 1), was calculated to measure the strength of the linear association between scales. Sub-range 0.5 to 1.0 indicates a large, 0.3 to 0.5 indicates a medium, and 0.1 to 0.3 indicates a small positive relationship, while the sub-range -0.1 to -1.0 indicates a negative correlation (Salkind, 2010, p. 114).

Figure 4.1

Correlation between scales on the Student Attitudes and Self-efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP)



SE: Self-Efficacy scale

ASR: Attitudes towards Social Responsibility scale

RSE: Retrospective Self-Efficacy scale

Analyses of correlation coefficients between the scales (SE, ASR, and RSE) that made up the Likert-scale section of the SASQ-ISLP indicate that the association between the SE scale and RSE scale was the strongest ($r = .62$) and that between the ASR scale and RSE scale was the weakest ($r = .32$). The correlations between each scale were statistically significantly correlated (Figure 4.1).

The most crucial correlation (i.e., the highest score) shows that if a student scored high on the SE scale, they were likely to score high on the RSE scale. During the questionnaire conceptualization phase, the SE and RSE scale items were worded to be closely related/similar so that they could be compared to one another. All scales significantly and positively correlated in the range of medium to large, meaning that if a student scored high or low on one scale, then they were likely to score the same on the others.

Table 4.6 information covers the mean and standard deviation score for each subscale in the questionnaire. The Attitudes towards Social Responsibility scale had the highest mean and standard deviation score at 19.3 ± 4.0 .

Table 4.6

The mean and standard deviation score of each subscale on the Student Attitudes and Self-efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP)

Subscale	Mean \pm SD
Self- Efficacy (SE)	18.7 \pm 3.7
Attitudes towards Social Responsibility (ASR)	19.3 \pm 4.0
Retrospective Self-Efficacy (RSE)	18.4 \pm 4.0

4.1.7 Variable Analysis

For this study variable analysis was conducted. Overall, there were no standout significances to report. Researchers have previously been able to find some differences in variables such as gender in relation to socio-economic status, race, first-generation higher education student status, and academic benefit of the program (Pelco et al., 2014; Miller & Gonzalez, 2010; Mabry, 1998; Reeb et al., 2010). As the choices for some variables were divided across several variable options, there was no significance able to be found. If those options were made into only two groups, it was possible to see some differences, but most options were merged into two groups.

To how the different variables (*gender, age, major, or travel experience*) influence students' s self-efficacy and attitudes and motivation towards service learning, independent sample t-test was conducted. In this instance, Cohen's *d* was used to calculate the effect size of each variable (See Table 4.7). The evidence of Cohen's *d* indicates standardized mean difference between groups. When interpreting Cohen's *d*, the provided effect size range was used: A scale of < 0.1 is a trivial effect, $0.1-0.3$ is a small effect, $0.3-0.5$ is a moderate effect, and > 0.5 is a large difference effect (Cohen, 1988).

Table 4.7*Variable Analysis (Mean \pm SD, t-value, and Cohen's d)*

Variable		SE	ASR	RSE	Post-Pre
<i>Gender</i>	Female (<i>n</i> = 26)	49.9 \pm 9.6	51.3 \pm 9.3	49.9 \pm 10.4	50.0 \pm 11.3
	Male (<i>n</i> = 14)	50.2 \pm 11.0	47.6 \pm 11.1	50.1 \pm 9.5	50.0 \pm 7.4
	<i>t</i> -value	-0.1	1.1	-0.05	0.01
	Cohen's <i>d</i>	0.03	0.36	0.02	0.005
<i>Educational Background</i>	STEM (<i>n</i> = 18)	51.4 \pm 10.0	50.8 \pm 10.0	48.7 \pm 8.6	46.9 \pm 5.3
	Liberal Arts (<i>n</i> = 22)	48.8 \pm 10.1	49.3 \pm 10.2	51.1 \pm 11.1	52.5 \pm 12.2
	<i>t</i> -value	0.8	0.5	-0.7	-1.8
	Cohen's <i>d</i>	0.3	0.1	0.2	0.6
<i>Education Level</i>	Undergrad (<i>n</i> = 27)	51.5 \pm 8.3	51.1 \pm 8.7	50.9 \pm 8.8	49.6 \pm 8.0
	Post-Grad (<i>n</i> = 13)	46.8 \pm 12.6	47.7 \pm 12.3	49.6 \pm 8.0	50.8 \pm 13.7
	<i>t</i> -value	1.4	1.0	0.8	-0.4
	Cohen's <i>d</i>	0.4	0.3	0.2	0.1
<i>Age</i>	25 \geq (<i>n</i> = 24)	52.4 \pm 8.0	50.5 \pm 8.5	51.6 \pm 8.7	49.7 \pm 8.3
	26 \leq (<i>n</i> = 16)	46.4 \pm 11.8	49.2 \pm 8.7	47.6 \pm 11.5	50.4 \pm 12.4
	<i>t</i> -value	1.9	0.4	1.3	-0.2
	Cohen's <i>d</i>	0.56	0.13	0.4	0.07
<i>Travel experience</i>	Yes (<i>n</i> = 34)	50.5 \pm 10.6	50.0 \pm 10.3	50.3 \pm 10.5	49.8 \pm 10.0
	No (<i>n</i> = 6)	50.0 \pm 4.7	50.2 \pm 8.7	48.3 \pm 6.8	50.8 \pm 11.2
	<i>t</i> -value	0.8	-0.06	0.4	-0.2
	Cohen's <i>d</i>	0.4	0.03	0.2	0.09

None of this is significant, but when we use Cohen's *d*, it is possible to say more about variable influences on attitudes and self-efficacy. This analysis revealed that women had more positive attitudes towards service learning at $d = 0.36$. Mabry (1998), the creator of the Service-learning outcome-attitude and motivation scale (SLO-MAS) one of the questionnaires used to design this one, reported that there was no significance for gender in attitudes; thus, even though the current study has a small sample, it is similar in that it shows no significance in gender attitudes. On the other hand, according to Mabry (1998) and Reeb et al. (2010), females may show a greater sense of self-efficacy than males, which coincides with Bandura's

work on self-efficacy (Bandura & Locke, 2003). There is potential for more significance if there are more participants, but Chen et al. (2001) and May and Sowa (1994) did not report any differences, which coincides with the results of the current study. More data on gender and other such variables may in the future uncover some differences.

Variable education background shows a strong impact on self-efficacy changes pre- and post-program, with the liberal arts students showing a higher score, $d=0.6$. So, we may predict that students in liberal arts background may be more likely to engage in SLP in future. It is also noted that the program should be encouraged to consider how to change the program to more effectively support STEM majors. With several projects being developed and run by STEM students – maybe their experiential learning activities demonstrate a difference in their pre-program perceptions and post-program perceptions. For future research could develop more items focused on understanding how STEM students respond.

In addition, as this program is largely intended to support service-learning opportunities for undergraduate students, as such analysis did reveal that undergraduate had more positive self-efficacy at $d=0.4$. Interestingly, grouping one variable into two categories showed some difference. Separating the current age of students into groups (under age 26 and over age 27) showed that the younger students had high self-efficacy at $d=0.5$. It is good to notice as well that the mean score on each subscale in SES, AS, and RES was higher for the younger students than for older students (See Table 4.8). This shows that the younger people showed higher SE, ASR, and RES scores than older students.

Table 4.8

Image of table showing the individual mean and standard deviation scores for each scale in relation to the participants' age.

Scale	Participants Current Age	Mean \pm SD
<i>Self-Efficacy (SE)</i>	25 and younger ($n = 24$)	3.3 ± 0.3
	26 and older ($n = 16$)	3.1 ± 0.4
<i>Attitudes towards Social Responsibility (ASR)</i>	25 and younger ($n = 24$)	3.3 ± 0.4
	26 and older ($n = 16$)	3.3 ± 0.5
<i>Retrospective Self-Efficacy (RSE)</i>	25 and younger ($n = 24$)	3.2 ± 0.4
	26 and older ($n = 16$)	3.0 ± 0.5

Analysis also revealed that international travel experience had small influence on students, however those that did had slightly higher self-efficacy at $d = 0.4$. This could show that international travel experiences can give a person more self-confidence, but more analysis would need to be done on this subject to really understand what would cause this.

4.2 Open-Ended Response Analysis

In this section, I share findings from the open-ended responses on the SASQ-ISLP. Getting a baseline understanding of the SRO program students' comprehension, attitudes, and beliefs towards social responsibility was completed via conducting a qualitative analysis of the three open-ended questions given at the end of the SASQ-ISLP:

1. What do you think “social responsibility” means?
2. How do you think your experience with the SNU SR program has affected your attitude towards volunteering (service learning)?
3. How do you think your experience with the SNU SR program has affected your beliefs about being socially responsible?

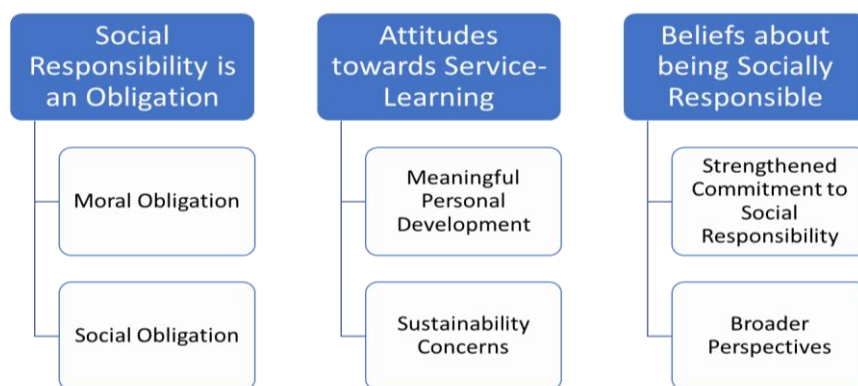
The goal was for the students to comment on each question, writing one to three sentences about their thoughts about social responsibility and the influence of the SRO international service-learning program on their attitudes and beliefs (self-efficacy). For the open-ended response section of the questionnaire, 27 students provided full answers for all three questions. As the open-ended responses were not text heavy, the coding of themes for this part of the analysis was not complex. The analysis of the responses to the SASQ-ISLP open-ended questions was intended to expand understanding of the results from student responses to SE, ASR, and RSE subsections of the questionnaire. The first open-ended question focused on understanding students' definitions of social responsibility. The second and third questions asked students to reflect on how the SRO ISLP affected their attitudes towards service learning and their beliefs (students' self-efficacy) towards acting in socially responsible ways. As most students answered these questions in Korean, the text was first translated into English, and then translations were

verified by a bilingual native Korean speaker who was also a graduate student in the field of education development and who had been informed about the goals of the research.

Each question's findings will be presented and discussed based on the most prominent main category and subcategories that were drawn from the analysis of the response data. Figure 4.2 gives an overview of the generalized finding regarding the SASQ-ISLP open-ended responses. Each of the findings will be discussed in detail below.

Figure 4.2

Overview of the generalized findings from the SASQ-ISLP open-ended responses



4.3 Social Responsibility as an Obligation

The first open-ended response question was, “What do you think ‘social responsibility’ means?” This question was aimed at directly determining an answer to Research Question 3 and supplementing this study’s interview analysis to a greater degree. In response to this question, students repeatedly stated the idea that social responsibility is a type of obligation, which is defined as “an act or course of action to which a person is bound by duty or commitment; a debt of gratitude for a service or favor” (Oxford Online Dictionary, 2020.). This category actually falls in line with studies previously mentioned in Chapter 2, which stated that social responsibility is a both societal and personal obligation to act for the benefit of society (Berman, 1990; Berkowitz & Lutterman, 1968; Moratis & Cochius, 2017). Interestingly, within the broad category of obligation, two sub-categories were found: moral and social. There were a few responses that did not fit in these sub-categories.

For example, Participant 42 wrote what they felt they should do but not in relation to society or morality:

Providing fact-based knowledge and doing my best at my job.
(SASQ-ISLP, April 2020)

Participant 33 simply wrote:

Working in service with a sense of responsibility. (SASQ-ISLP, April 2020)

These answers were extremely interesting in their own ways but did not quite fit in the sub-categories of social and moral obligation.

4.3.1 *Social Obligation*

Seventeen respondents stated that social responsibility is an act of social obligation. One respondent tied social responsibility to owing society multiple times:

It is my responsibility to give as much as I have received from society...as a member of society, I am responsible..., for my actions derive from my rights. (Participant 30, SASQ-ISLP, April 2020)

Another respondent summed up their thoughts in one simple sentence:

All of us have a duty to help each other to make a good society together and contribute to a better society. (Participant 1, SASQ-ISLP, April 2020)

While Participants 1 and 30 talk about a type of reciprocal debt of gratitude they feel to society, Participant 23 wrote of the duty to be interested in others:

As a citizen of a community where we live together, everyone's duty is to be interested in socially marginalized groups or those with social limits. (SASQ-ISLP, April 2020)

As shown by the excerpts above, students tend to feel a type of obligation to the society they live in. This societal obligation that students wrote about feeling showed some variance (i.e., as reciprocal or a type of duty given from birth), but the obligation was always related to them considering themselves

as a part of a society and/or feeling a type of societal expectation.

4.3.2 Moral Obligation

Of the 32 mentions of social responsibility as a type of obligation, eight respondents stated that they felt that social responsibility is a type of moral obligation. One student stated that while they felt unsure about how to define social responsibility,

I think it's my responsibility to help if I can do things that can improve the world around me. (Participant 31, SASQ-ISLP, April 2020)

Participant 47 continued this theme with their statement:

[B]eing socially responsible means to think about the other people in the world and to think about what I should do to make the world better for everyone, not only myself. (SASQ-ISLP, April 2020)

These excerpts show students' feelings of obligation that are related to moral duty. Students in this sub-category wrote about social responsibility as a sense of "helping"; performing an action they think they should or must to do.

4.4. Attitudes towards Service Learning

The second open-ended response in the SASQ-ISLP questionnaire was "How do you think your experience with the SRO program has affected your attitude towards volunteering (service learning)?" Understanding students' attitudes is a crucial way to know if their experiences will lead to them engaging in future service-learning programs. "Attitude is the way a person expresses or applies their beliefs and values, and is expressed through words and behavior" (Claudia, 2014). If students' attitudes are influenced by participating in an ISLP focused on social responsibility, they may participate in or promote such activities in the future

Responses to this question were categorizable in a few ways, but the strongest categories involved students expressing sustainability concerns and expressing having gained meaningful personal development. The meaningful personal development category involved students often focusing their

thoughts on more positive attitudes they had towards their own personal successes or meaningful experiences, whereas some students focused on their concerns about engaging with others in sustainable means.

A great example of a student fitting into both of these categories was the response of Participant 31:

That experience was personally meaningful to me, but I'm not sure if I really helped others a lot. (SASQ-ISLP, April 2020)

This student showed a positive personal attitude towards the meaningfulness of their experience but were unsure if they were helpful towards others. This shows that the students' attitudes involved both being concerned about program sustainability (being helpful) and looking at the experience with a positive lens towards their personal development. This gives insight into their views/attitudes towards their ISLP experience, which can influence their future decisions about participating in any service-learning programs.

4.4.1 Meaningful Personal Development

Fourteen students focused on what went well for them personally and what they learned and experienced during their ISLP participation. This student noticed that their own personal perceptions of others changed to a more positive outlook:

I was amazed at the active participation of students. I had a bias that SRO students are too arrogant to be interested in this kind of activity because they are in a better environment than others. Despite my reduced expectations, they were preparing so hard for this activity.... (Participant 11, SASQ-ISLP, April 2020)

Participant 47 wrote about how their experience gave them a positive outlook on the work they did:

My experience was really powerful...we prepared many things...I felt like we made a real difference. (SASQ-ISLP, April 2020)

Students that wrote about their positive attitudes notably had different

things to say about what they learned and what was needed for a “successful” experience, showing that some had higher expectations than others. One student wrote that their experience

strengthened ...strengthened my beliefs and active attitude towards service learning...I found out that I needed a lot of preparation for service learning. (Participant 10, SASQ-ISLP, April 2020)

Participant 24 mentioned that

it was a first time for overseas volunteering, and going helped me to relieve my fears so that now I am more determined to challenge myself to do other overseas volunteering. (SASQ-ISLP, April 2020)

The responses speaking to having personal realizations and feelings that contributed to students’ meaningful personal development gave interesting insights into students’ positive attitudes towards participating in service-learning programs. On the whole, the SRO seems to have given the student participants lasting and meaningful personal development, which seems to have given them positive attitudes towards service learning.

4.4.2 *Sustainability Concerns*

Students that wrote about what was categorized as “sustainability concerns” focused a lot on feeling like the ISLP was a type of “one-sided” relationship. This is often a concern for organizations that participate in development aid. Maintaining sustainability is a hard formula to achieve. It seems interesting that participation in the SRO led to students recognizing that there may be sustainability concerns in their own programs:

In the planning and implementation of the volunteer work, I felt that the driving force was more influenced by the organization’s agenda and performance rather than really helping the vulnerable people. (Participant 41, SASQ-ISLP, April 2020)

I saw the reality of the “educational service program” ...it was more like “communicating and having fun with them” for the

sake of the university. (Participant 37, SASQ-ISLP, April 2020)

Other students wrote about realizations they came to about concerns about an ISLP being a helpful experience. A good example of this was Participant 23:

I thought I could change the life of the beneficiary and change the world through volunteer work, but I realized that reality is not easy...volunteer work is more likely to be meaningful and practically more helpful if based on expertise and knowledge in each field. (SASQ-ISLP, April 2020)

Another way this was mentioned was in regard to communication:

I realized a difference between what we think they need and what they actually want...communication is important. (Participant 20, SASQ-ISLP, April 2020)

Other wrote something they learned:

[V]olunteering isn't just about helping others...I came to have a more thoughtful attitude when doing volunteer work in the future. (Participant 48, SASQ-ISLP, April 2020)

It was unclear whether these last two statements involved speaking from an experience they had had participating in the SRO ISLP or were simply statements about concerns that they had learned to pay attention to. Regardless, each response in this category showed sustainability concerns that are prominent in discourse about volunteer/service-learning programs that work in development aid contexts.

4.5. Beliefs About Being Socially Responsible

Student responses to the open-ended question “How do you think your experience with the SRO program has affected your beliefs about being socially responsible?” gave interesting insights that correlated with that of the qualitative data. The responses were able to be grouped into two main categories: a strengthened commitment to social responsibility and broader perspectives. Students often wrote about having stronger feelings towards service learning and wanting to act in more proactive ways. Students also discussed feelings of gaining broader perspectives and learning more about

themselves and others. These categories are deeply tied to students' internal moral, ethical, spiritual, societal, and other beliefs about how they should interact with and in the world surrounding them. These beliefs are the stepping stones for students' self-efficacy to organize and conduct activities/behaviors to produce certain outcomes (Bandura, 1993) and, in this study, engage with the world in socially responsible ways.

4.5.1 Strengthened Commitment to Social Responsibility

In this category, students mentioned feelings about having reinforced beliefs in social responsibility and how they wanted to engage in SLPs in the future. Eight different participants wrote about feeling a sense of reinforced or strengthened beliefs. Participant 51 wrote:

It reinforced my thoughts that...with more time and effort spent, sustainability and cultural understanding can be obtained in [SLPs]. (SASQ-ISLP, April 2020)

Another student expressed a strengthened personal commitment to social responsibility:

I think I should become a bigger person and lead social responsibility on a larger scale. (SASQ-ISLP, April 2020)

Eighteen times, students mentioned different ways that they believed they could improve and engage with service-learning programs in more socially responsible practices. These ideas ranged from wanting to participate more in SLPs to wanting to help the programs improve.

I hope that the effectiveness, monitoring, and evaluation methods of institutions and programs...will improve. (Participant 41, SASQ-ISLP, April 2020)

Participant 8 wrote about how society has expanded to a global level, that social responsibility and service-learning programs need

wisdom [they] shouldn't help those that don't need [them], that [they] shouldn't be violent. (SASQ-ISLP, April 2020)

Indeed, most students wrote about feeling an increased sense of responsibility towards others and the need to focus more on engaging in socially responsible practices:

I learned that social responsibility is not a responsibility of some people (such as noblesse oblige), but a duty given to everyone, including me. (Participant 23, SASQ-ISLP, April 2020)

These responses often led to the creation of the category involving students gaining broader perspectives from their experiences with the SRO ISLP.

4.5.2 *Broader Perspectives*

Students often wrote about ways that their perspectives about themselves, others, and the world around them became broader. Some wrote about becoming more aware of themselves and their societies and gaining hope in others, whereas others mentioned having a realization about social responsibility. Eight different participants spoke about their new awareness of themselves, others, and their own societies.

I was able to see a wider world away from the frog in the well...I found out that there were many people who didn't have many options from the beginning even though they lived hard, so I realized I should pay more attention.... (Participant 20, SASQ-ISLP, April 2020)

Participant 47, in particular, wrote that their experience:

[I]t made me more aware of problems in other places. But it also made me know how much is happening well in Korea. I can see the difference in our countries...if I did not go there, I would not have known. (SASQ-ISLP, April 2020)

An interesting note within this subcategory was that three students described gaining hope in others:

I gained hope that there are many wonderful people trying to fulfill their social responsibilities. (Participant 48, SASQ-ISLP, April 2020)

Multiple students wrote about having realizations about social responsibility. Participant 28's entire response was based on having a realization about effort:

I realized that I had to put a lot of effort into doing social responsibility through my experience.... (SASQ-ISLP, April 2020)

On the other hand, a few other participants realized that they felt a type of thanks or reciprocal need to help is a part of social responsibility:

I realized that people should share what I had also received with others.... (Participant 22, SASQ-ISLP, April 2020)

Overall, many student's perspectives seemed to have expanded via their experiences, even those who may have felt that their personal beliefs towards social responsibility had no change.

4.6. Discussion

In this study, questionnaire responses were used to compare students' experiences in an ISLP and to identify similarities and differences between different groups of participants to understand how participation in service-learning activities influenced students' attitudes towards and self-efficacy about social responsibility. Questionnaire data analysis showed that in general students reported positive self-efficacy and attitudes towards service learning. After participating in the program students also generally reported positive self-efficacy. From the paired *t*-test it was found that students reported an overall increase in their confidence after participating in the SRO ISLP. Notably, students felt an increase or strengthened confidence that they would be able to help others in need by volunteering. That same analysis showed that students felt a decrease in confidence that they would be able to find future volunteer opportunities related to their interests and abilities.

The correlation analysis found that all of the scales showed significant correlation to each other. Most notably, that the SE and RSE are closely related, meaning that participating in the programs have strengthened the students' self-efficacy. However, it is interesting to note that students' answers for the ASR seem to not be as closely tied to the RSE scale. As the questionnaire was not designed to analyze pre- and post-program attitudes, this could be an excellent way to improve this questionnaire for future studies.

From the variables *t*-tests, a Cohen's *d* calculation was run to understand variable effects on students' positive or negative answers on the subscales.

These calculations showed that women had more positive attitudes towards social responsibility and that liberal arts majors show higher self-efficacy post-program participation than STEM majors. Interestingly, younger participants with less education reported having higher self-efficacy before reflecting on their participation in the program. Analysis also revealed that international travel experience had a small positive influence on students, which suggests such travel could give participants more self-confidence, but this needs to be researched more carefully.

Last, the findings from the open-ended response section of the SASQ-ISLP were presented. In order to identify the themes and codes to report, I focused on frequency and relationship to the literature. Participants identified social responsibility as both a moral and social obligation. Respondents reported having both positive and negative attitudes towards service learning, noting meaningful personal development and concerns about the sustainability of the SRO program efforts. In addition, participants felt an increased commitment to “give back” and had more awareness about their own society and others’ societies.

The findings in this chapter are enhanced through the additional findings from Chapter 5’s semi-structured interview data analysis. In Chapter 5, more connections will be made to address the research questions and merge understandings from the quantitative and qualitative findings together. At the end of Chapter 5, more will be discussed on these topics and the literature.

Chapter 5. Qualitative Analysis Results

Student interview data was collected and analyzed to provide additional and more in-depth information that quantitative methods approach cannot access. Questionnaires are a great way to detect several factors that can reflect differences (such as gender, age, and major). Interviews enable deeper thoughts about the data and help to outline the findings further. First, the transcribed interview data was placed in an analytical data table (see Figure 3.7). The transcribed interviews were then coded into manageable units and analyzed to determine the main ideas and common themes (Creswell, 2013). This chapter examines the interview response data in order to better understand students' attitudes and self-efficacy within the ethical framework of social responsibility and the service-learning context. The salient points raised from the findings from this data set will be investigated further and are valuable data for raising new questions for the future (see Chapter 6). Analysis of the qualitative data aims at answering the three previously stated research questions:

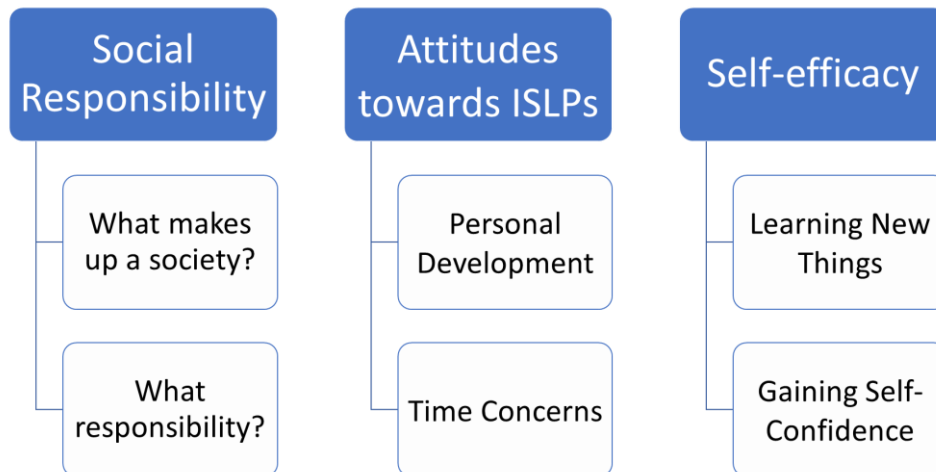
1. How does participating in an international service-learning program influence students' attitudes towards and self-efficacy about social responsibility?
2. What factors influence students' self-efficacy and attitudes?
3. How do participating students define social responsibility?

The following sections include more thorough information in the form of student participant statements that "humanize" the quantitative data findings and claims, shedding some light on another dimension of the influence ISLPs can have on HEI students' self-efficacy and attitudes towards social responsibility. The qualitative data set focuses on conveying students' thoughts on social responsibility, service learning, and personal reflections. These findings help start the discussion of the various relationships that arise, which can ultimately aid in the development and implementation of student training or development programs focusing on social responsibility as a core value in ISLPs that work in development aid contexts. Areas of interest were extracted from each interview transcript as response quotes to provide information for each category. The main categories that will be covered in

detail in the following sections follow the research questions. Please see Figure 5.1.

Figure 5.1

Generalized overview of the findings from the student interviews.



5.1 Understanding Social Responsibility

In previous chapters, I discussed how social responsibility has primarily been used in reference to corporate social responsibility in connection to how organizations and companies should act and engage in practices for the benefit of society at large to maintain a balance between economy and environment (Berman, 1990; Parsons, 2014). Social responsibility is currently starting to be connected more with education, sustainable development, and ethical philosophy/theory (Musil, 2009; May & Hoffman, 1992; May, 1996). In this section, to understand what makes up the individual concepts that can linger in social responsibility, it made sense to split the phrase into the two separate words “social” and “responsibility” in order to unpack students’ definitions as a whole.

5.1.1 *What makes Up a Society?*

Chapter 2 often stated that the “social” part of social responsibility refers to society or community (Berman, 1990). From the interviews, it was interesting to see what students consider a society to be. Popstar’s interview stood out in its detailed explanation of society:

We are living in the same world and closely connected with (1) people who have different incomes and standards of living, (2) people who live in different places and climates, (3) people who have different ethnic and cultural backgrounds, (4) the next generation, etc. (August 2020).

Most other interviewees' opinions on who/what makes up society needed to be inferred or was only spoken of briefly, such as in Sakura's interview:

It [society] can be a global society, or it can be just a small village where you are living or just a school. (April 2020)

Boots's inclusive yet simple answer gave interesting insight as well:

A citizen of earth or a human. (August 2020)

Students who didn't directly define society always referred to helping others globally and domestically (in this case, Korea); thus, those students seemed to think along the same lines as Popstar, Sakura, and Boots. For example, Mimi spoke about helping domestically and abroad:

We should have social pressure for others who live in different situations; poverty, no education, poor infrastructure. (April 2020)

It was clear that she was referring to people in general ("we") helping both the global and domestic "others."

5.1.2 *What Responsibility?*

In Chapter 2, "responsibility" was referred to as an obligation to act by engaging in practices that seek to combat harm to society at large (Berman, 1990). In Chapter 4, in their open-ended responses, students reported that they also saw social responsibility as a moral and social obligation. In the interviews, students gave many answers where they referred to themselves as having individual responsibility and group responsibility to society. Seven of the eight interviewees spoke of "helping others" based on feeling a sense of moral and social obligations on various levels, while Spiderman was an outlier and spoke of not feeling responsible:

I never really thought of myself as responsible...through this

kind of program...maybe I learned other ways different people live in different countries and their lifestyles but I really never felt responsible for that...I can't really just help them and make them live better...I have no right to change their life...that whole thought...that whole attitude itself I think is too arrogant. (April 2020)

This attitude was impressive because it showed concern and a type of moral ethics towards caring and not wanting to impose on others, values that may not be shared globally. Mozart continued this sense of caring by speaking of the responsibility he feels to society:

Everybody on Earth is not independent or unrelated to each other...what I contribute might affect somebody in the society. (September, 2020)

This shows an understanding that personal actions have an impact on other people, showing an awareness of ethical behaviors, a type of moral obligation: the principles of right or wrong within a context or particular situation (Moratis & Cochiuș, 2017). Interestingly, Dr. Strange spoke of the SRO helping to build students' ethical behaviors via lectures and personal experience:

There was a lecture on social responsibility...they [the SRO] always said, and people are also saying that only volunteering for a short time cannot be a socially responsible action...I part agree and disagree...some people stay there for years and then give their knowledge to student...then people like us that go for a week or so...I'm not sure we can say that is help...but I think that the memories that we gave them can also be an act of social responsibility...a real-life experience versus no experience at all can make a big difference...we gave something...they can handle situations [interactions with others] in the future. (April, 2020)

Evidence of students' societal ethics, "the adaptation of society attitudes and values" (Berkowitz & Lutterman, 1968) can show in their sense of acting responsibly, a type of social obligation (Gough, McClosky, & Meehl, 1952). In the next section, I will speak on students' confidence in enacting and

engaging in future socially responsible activities, such as service learning.

5.2 Attitudes Towards ISLPs

In this section, the goal is to identify how students view their attitudes toward service learning/volunteering. An “attitude is the way a person expresses or applies their beliefs and values, and is expressed through words and behavior” (Claudia, 2014, p.20). Interestingly, much like in Chapter 4, five students felt that the experience gave them meaningful personal development, but others spoke of not gaining personal development but seeing others’ growth. Often this personal development was related to broadening their awareness of people and living situations outside of Korea. The other recurring theme of concern is that the program works hard to complete a sizable number of projects within 10-11 days in the country assigned. Understanding students’ attitudes is a way to know if the students’ experiences with the SRO ISLP will lead to them engaging in future service-learning programs.

5.2.1 *Personal Development*

Seven out of the eight students interviewed spoke of personal growth. For some, this meant expanding their worlds beyond Korea. Others gained practical skills such as time management, organizational skills, and effective communication with others. For Sakura, personal development came in the form of understanding and empathy with people on a global level and gaining a global community to belong to:

You don’t know before you see it in person...I didn’t know about their situation very well. I could only know how they are, like what their difficulties are when I see it...that is what we know, it’s so a common saying that children in some specific area cannot have clean water. We all know that, but before I saw that dirty water...it didn’t feel as strong...I felt connected to those people because we not only saw the situation in person, but we gained a relationship with the children and people there...getting to know someone...I think that makes people, me, to feel more connected. To feel more like I belonged. (Sakura, April 2020)

Dr. Strange spoke about gaining organizational and time management skills:

To be a leader in at least one of the projects there was a lot of work for me...I learned how to manage the work because, obviously, the education program had more work for me. So, then I had to do the agricultural project first and then move on and save time and more energy...I learned how to manage my time more effectively. (April, 2020)

Interestingly, Spiderman spoke on how they disagreed with how organizationally the program was enacted and how this inspired them to study and learn more about the subject. This shows that while the program experience was not strictly positive, it did have an influence:

At some point, I was just kind of wondering what the meaning of this is and stuff...so I think that is why I started to look into the literature...I wanted to really look into what the real effectiveness of these volunteering programs is. (Spiderman, April 2020)

I also think it is interesting to point out that even though students may not have felt personal development, they did notice it in others:

I think the program helped students be aware of the presence of people in developing countries and recognize them as friends, not strangers. (Mozart, August 2020)

Overall, each student noticed, upon reflection, a change related to their participation in the SRO ISLP. This shows a positive reflective attitude on participating in a service-learning program, which can influence students' decisions about engaging with programs in the future.

5.2.2 Time Concerns

Every student interviewed mentioned or pointed out their concerns on the program timing. As mentioned in Chapter 3, each program had 10-11 days of fieldwork in the assigned country. During those 10-11 days, students follow a very carefully scheduled day-to-day life from 6 AM to 11 PM. These days are made up of workshops, village tours, agricultural projects, educational

projects, cultural projects, daily meetings, and more. As can be imagined, five students mention how tiring the work was:

We can only stay there for a short period of time. So, we were trying to do as many activities as possible. However, I got so tired at the end. (Boots, August 2020)

Some students lamented that having so much to do made it hard to spend time with people from the host community. Through the interviews, spending time with the host community was an activity seen as an important factor for personal growth and creation of global society.

I tried to spend more time with university students from Vietnam and Laos, but the limit of time and a lot of things we had to finish were the challenging parts. (Popstar, August 2020)

Interestingly both Spiderman and Student Y commented on the timing and number of students. Spiderman talks about the agricultural or infrastructural portion of the program that lasts a small amount of time:

The limitations are mostly that these programs are only one week or 10 days. So usually, students just go in ...like 10 to 15 per group and we work for about 3 to 5 days. You're just there working all day and usually the interactions that happen are among those team members instead of the community. (Spiderman, April 2020)

Student Y spoke of having so many people working within the 11-day period, which caused confusion and feelings of "surplus":

In total we were almost 40 to 50 people within 11 days...so sometimes there were students that didn't know what to do...they were sometimes confused about "why we are here" ...there were so many programs in just 10 days...we had to do a cultural program, build a water filter system, and we had to play with the students. There were so many programs hacked into one program. (Student Y, April 2020)

All interviews revolved around the amount of time spent working in the field. Rarely was pre-service training mentioned or the time spent on reflection after returning from the field. This indicates that 10 to 11 days was

seen as a short amount of time and that the number of tasks scheduled to be undertaken seemed like a lot to the students.

5.3 Self-Efficacy

Bandura (1977, 1993) describes self-efficacy as the belief in one's capabilities to organize and conduct activities/behaviors to produce certain outcomes, meaning that "doing something" and having a positive experience will increase a person's self-perception of confidence. This coincides with the principle of experiential learning that it is good to "do" while learning (Dewey, 1938; Kolb, 1984).

The good thing about it is even for me and even the volunteers and sponsors or whatever, is that it has proven that the time... even if it is short... just one week at a different place working for so-called others it's a totally different experience out of my daily life... that experience itself is not deniable... it can't be denied that it affects...it influences. (Spiderman, April 2020)

5.3.1 *Learning New Things*

Students speaking of learning new things, from the importance of sustainability to time management, indicates that participation in the SRO ISLP had an influence on the students' capabilities to conduct, engage in, and find future activities that interest them:

Through this program, we can see what we've done and how it can bring change to a small town with our own eyes, and that is very inspiring. I think I realized the work we are doing really is "something"—especially when you see the output of the previous corps and how it's managed throughout the years. (Popstar, August 2020)

This is directly related to two of Dewey's (1938) educational philosophy requirements for an experience to be truly educative/impactful: it must be of interest to and considered worthwhile by the learners:

I helped to devise and prepare an educational program, but focusing on the science classes on green education...at the

time, I was a science teacher, that is why it is very beneficial for me. It's like my type...so like "awesome." (Mimi, April 2020)

Many students learned to be more open-minded and expanded their world views:

The students participating in this program had the chance to become open-minded about cultures and communities they have never encountered. (Popstar, August 2020)

Mimi mentioned one particular student that spent their life studying and being so focused on self-improvement that

he had not cared for others before he participated in this program. (Mimi, April 2020)

Student Y also noticed that

after the program, I saw some of the students participate in other volunteer programs...when I see those students, I feel very proud. "Oh, maybe he or she learned something from this volunteer program, and they decided to experience more." (Student Y, April 2020)

5.3.1 Gaining Self-Confidence

As stated in previous chapters, research has shown that knowledge and experience influence self-efficacy, both positive and negative, as efficacy is a self-perception of competence rather than a measure of actual competence, in other words, one's self-confidence (Bandura & Locke, 2003; Durgunoglu & Hughes, 2010). Through students' reflection on their experiences with the SRO ISLP, it is possible to see the influence on their self-perceptions. In addition, the questionnaire results show that the most crucial correlation was that if a student scored high on the Self-Efficacy scale, they were likely to score high on the Retrospective Self-Efficacy scale.

We spent a lot of time, gave a lot of thought, and that kind of experience gives you confidence. And when you know more about the whole working (organizing) process, I think you gain more interest as a consequence. (Popstar, August 2020)

Interestingly, when Spiderman and Mozart spoke of their experiences, it was not about giving them self-confidence but about learning crucial things as a consequence of participation. According to Kolb and Kolb's (2005, p. 194) framework, experiential learning is a process by which experience and reflection support learning and the creation of knowledge.

I wasn't really gaining confidence, but in other ways, I guess I gained because now I understand how things or programs are all organized...I kind of learned something, but it wasn't really about gaining confidence. (Spiderman, April 2020)

However, the best example of a student speaking about gaining self-confidence due to their participation was Dr. Strange:

During my university [time], I thought that I could go for social volunteering program at least once in my university [time], but I think I could have done it more often. Once I tried it. People are usually afraid of something they didn't do before, but after I've done it once, I think I could go abroad and do a volunteer program again. (Dr. Strange, April 2020)

As seen in the above quotes, the correlation from this study's questionnaire shows again in the students who talked positively about their experiences with the SRO ISLP, speaking positively about recommending the program to others and wanting to participate in future service-learning programs themselves. Crabtree (2008) notes that experiential education and international immersions are often said to transform participants' views by awakening a person to "one's self, to the other, and to the world" (p. 26), expanding participants' knowledge and personal understandings about other cultures and the potential roles individuals can play as agents of change.

5.4 Discussion

In this study, the semi-structured interviews were used to give additional context and deeper understanding to the SASQ-ISLP data analysis. Interview participants included a diverse range of people in terms of gender, major, age, level of program, and program participation. Using the same methods used in presenting the findings of the open-ended responses, the interview themes and codes of reported in this study were based on frequency and relation to

literature.

Interview participants considered what a society is and what kinds of responsibilities people have to one another. Similar responses were found in the open-ended responses when students wrote about moral and social obligations. This shows that the program provided opportunities for students to develop global, cross-cultural, and diversity awareness and skills (Crabtree, 2008). With the expansion of service learning from domestic to overseas experiences, reflecting the globalization of higher education, supporting global cooperation skill development for students is becoming increasingly important (Lyons & Wearing, 2008)

Negative and positive attitudes about ISLPs were reported, including the value of personal development and concerns about how little time the SRO allotted for project implementation. These findings are an almost direct reflection of the finding from the questionnaire written responses on personal development and program sustainability. This is good in that many universities are hoping SLPs can give hands-on professional skill development and critical engagement with content that students are learning (Lu & Lambright, 2010). Engaging student critical thinking about project sustainability comes at a good time, as HEI service-learning programs have increasingly begun to emphasize the need for sustainable development in their outreach initiative. As Korean foreign aid projects have been shown to tend to focus on being hard hitting and short term (Park, Lee, & Cho, 2015), inspiring future volunteer advocates to be concerned about project sustainability is a crucial task.

In addition, via the semi-structured interviews, there was an expressed increase in self-efficacy as students developed many new skills and gained self-confidence about their potential to have a positive impact on the world around them. This correlates with the questionnaire findings that students reported increased post-program self-efficacy and commitment to “give back.” This shows that the SRO ISLP affected students' personal and academic growth (Lyons & Wearing, 2008). Promoting such growth could be helpful for HEIs, as the SDGs stress the importance of universities using their resources and capacities in order to make higher education a driving force for development (SRO, 2020). In Chapter 6, I will be giving a brief summary and discussing the limitations of this study. In addition, conclusions will be presented and the study implications will be discussed.

Chapter 6. Conclusions and Implications

This study's primary objective was to examine how student engagement in an international service-learning program has an influence on university students' self-efficacy and attitudes towards engagement in socially responsible activities. The study's secondary aim was to contribute to research examining service-learning programs (SLPs) administered by a higher education institution (HEI) in a developed country, in this case Korea, and implemented in developing countries in Asia and Southeast Asia. The setting for this study, the Social Responsibility (SRO) international service-learning program (ISLP), has the stated goal of promoting students' social responsibility through service learning (SRO, 2020). The SRO ISLPs have different project goals based on location. For example, activities in Laos were focused on agricultural development. All students that participated did approximately 50 hours of pre-training, 10 days of field work to apply what was learned, and then several post-travel debriefing sessions. Through participation, students are meant to learn social responsibility during this program while actively participating in activities and practices that promote social responsibility.

6.1 Study Summary

This study adopted a mixed-methods design approach, which is the utilization and collection of quantitative and qualitative data in a single study (Creswell, 2013). As a former participant in the SRO ISLP, I brought both emic and etic perspectives to the data collection and analysis. All participants were selected via snowball method by sharing the invitation to participate in the study with the ISLP. More detailed information on the participants and the participant demographics can be found in Chapters 3, 4, and 5. Unfortunately, COVID-19 greatly reduced the access to participants and ended the ISLP so no additional cohorts could be invited to the study.

To measure students' attitudes and self-efficacy about social responsibility, I developed a 35-item questionnaire called the Students' Attitudes and Self-Efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP). This questionnaire was developed by considering previously validated instruments designed to examine the

influence of SLP participation on students' understanding about civic education, equality, and social responsibility (Parker-Gwin & Mabry, 1998; Reeb et al., 2010; Markus, Howard, & King, 1993; Berkowitz & Daniels, 1964; Laird et al., 2005; Michlitsch & Frankel, 1989; Mabry, 1998). For the final questionnaire, Likert-scale items were adapted from three existing instruments: the Community Service Self-Efficacy Scale (CSSES), the CASES-Retrospective Version (CSSES-RV), and the Service-Learning Outcome-Attitude and Motivation Scale (SLO-AMS; Reeb et al., 2010; Mabry, 1998). Once questionnaire responses were collected, data analysis was undertaken to generate statistics for internal consistency, reliability, and discriminant validity.

The quantitative analyses of the completed questionnaire results include descriptive statistics using SPSS version 22 to conduct the analysis. Specifically, I calculated the positive mean and standard deviations, conducted an independent *t*-test and paired sample *t*-test, performed correlation analysis among the three scales, and conducted variable analysis to find out the strengths of the variable influence on participants by calculating Cohen's *d*. Each of the three 4-point Likert-scale subsections had high Cronbach's alpha values ranging from 0.81 to 0.91, indicating the items had good internal consistency when testing participant responses. Due to IRB delays and design of the program, it was apparent that it would be impossible to implement a true pre- and post-program questionnaire assessment. However, by using the CSSES and CSSES-RV items, which were originally designed as pre- and post-assessments, I was able to develop paired items asking the same content in slightly different ways. This allowed me to compare pre- and post-program changes due to service program participation using a paired *t*-test. Details of the quantitative findings of this study can be found in Chapter 4.

In addition to quantitative data, this study also employed two means of collecting qualitative data via three open-ended responses on the questionnaire and via semi-structured interviews. The semi-structured interview questions were developed and shaped based on three categories: general background information, concepts about social responsibility, and attitudes and beliefs about service learning. For coding, the questionnaire open-ended responses and semi-structured interview transcripts were uploaded into an electronic qualitative analysis system for text data called

Quirkos. Three coding processes took place for each transcript, analyzing student interviews by looking for both a priori and inductive codes (i.e., anticipated words, phrases, statements, and any new emergent findings).

6.2 Limitations

There are several important limitations to consider in this study, including issues with participant selection and limitations based on the scope of this study, which I will outline in more detail below.

Among the 53 students who participated in the questionnaire, the responses of only 40 respondents were usable. Also, the snowball method used in selecting participants was problematic in terms of gathering a diverse range of participants, as many students may share the questionnaire with colleagues who have similar background variables. Additionally, effective advertisement to participate was greatly limited due to the COVID-19 pandemic social distancing parameters, which caused dramatic changes in social activities, including closing schools and moving to remote online classes. This study therefore is limited in the representativeness of students who participated in the questionnaire. Hence, the questionnaire results were further analyzed and supported with the results of the participant interviews.

This study focuses on students' experiences in a specific program in Korea. The study's findings may not be easily generalizable to other service-learning programs in HEIs in the Asia-Pacific region. Additionally, since this thesis adopts a participant-observation approach, with the researcher having been a participant in the program examined in this study, it is important to account for the researcher's personal biases.

Language was an additional limitation, as the primary language used for the interviews was English, which was not the native language of the study participants. Also, because the questionnaire was designed in English and translated into Korean for the ease of the questionnaire participants, most of the open-ended responses required reverse translation into English. As I have limited Korean language proficiency and conducted this study with Korean-speaking participants, language may have presented some barriers in effective communication and analysis of students' written responses. This means there was always a possibility for misunderstandings and misinterpretations.

6.3 Conclusions

Overall, it was found that students had positive attitudes towards service learning and about social responsibility—both before and after participating in the ISLP. Students found they had increased confidence in their ability to make a difference in the world, and this was important for their personal development as they learned new skills and knowledge by volunteering. Following Reeb et al. (2010), having positive experiences with the SRO ISLP and being a part of really “doing” something positively influenced students’ senses of self-efficacy related to their capacity to affect change through their actions. However, the program influenced different groups of students in slightly different ways, depending on variables such as gender, major, and education level. This raises implications for program developers to consider how the program can better meet the needs of different groups of students.

Participants generally viewed social responsibility as both a moral and social obligation. This raised important questions about what it means to be a member of a society and to whom we have responsibility and why. Participation in this program encouraged students to think more deeply about their position in the world, how they interact with others, and the programs they participate in. This outcome coincides with ideas presented in Chapter 1, that student participation in SLPs can have a positive impact on student development in terms of civic engagement, political efficacy, and improved understanding of diversity (Crabtree, 2008; Lorenzini, 2013). Furthermore, this study showed that participation in the SRO ISLP had an influence on the students’ critical thinking about engaging with the ethics of social responsibility.

6.4. Implications

The findings of this study have the potential to inform research about the unique contributions to development aid offered by higher education ISLPs situated in non-Western contexts and that conduct service-learning activities in non-Western countries. Often projects initiated through ISLPs reflect the broad objectives of development aid by addressing issues such as “capacity building, poverty reduction, and sustainable development” (Trau, 2015, p. 30). Understanding more about Korean HEI ISLPs is important, as many universities are increasingly implementing SLPs that operate within

international development aid contexts because the “expansion of service learning from domestic experience to overseas experiences reflects the globalization of higher education” (Lyons & Wearing, 2008, p. 148). As such, while ISLPs offer an alternative model of development aid, universities face many challenges in effectively designing sustainable programs beneficial to host communities (Brower, 2011). While universities tend to strive for a combination of learning goals and community service to enhance their students’ personal and academic growth and promote a “common good,” the challenges in designing programs can lead to programs that have characteristics of what has become known as *voluntourism*. Wearing (2001) defined voluntourism as having actions that encompass “those, who for various reasons, volunteer in an organized way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments or research into aspects of society or environment” (p. 1).

Furthermore, this study helps with filling a gap in the literature by considering how participation in service-learning programs in Asia-to-Asia contexts influences students' views about volunteering, service learning, and social responsibility. More research is needed, especially on the aspect of “reflection,” as there have been some critiques of Kolb’s model, especially regarding the reflection process. However, other researchers have argued that the vagueness about reflection in service learning exists because the term “reflection” can be used to describe both a cognitive process and a structured learning activity (Hatcher & Bringle, 1997). Indeed, other service-learning scholars such as Crabtree (2008) have warned that when individuals fail to consider their individual and collective role in relation to “experience,” participation in service learning and other experiential educational encounters can reinforce prejudices that individuals have about the communities they are serving. Yoshitaka Yamazaki (2002) has also criticized Kolb’s experiential learning theory for his lack of consideration that culture and cultural differences could influence learning styles such that the process of experience and reflection may not be as effective for all groups of learners. There is great potential here for the SRO to have longer and more structured post-service debriefing and reflection sessions tailored to project and student individuality.

Program designers need to understand how students’ experiences in service-learning programs can influence their self-efficacy for acting in

socially responsible ways to be able to develop more effective programs, especially in the context of development aid. It is crucial to focus on analyzing and understanding how HEIs can move forward in a “correct way” that can promote aid effectiveness and implement the United Nations SDGs, while also attending to student participants’ wants and needs. Examples include developing long-term projects in which the HEI sends students and faculty to a host community multiple times and offers both education programs and service through human labor. Such programs do not always meet the needs of aid providers who may be pressured to provide students and university leadership with quick, tangible products reflecting the aid provided by the university. For example, a critique of Korean Official Development Assistance (ODA) notes the intense focus the Korean government has on attainment of immediate and satisfying results from their foreign aid volunteer projects that are both tangible and quantifiable (Park, Lee & Cho, 2015). In order to achieve these limited quantifiable goals, Korean foreign aid projects are focused on being hard-hitting and short-term to give immediate satisfaction. For scholars and many others, however, these types of programs raise concerns about project sustainability, safety, and sincerity. University-sponsored SLPs may face similar challenges in their need to demonstrate that their university is having a real “impact” on local and international communities.

Understanding student experiences in an ISLP is crucial when the students have direct contact with host communities. If students feel more self-confidence and affinity towards social responsibility, the effect they have on host communities could be more positive and helpful. The crucial aspect that requires scholars’ focus is analyzing and understanding how HEIs can move forward in a “correct way” that can promote aid effectiveness and meet the SDGs while also attending to their students’ needs and wants. A possible way of addressing this in the SRO ISLP could be by offering longer and more hands-on pre-service training focused on addressing individual project needs and goals. As more analysis of HEI SLPs in the Asia-Pacific region is performed, it is good to keep in mind that “it doesn’t make sense to have the goal that your cow will win the Kentucky Derby. It makes more sense to ask what the cow can do... [as service-learning programs] are to be cows not racehorses” (Easterly, 2007, p. 7). This is to say that HEI programs do not need to be able to fix the world with one plan or project; rather, they need to

focus on what their institution can actually achieve. Scholars, educators, and SLP designers need to match community hosts and the students' expectations with the program's capabilities and not the other way around.

More longitudinal research is needed to understand how participation in ISLPs influence students' attitudes and self-efficacy about volunteering and social responsibility over time. Additionally, more research needs to be conducted on longitudinal impacts these programs have on host communities. However, these types of future research may be difficult or even obsolete due to the impact that COVID-19 has had on international travel. For the SRO ISLP, all international fieldwork has stopped, although social media has provided some means of keeping international ties. In addition, international students in Korea can now participate in "domestic" volunteering via SRO, which would make their volunteering international (SRO, 2020). Overall, it is hard to tell what impact COVID-19 will have on the future of international service learning, but it seems that the SRO is trying to adapt despite the unclear future.

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Korean Abstract

서비스 러닝(Service-learning, SL)은 "학생 학습과 발전을 촉진하기 위해 의도적으로 설계된 구조화된 기회와 함께 학생들이 인간과 지역사회의 요구를 해결하는 활동을 하는 체험 교육의 한 형태"로 설명되어 왔다(Jacoby, et al., 1996, p. 5). 서비스 러닝 프로그램(SLP)에의 참여가 미치는 영향을 조사한 연구에서는 성취도의 긍정적 증가, 학습 참여의 증가, 전문적 기술 습득 등 학생들에게 다양한 영향이 있음을 보여 주었다(Lu & Lambright, 2010). 또한, 학생들은 자신의 능력에 대한 자신감 향상과, 시민 사회에 긍정적으로 기여할 수 있는 활동에 참여하고자 하는 내부적인 추진력의 증대를 보여주었다(Balsano, 2005). ISLP의 맥락에서, 긍정적인 경험을 하고 무언가를 정말로 "하는" 것의 일부가 되는 것은 또한 자신의 행동을 통해 변화에 기여하는 능력과 관련된 자기효능감에 긍정적인 영향을 미쳤으며, 한 사람이 "자기 자신, 상대방, 그리고 세계"에 대해 일깨울 수 있도록 했음을 보여준다(Crabtree, 2008).

최근 아태지역 교육기관을 포함한 전 세계 고등교육기관이 학생들을 위한 국제 서비스 러닝 프로그램(ISLPs)을 제공하기 시작했다(Brassard, et al., 2010). 대학기관이 지역사회에서 보다

통합적인 모습을 추구함에 따라, 행정가들은 학생들의 성장과 발전을 촉진하는 동시에 지역사회에 긍정적인 기여를 하는 방안과 학생들의 사회적 책임 의식을 함양하는 방안으로 SL활동의 확대를 모색해 왔다. 대학들이 더 많은 학생들을 SL 활동에 참여시키면서, 연구자들이 이러한 프로그램의 도움을 받는 학생 참여자들과 사회에 미치는 영향을 완전히 이해하는 것이 중요하다. 현재 글로벌 북부의 국가들에서 온 학생들을 글로벌 남부의 국가들에 원조를 제공하도록 보내는 대학 프로그램에 관한 ISLP 보고에 관한 연구가 존재한다. 그러나, 아시아 태평양 지역의 개발도상국 차원에서 진행하는 ISLP를 설명하는 문헌은 한정되어 있다(Brassard, et al., 2010). 또한, 아시아 지역에서 개발원조에 종사하는 비정부기구(NGO)가 실시하는 ISLP의 영향을 조사하는 연구는 있지만, 고등교육 기관이 실시하는 ISLP를 전반적으로, 그리고 아시아 태평양 지역 차원에서 구체적으로 기술하는 연구가 더 필요하다.

본 연구의 목적은 학부생들의 사회적 책임 증진을 목적으로 하는 고등교육 기관의 국제 서비스러닝 프로그램(ISLP)을 고찰하는 것이다. 기존의 SLP 참여 학생에 대한 연구에서는 학생들의 능력에 대한 자신감과 시민 사회에 긍정적으로 기여할 수 있는 활동에 대한 내적 추진력이 증가하는 것을 발견했다. 본

석사 논문에서는 먼저 고등교육 기관 ISLP의 배경을 소개하며 연구에 대한 맥락적 정보를 제공한다. 그리고 대상 프로그램에 대한 참여자 관찰을 통해, 학생들의 태도에 잠재적인 영향을 미칠 수 있는 프로그램 설계에 대한 설명을 제공할 것이다. 이와 함께, ISLP 참여 학생들의 사회적 책임에 대한 태도와 자기효능성에 대한 종합적인 설문조사를 실시하였다. 마지막으로, 사회적 책임을 증진하기 위한 고등교육기관의 SLP 학생 참여가, 현재와 미래에 사회적 책임 실천에 참여하는 학생들의 자기효능력에 영향을 미칠 수 있는지에 대해 논의할 것이다.

키워드: (서비스-러닝, 국제봉사, 고등교육원, 체험학습, 자기효능, 사회적 책임)

학생번호: 2018-23426

APPENDIX A. Student Attitudes and Self-efficacy Questionnaire for an International Service-Learning Program (SASQ-ISLP)

As a previous participant in the SRO, you are being invited to take a survey about your experiences engaging in an international volunteer (service-learning) program. If you have a moment to spare, would you be willing to answer a few questions? We'd greatly appreciate your feedback.

서울대학교 글로벌사회공헌단에 참여했던 참가자로서 귀하는 이 설문초대되었습니다. 바쁘시겠지만 기꺼이 귀한 의견을 보내주시면 감사하겠습니다.

Research Subject: Student Attitudes and Self-efficacy for Social Responsibility: Implications for the development of an international service-learning program

연구 과제 명: 사회적 책임을 향한 봉사 학습(service-learning) 및 자기 효능감(self-efficacy)에 대한 학생의태도에 대한 설문 조사

Principal Investigator: Kristyne L. Allen (Global Education Cooperation, College of Education, XXX University) and Prof. Dae Joong Kang (Global Education Cooperation, College of Education, XXX University)

연구 객 입자 명: 크리스틴 엘린 (글로벌교육협력건공, 사범대학, XXX); 강대중 교수(글로벌교육협력건공, 사범대학, XXX)

This research examines how student engagement in an experiential international volunteer (service-learning) program impacts on university students' attitudes towards service learning and students' self-efficacy about engaging in socially responsible practices in the future. You are being asked to participate in this research because you have participated in an experiential international service-learning program with the Social Responsibility Organization. Kristyne Allen, who is a M.A. candidate in the Global Education Cooperation program at XXX University, is conducting this research. This study will only be conducted on a voluntary basis, and it is important for you to understand why the study is conducted and what the content of the study relates to before you decide to participate. Please read the following carefully and let them know your intentions, and discuss them with family and friends if necessary. If you have any questions, please contact the researcher who will explain the research to you in detail.

이 연구는 경험적 국제 서비스 학습 프로그램에 대한 학생들의 참여가 서비스 학습에 대한 대학생들의 태도와 미래에 사회적으로 책임감 있는 실행에 참여하는 것에 대한 자기 효율성에 어떤 영향을 미치는지

탐색하는 연구입니다. 귀하는 SRO 프로그램에서 경험적인 국제 서비스 학습 프로그램에 참여했기 때문에 이 연구에 참여하도록 요청받았습니다. 이 연구를 진행하는 연구책임자는 크리스틴 엘린(M.A, XXX 글로벌교육협력전공(GEC)입니다. 이 연구는 자발적으로 참여 의사를 밝히신 분들에 한하여 수행될 것이며, 귀하께서는 참여 의사를 결정하기 전에 본 연구가 왜 수행되는지 그리고 연구의 내용이 무엇과 관련 있는지 이해하는 것이 중요합니다. 다음 내용을 신중히 읽어 보신 후 참여 의사를 밝혀주시길 바라며, 필요하다며 가족이나 친구들과 의논해 보십시오. 만일 어떠한 질문이 있다면 자세히 설명해줄 담당 연구자에게 연락해주시고.

Thank you.
감사합니다.

*After the survey, if you are willing to be interviewed (English only) in person for about 20 minutes. Please contact the researcher
*설문 조사 후에 약 15-20 분 동안 직접 (영어)인터뷰에 참여하실 의사가 있는 경우, 담당 연구원의 메일로 연락 주시기 바랍니다.

Understanding SRO Experiences Questionnaire

General Demographics(일반 정보)

The questions in this questionnaire have no right or wrong answer. Please answer with your honest opinion. Unless otherwise stated, please select only one answer that most closely reflects your opinion.

이 설문에는 정답이나 오답이 없습니다. 솔직한 의견으로 대답하십시오. 별도의 표시가 없는 한 귀하의 의견을 가장 잘 반영하는 답변을 하나만 선택하십시오.

1. 귀하는 본 연구의 참여에 동의하십니까?

<input type="checkbox"/>	'Yes/예'를 클릭하면 설문이 계속합니다	<input type="checkbox"/>	'No/아니요'를 클릭하면 설문이 끝납니다.
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2. Which kind of SRO program(s) have you participated in? 어떤 SRO 프로그램에 참여하셨습니다?

<input type="checkbox"/>	Domestic/국내	<input type="checkbox"/>	International/국제	<input type="checkbox"/>	Both/모두	<input type="checkbox"/>	I did not participate in an SRO volunteer program/SRO 프로그램에 참여하지 않았습니다. (Go to end of
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						questionnaire .)
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3. What is your gender? 귀하의 성별은 무엇입니까?

<input type="checkbox"/> Female/여자	<input type="checkbox"/> Male/남자	<input type="checkbox"/> Other/다른
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4. What is your current age now? 현재 귀하의 나이는 몇살입니까?

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5. What was your age when you first volunteered with SRO? 서울대학교
글로벌사회공헌단 프로그램 참여 시 나이는 몇 살이었습니까?

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6. When did you participate in SRO? (Select all that apply, if multiple.)
SRO 프로그램에 언제 참여하셨습니다? (해당되는 경우 모두 선택)

<input type="checkbox"/> 2016 Summer/여름	<input type="checkbox"/> 2016 Winter/겨울
<input type="checkbox"/> 2017 Summer	<input type="checkbox"/> 2017 Winter
<input type="checkbox"/> 2018 Summer	<input type="checkbox"/> 2018 Winter
<input type="checkbox"/> 2019 Summer	<input type="checkbox"/> 2019 Winter
<input type="checkbox"/> Other (please specify)/그 외 국가	

7. What country/countries did you visit for your SRO volunteer experience?
SRO 중 어떤 국가의 프로그램에 참여하셨습니다?

<input type="checkbox"/> Laos/라오스	<input type="checkbox"/> Nepal/네팔
<input type="checkbox"/> Vietnam/베트남	<input type="checkbox"/> Uzbekistan/우즈베키스탄
<input type="checkbox"/> Other (Please Specify)/그 외 국가	

8. Tell us about your education level was at the time of volunteering with
SRO. SRO 참여 당시의 교육에 대해 알려주십시오.

<input type="checkbox"/> Bachelor/학사	<input type="checkbox"/> Master/석사	<input type="checkbox"/> Doctor/박사
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9. Tell us what your major was at the time of volunteering with SRO.
SRO 참여 당시의 전공에 대해 알려주십시오.

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10. Since graduating high school, have you spent any time volunteering that
is not related to university? 고등학교 이후 자원 봉사에 시간을
보냈습니까? (대학교는 다른 기관 등에서...)

<input type="checkbox"/> Yes (if yes, please answer 11, 12, and 13)	<input type="checkbox"/> No (if no, go to question 14)
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11. If yes to question 10, were those volunteering opportunities domestic, international, or both? 질문 10 에 ‘예’라고 답변하신 경우, 자원 봉사 기회가 국내, 국제 또는 둘 다입니까?

<input type="checkbox"/>	Domestic/국내	<input type="checkbox"/>	International/국제	<input type="checkbox"/>	Both/모두	<input type="checkbox"/>	Not Applicable/해당 사항 없음
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12. Were those non-university related volunteering experiences mandatory, as part of a program; an elective activity; or both? 프로그램의 일환으로 이러한 자원 봉사 경험은 의무적이거나 선택 활동; 아니면 둘다?

<input type="checkbox"/>	Mandatory/의무적	<input type="checkbox"/>	Elective/자유 선택	<input type="checkbox"/>	Not Applicable/해당 사항 없음
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13. Approximately how much time (hours) have you spent volunteering, since graduating high school? (Not in relation to the SRO. If not applicable, write NA in the box below.) 고등학교 졸업 후 자원 봉사에 사용한 시간은 몇 시간입니까? (SRO 과는 다른 기관 등에서...해당되지 않는 경우 아래 상자에 NA 를 기재하십시오.)

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14. Have you ever traveled outside of South Korea before participating in the SRO volunteer program? (Not related to volunteer work.) SRO 에 참여하기 전에 해외 여행을 가신 경험이 있습니까? (자원 봉사 활동과 관련이 없습니다.)

<input type="checkbox"/>	Yes (if yes, answer 15)	<input type="checkbox"/>	No (if no, go to Section 1: Self-Efficacy)
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15. If yes to the previous question, where have you traveled? (Asia, North America, Africa, etc. If not applicable, write NA in the box below.) 질문 전에 ‘예’라고 답변하신 경우, 어느 곳이었습니다? (아시아, 북미, 아프리카...해당되지 않는 경우 아래 상자에 NA 를 기재하십시오.)

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Section 1: Self-Efficacy Scale (섹션 1: 자기 효능감 정도)

In the following section, you will be asked to share your opinion about how much you agree with each statement. Remember there is no right or wrong answer. For example, if you disagree with a statement, you can select ‘⊖ strongly disagree’. If you disagree a little, you can select ‘⊖ Disagree’. If you agree some, you can select, ‘⊗ Agree’. And if you fully agree, please select “④ Strongly agree”.

이제부터 아래 질문에 대해 귀하의 의견을 바탕으로 한 답변을 선택해주시요. 옳고 그른 대답이 없다는 것을 기억하십시오. 동의하는 정도에 따라 하나의 항목만 선택하십시오. 주어진 문장에 전혀 동의하지 않으면 ‘① 매우 그렇지 않다’, 약간 동의하지 않으면 ‘② 그렇지 않다’,

약간 동의하면 ‘③ 그렇다’, 완전히 동의하면 ‘④ 매우 그렇다’를 선택하십시오.

16. If I choose to participate in a volunteer program in the future, I will be able to make a meaningful contribution. 향후 자원 봉사 프로그램에 참여하기로 결정한다면 나는 의미 있는 기여를 할 수 있다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
17. I am confident that I can help individuals in need by participating in volunteer activities. 나는 자원 봉사 활동에 참여함으로써 도움이 필요한 사람들을 도울 수 있다고 확신한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
18. I am confident that, in future volunteer activities, I will be able to interact with relevant professionals in ways that are meaningful and effective. 나는 향후 자원 봉사 활동에서 의미 있고 효과적인 방법으로 관련 전문가와 소통할 수 있다고 확신한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
19. Through volunteering, I can apply my knowledge in ways that solve ‘real-life’ problems. 나는 자원 봉사 활동을 통해 ‘실생활의’ 문제를 해결하는 방식으로 내 지식을 적용할 수 있다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
20. By participating in volunteer work, I can help people to help themselves. 나는 자원 봉사 활동에 참여하면서 사람들이 스스로 자립할 수 있도록 도움을 줄 수 있다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
21. I am confident that I will participate in volunteer work in the future. 나는 추후에도 자원 봉사 활동에 참여할 것이라고 확신한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree

Section 2: Attitudes towards Social Responsibility Scale(섹션 2: 사회적으로 책임을 느끼는 태도)

In the following section, you will be asked to share your opinion about how much you agree with each statement. Remember there is no right or wrong answer. For example, if you disagree with a statement, you can select ‘⊖ strongly disagree’. If you disagree a little, you can select ‘⊖ Disagree’; If you

agree some, you can select, ‘⊗ Agree’; and if you fully agree, please select “④ Strongly agree”.

이제부터 아래 질문에 대해 귀하의 의견을 바탕으로 한 답변을 선택해주시요. 옳고 그른 대답이 없다는 것을 기억하십시요. 동의하는 정도에 따라 하나의 항목만 선택하십시요. 주어진 문장에 전혀 동의하지 않으면 ‘① 매우 그렇지 않다’, 약간 동의하지 않으면 ‘② 그렇지 않다’, 약간 동의하면 ‘③ 그렇다’, 완전히 동의하면 ‘④ 매우 그렇다’를 선택하십시요.

22. I feel that I can make a positive difference in the world. 나는 세상을 긍정적으로 변화시킬 수 있다고 생각한다			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
23. I believe that it is important to help others even if I do not get paid for it. 나는 돈을 받지 않아도 다른 사람을 돕는 것이 중요하다고 생각한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
24. I believe that if a person or group has a problem, that person or group has the responsibility to solve that problem without help from others. 나는 문제가 있는 사람이라면 누구나 그것을 바로잡을 책임이 있다고 생각한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
25. Compared to others my age, I personally feel it is important to find opportunities to volunteer my time towards helping others. 내 나이또래의 다른 사람들과 비교할 때, 나는 다른 사람들을 도울 기회를 찾는 것이 중요하다고 생각하는 사람이다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
26. I believe it is my social responsibility to help others. 나는 다른 사람을 돕는 것이 사회적 책임이라고 생각한다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
27. I believe that when people do not solve their own problems it may be because their circumstances hold them back. 나는 사람들이 종종 상황적 제약으로 인해 그들 스스로의 문제를 해결하지 않는다고 믿는다.			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree

Section 3: Retrospective Program Attitudes Scale(섹션 3: 회고적인 프로그램에 대한 태도)

In the following section, you will be asked to share your opinion about how much you agree with each statement. Remember there is no right or wrong answer. For example, if you disagree with a statement, you can select ‘⊖ strongly disagree’. If you disagree a little, you can select ‘⊖ Disagree’; If you agree some, you can select, ‘⊗ Agree’; and if you fully agree, please select “④ Strongly agree”.

이제부터 아래 질문에 대해 귀하의 의견을 바탕으로 한 답변을 선택해주시요. 옳고 그른 대답이 없다는 것을 기억하십시오. 동의하는 정도에 따라 하나의 항목만 선택하십시오. 주어진 문장에 전혀 동의하지 않으면 ‘① 매우 그렇지 않다’, 약간 동의하지 않으면 ‘② 그렇지 않다’, 약간 동의하면 ‘③ 그렇다’, 완전히 동의하면 ‘④ 매우 그렇다’를 선택하십시오.

Answer the next 6 questions in relation to the below statement:

“The SRO program increased or strengthened my confidence that, in the future, I will be able to...”

아래 진술과 관련하여 다음 6 가지 질문에 답하십시오:

“SRO 은 나에게 향후 다음과 같은 일을 할 수 있다는 자신감을 높이거나 강화하였다. 나는 미래에 다음 (설문 문항)과 같이 할 수 있다...”

28. Make meaningful contributions through volunteering. 봉사를 통해 의미 있는 기여를 할 수 있다			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
29. Find volunteering opportunities that are relevant to my interests and abilities. 나의 관심사 및 능력과 관련된 봉사활동 기회를 찾을 수 있다			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
30. Help individuals in need by participating in volunteering opportunities. 봉사활동에 참여하여 도움이 필요한 사람들을 도울 수 있다			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree
31. Interact with relevant community professionals in ways that are meaningful and effective. 의미 있고 효과적인 방식으로 관련 커뮤니티 전문가와 소통할 수 있다			
⊖ Strongly disagree	⊖ Disagree	⊗ Agree	④ Strongly agree

32. Apply my knowledge to volunteer situations in ways that help to solve 'real-life' problems. '실생활의' 문제를 해결하는 데 도움이 되는 방식으로 봉사활동에 내 지식을 적용할 수 있다			
⊖ Strongly disagree	⊖ Disagree	⊕ Agree	⓪ Strongly agree
33. Help people to help themselves as I engage in volunteer opportunities. 봉사활동에 참여할 때 사람들이 스스로 자립할 수 있도록 도움을 줄 수 있다.			
⊖ Strongly disagree	⊖ Disagree	⊕ Agree	⓪ Strongly agree

Open-ended Response Section(짧은 답변 질문)

In this last section, you are asked to provide your answer to three short open-ended questions. Please write at least three sentences per question. Remember there is no right or wrong answer. Please answer to the best of your abilities. 이 마지막 섹션에서는 세 가지 짧은 개방형 에세이 질문에 대해 자유로운 답변을 적어 주시기 바랍니다. 한 질문 당 세 문장 이상을 작성해주시기 바랍니다. 옳고 그른 대답이 없다는 것을 기억하십시오. 최선을 다해 대답해주시면 감사하겠습니다.

34. What do you think 'social responsibility' means? 사회적 책임'이란 무엇을 의미한다고 생각하십니까?

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35. How do you think your experience with the SRO program has affected your attitude towards volunteering (service-learning)? SRO 참여 경험이 봉사 학습에 대한 귀하의 태도에 어떤 영향을 미쳤다고 생각하십니까?

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36. How do you think your experience with the SRO program has affected your beliefs about being socially responsible? SRO 참여경험이 사회적 책임에 대한 귀하의 신념에 어떤 영향을 미쳤다고 생각하십니까?

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