

# QUANTITATIVE EVALUATION OF PARTICIPATING STUDENTS AND COOPERATING RESIDENTS OF THE SERVICE-LEARNING PROGRAM

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## ABSTRACT

*This article is a quantitative assessment of the experiences of students in the service-learning program. The evaluation supports the reflections they have written in their journals and incorporated in the reports of individual faculty coordinators. The evaluation of students shows that there exist positive or direct relationships among the following areas of their experiences: skills and knowledge from classroom instruction, services extended to the community, practical learning gained in community service, and value realization. Also included in this evaluation is the impact of the program on the community residents. Majority of the cooperating residents who availed of the program were females and the capacitating projects they ranked highest in terms of importance are training in food processing and teamwork building. Of the health projects introduced into the community, the lectures on family planning, breast cancer detection, and urinalys were considered of immense importance by the participating residents. The cooperating residents and the participating students recommended that the service-learning program should continue.*

## Introduction

While the experiences students gained from their participation in the service-learning program are narrated in the individual reports of the different academic units, this report quantitatively describes how they rated the quality of these experiences. This report also aims to validate the observations of the faculty coordinators on the impact of service-learning on the participating students and the cooperating residents of the partner community.

Only those students available at the time of the evaluation period were asked to participate in the process. Although the hectic schedule of students during the final examination period at

the end of school year made it impossible to gather all of them for this final task, nonetheless, almost 90 percent of the participating students of the service-learning program were able to give their evaluation. Meanwhile, because of limited time and resources, only representative samples of community residents who participated in the service-learning projects were asked to give an evaluation. A sample of 50 percent cooperating residents were also randomly identified and interviewed about the importance of their experiences with the program.

### **Evaluation Instrument**

Aside from providing information about the basic profile of the community residents who participated in the projects under the service-learning program, the participating residents also enumerated and identified the projects that were introduced. They also rated the relative importance of these projects as well as the quality of their interaction with students who worked with them or provided them services. The mean scores of their rating were computed according to the projects in which they participated. These projects were categorized as capacitating projects and health services provision projects.

Meanwhile, the student evaluation also included the background of the students and their rating of experiences under the program. The experiences rated include the areas of skills and knowledge, service valuation, learning gained in interaction valuation, and value realization. The analysis done on these rating was similar to the community evaluation but the results were categorized according to the sex of the students and the projects in which they participated.

### **The Results of Evaluation of Cooperating Residents**

*Brief Profile.* Of the 70 residents of Maluay who cooperated in the service-learning program as representatives of their households, 35 (50%) were interviewed for their evaluation. As expected, because of the livelihood activities of husbands and

other male members of households, a majority of the participants (about 88%) were women. Only three males who were on the average older (56.83 years old) than the females (45.50 years old) participated.

Majority (65.71%) of the females were housewives, while 11.43 percent were farmers. Two of the three males were also farmers. This shows that as housewives, many of the female participants were able to find time to get involved in the program.

**Project Involvement.** A total of 17 specific projects have been extended to the cooperating residents and implemented in the community by the students. Seven of these were categorized as capacitating projects designed to enhance the social and economic well-being of the cooperating residents. These ranged from organizational development, skills training, to capability building necessary for their empowerment toward community development, projects which required the close involvement of the participants. The capacitating projects were carried out by the students in Social Work, Sociology and Anthropology, Business Administration, and Education.

On the other hand, the Nursing, Physical Therapy, and Medical Technology students conducted ten health services provision projects which were designed to address the immediate health needs of the community. The health services provision projects generally included those direct health care services as well as activities aimed at increasing the participants' awareness of the need to respond to some of their health problems.

The contrasting natures of these projects were expected to affect the evaluation rating because of the very short period during which the community was exposed to them. The impact of capacitating projects was expected to be long term while that of the provision of health services was immediate. Due to this limitation, the evaluation was done mainly to assess the participants' perception of the importance of these projects to their well being rather than to gauge the material benefits they derived from these projects. Perhaps, five years from now would be an appropriate

time to make an impact evaluation which will measure how all the projects have successfully changed or improved the participants.

Table 1 shows further that there were more female participants than male in a greater range of projects that were introduced in the community. On the average, the women participants participated in about six projects (5.94%) compared to about three (2.83%) reported by the male participants. In general, 34 percent reported having participated in one or two projects, 20 percent in four to six projects, and 14 percent in seven to eight projects. The distribution of the project participation is shown in the following table.

**Table 1. Basic Profile of the Cooperating Residents Who Evaluated the Program**

Variables Investigated	Male	Female	Total
Number	3	32	35
Mean Age	56.83	45.50	47.10
Occupation			
Housewife		23 (71.88%)	23 (65.71%)
Farmer	2 (66.67%)	2 (6.25%)	4 (11.43%)
Business	1 (33.33)	2 (6.25%)	3 (8.57%)
Bread baker		2 (6.25%)	2 (5.71%)
Fisher		1 (3.13%)	1 (2.86%)
Barangay Official		1 (3.13%)	1 (2.86%)
Roof thatch maker		1 (3.13%)	1 (2.86%)

Number of Projects Participated or Availed of			
1- 2	2 (66.67%)	10 (31.25%)	12 (34.29%)
3- 4		2 (6.25%)	2 (5.71%)
5- 6	1 (33.33%)	6 (18.75%)	7 (20.00%)
7- 8		5 (15.63%)	5 (14.29%)
9- 10		4 (12.50%)	4 (11.43%)
11- 12		4 (12.50%)	4 (11.43%)
13 and over		1 (3.13%)	1 (2.86%)
Mean Number of Projects	2.83	5.94	5.67

**Importance of Projects.** The respondents were asked to rate from one to five the projects they had participated in or availed of. The data reveal expected results which confirmed that since majority of the participants were housewives who did not have many productive activities, the project that received the highest mean rating was training in food processing conducted by the Business Administration students. Teamwork building conducted by the Sociology and Anthropology students also received the same mean rating. This was so because the wives found teamwork building of immense importance when organizing themselves into an association for the income generating projects. In fact, the income generating project, in general, ranked third on the rating scale. This project focused on the actual making of foodstuff and many of the participants still needed to learn the skills. Despite the problems posed by a lack of capital and cooking utensils, the participants realized the great importance of knowing the rudiments of food processing as a way to generate income.

Meanwhile, the self-awareness-raising seminar rated fourth in the rating scale as the participants possibly considered this a

prerequisite for a successful cooperative. This may explain why cooperative training was rated next to the self-awareness-raising seminar. The formation of the mothers' association and the farmers' association came last on the rating scale. Expectedly, the rating was biased for the mothers' association because most of those who evaluated were wives.

It is interesting to analyze the logic of the ratings that the participants gave. Although the forming of associations were considered important in undertaking some projects that will benefit the members, the development of individual skills and improvement of community relationships were perceived to be of greater importance in community organization. This suggests that the participants have realized that an organization is still useless if it does not produce results. Introducing them to this concept were the Social Work students who organized them first before all trainings and seminars were scheduled. The students followed the principles of community organizing as a prelude to community mobilization. But the evaluation data show that what the community expected to get from community organization also influenced its success. This may explain why the mean rating given to the importance of community association was only second to the activities undertaken by their association.

**Table 2. Mean Rating of Cooperating Residents of Projects They Participated In or Availed of in Terms of Importance**

Types of Projects	Mean Rating	Rank
<i>Capacitating</i>		
Training in food processing	4.82	1.5
Teamwork building training	4.82	1.5
Income generating projects	4.75	3
Self-awareness raising seminar	4.46	4
Cooperative training	4.42	5

Mothers' association	4.35	6
Farmers' association	3.60	7
<b>Over-all Mean Rating</b>	4.46	
<i>Health Services Provision</i>		
Family planning lecture	5.00	2
Breast cancer detection	5.00	2
Urinalysis	5.00	2
Free medicine	4.89	4
Dengue prevention lecture	4.84	5
Blood typing	4.83	6
Prevention of parasitism	4.82	7
Fecalysis and de-worming	4.80	8
Aerobic exercise	4.70	9
Physical check-up	4.42	10
<b>Over-all Mean Rating</b>	4.83	

Rating Scale: 0- not important, 1- least important, 2- less important, 3- moderately important, 4- more important, 5- most important

Three of the ten health services provision projects were rated as most important with a perfect mean rating of five. These included the giving of urinalysis and lecture on family planning and breast cancer detection demonstration. Following in the ranking of mean ratings were distribution of free medicine, dengue prevention lecture, blood typing, prevention of parasitism lecture, fecalysis and de-worming, aerobic exercise demonstration, and physical check-up.

The data suggest that the community valued the health care services they received as these were otherwise unavailable to them because of the high cost they often entail. At the same time, this

also points to the limited health services available in the community health unit in terms of personnel and facilities. The over-all mean rating of importance of health services provision project is 4.83 compared to the 4.46 rating given to capacitating projects.

***Interaction with Students.*** In this parameter, the participants rated five areas, here arranged according to the ratings they gave: the friendliness of students, capability, adaptability, openness, and willingness to help. Although there were variations in the rating, the mean scores show the very high value given by the cooperating residents to their interactions with the participating students in general.

The participating residents found the students friendly. For their part, the students were conscious of the fact that as they were new to the community, it was necessary for them to work well with the community residents. This may explain why the cooperating residents rated second the willingness of the students to adapt to their level. In the process, the students were found to be equally capable of the services they extended to the community and were perceived to be willing to accept the opinion of the community and open to their ideas.

It is, however, troubling to think why the willingness of the students to help was given the lowest rating. It could be that the students' efforts did not meet the normative expectation of cooperating residents or else they were unable to satisfy the participants' needs. This was particularly the experience of some Physical Therapy students who were unable to render the health services required by the residents because these were simply beyond their training. For example, some students narrated during their reflection session that they were not able to entertain some mothers who came with their sick children. The main reason is that Physical Therapy students are trained to handle musculoskeletal problems and not cases related to internal medicine, like respiratory ailments, fever, and others. It is possible that this inability on the part of the students was interpreted as unwillingness to help.



**Table 3. Mean Rating of Cooperating Residents of Their Interaction With Students**

Interaction Valuation Indicator	Mean Rating	Rank
I found the students friendly	4.71	1
I found the students willing to adapt to our level	4.66	2.5
I found the students capable of what they are doing	4.66	2.5
I found the students open or willing to accept our ideas	4.57	4
I found the students willing to help	4.54	5
<b>Over-all Mean rating</b>	4.63	

Rating Scale: 0- not experienced, 1- least experienced, 2- less experienced, 3- moderately experienced, 4- more experienced, 5- most experienced

***Opinion for Program Continuity.*** The cooperating residents were unanimous in stressing that the program must continue because the benefits that they have already enjoyed must be sustained. For this reason, they suggested some areas that need to be improved relative to the services provided by the program and the participation of the community. Foremost, they stressed the need for the program to add more services, particularly in the area of health, that will benefit the community as well as help improve the skills and knowledge of the students. Some suggested that the program should provide them with financial support as capital for their income generating projects. In addition, in order for their income generating projects to grow, the mothers suggested that their association should purchase some cooking utensils from their earnings. Meanwhile, others pointed out the importance of attracting more members to join the organization from among the residents who participated in the program and

strengthening the unity of existing members.

In general, the cooperating residents pointed out the need for program implementors to monitor closely the activities of the students in the community. Although, the participants recognized the capability of the students, they believed that the latter needed closer guidance and supervision to achieve more results.

**Table 4. Summary of the Suggestions of Cooperating Residents to Improve the Program**

Improve the standing of community organization · <i>Increase the number of association members</i> · <i>Improve the unity of association members</i>
Introduce more project activities · <i>Develop more activities to add knowledge to students and the community residents</i> · <i>Need more projects to improve health condition of residents</i>
Assist livelihood projects · <i>Provide financial assistance to livelihood projects</i> · <i>Allot part of earnings of foodstuff making projects of women to buy cooking utensils</i>
Monitor closely the program · <i>Students still need guidance</i> · <i>Students need closer supervision</i>

### **Results of Evaluation of Participating Students**

**Brief Profile.** A total of 92 students who participated in the service-learning program gave their evaluation. Of these number, 53 percent were involved in the capacitating projects while 47 percent were in the health services provision project. As a whole, more females (78.26%) than males (21.74%) participated in the said projects. They were on the average 21 years of age and were therefore considered capable and mature enough to work in the community.

Majority of those responsible for the capacitating projects were students in Sociology and Anthropology (44.90%) followed by Business Administration students (32.70%). The rest were

students in Social Work, Education, and Engineering. Meanwhile, majority of those involved in health services provision projects were students of Physical Therapy (41.86%) followed by students in Medical Technology (32.51%), and Nursing (25.58%).

**Table 5. Basic Profile of Students Who Participated in the Service-Learning Program**

Characteristics	Capacitating Projects		Health Services Provision Projects		Total
	Male	Female	Male	Female	
Number	14	35	6	37	92
Age Distribution					
19- 20	5 (35.72%)	19 (54.29%)	3 (50.00%)	9 (24.32%)	36 (39.13%)
21- 22	2 (14.28%)	12 (34.29%)	2 (33.33%)	22 (59.46%)	38 (41.30%)
23- 24	5 (35.72%)	3 (8.58%)	1 (16.67%)	3 (8.11%)	12 (13.04%)
25 and over	2 (14.28%)	1 (2.86%)		3 (8.11%)	6 (6.52%)
Mean Age	22.07	20.70	20.83	21.27	21.22
Course					
Social Work		4 (11.43%)			4 (4.35%)
Socio- Anthropology	9 (64.29%)	13 (37.14%)			22 (23.91%)
Business	1 (7.14%)	15 (42.86%)			16 (17.39%)
Education	1 (7.14%)	3 (8.57%)			4 (4.35%)
Engineering	3 (21.43%)				3 (3.36%)
Nursing				11 (29.73%)	11 (11.96%)
Medical Technology			3 (50.00%)	11 (29.73%)	14 (15.22%)
Physical Therapy			3 (50.00%)	15 (40.54%)	18 (19.57%)
Academic Level					
Second	2 (14.29%)				2 (2.18%)
Third	3 (21.43%)	18 (51.43%)		4 (10.81%)	25 (27.17%)
Fourth	9 (64.29%)	17 (48.57%)	6 (100.0%)	33 (89.19%)	65 (70.65%)

No first year students participated in the service-learning program and only the capacitating projects involved second year students. In general, those who participated in the service-learning program were predominantly third and fourth year students and many of them were in the capacitating projects. Majority of the students in the health services provision projects were in their fourth year in college who had already acquired the necessary skills needed to deliver health services to the community.

***Nature of Participation.*** The participation of students in the service-learning program was both voluntary and course-required. In the capacitating projects, about 78 percent of the students participated as part of their course requirement while 24 percent volunteered. This distribution is in contrast with those in the health services provision project. In this project, 58 percent of the students participated as volunteers while only 42 percent did so as a course requirement. In this project a majority of the volunteers were females.

Except for the four Social Work and five Education students who lived in the community, the rest of the students worked in the community only during weekends. Their entry into the community was scheduled by the Social Work students who handled the community organizing and mobilizing activities. With the exception of the two Social Work students who already started living in the community at the start of the first semester, the rest of these students worked and served the community during the second semester. This was also at the time when the baseline survey was conducted.

Apart from those majoring in Social Work and Education, all the other participating students visited the community on the average of 3.99 times. Those involved in capacitating projects came to the community 5.26 times while those in the health services provision project visited 2.73 times. These visits took place on an average of three to four months. The males in the capacitating projects and the females in the health services provision project

made a higher number of visits and hours spent per visit than their counterparts. Meanwhile, the number of hours spent per visit, as a whole, was a little higher among the students involved in the capacitating project than among those in the health services provision projects. On the average, all the students spent half a day in actual community work per visit.

**Table 6. The Nature of Participation of Students in the Service-Learning Program**

Variables	Capacitating Projects		Health Services Provision Projects		Total
	Male	Female	Male	Female	
<b>Type of Participation</b>					
Course required	9 (64.29%)	29 (82.86%)	3 (50.00%)	15 (40.54%)	56 (60.87%)
Voluntary	5 (35.71%)	6 (17.14%)	3 (50.00%)	22 (59.46%)	36 (39.13%)
<b>Frequency of Visits</b>					
1- 2	1 (7.14%)	16 (45.71%)	3 (50.00%)	11 (29.73%)	31 (33.70%)
3- 4	2 (14.29%)	5 (14.29%)	3 (50.00%)	25 (67.57%)	35 (38.04%)
5- 6	4 (28.57%)	6 (17.14%)		1 (2.70%)	11 (11.96%)
7- 8	3 (21.43%)	5 (14.29%)			8 (8.70%)
9 and over	4 (28.57%)	3 (8.57%)			7 (7.61%)
<b>Mean</b>	6.50	4.01	2.50	2.96	3.99
<b>Hour Spent Per Visit</b>					
1- 2	1 (7.69%)	12 (34.29%)	2 (33.3%)	3 (8.11%)	18 (19.78%)
3- 4	6 (46.15%)	7 (20.00%)	1 (16.67%)	14 (37.84%)	28 (30.77%)
5- 6	5 (7.69%)	11 (31.43%)	3 (50.00%)	19 (51.35%)	38 (41.76%)
7- 8	1 (7.69%)	5 (14.29%)		1 (2.70%)	7 (7.69%)
<b>Mean</b>	4.42	4.00	3.83	4.47	4.18

**Self-Rating of Experiences.** In the student rating, the realization of values from rendering community service received the highest over-all mean self-rating (4.54). Learning gained in the process came next (4.14), followed by the extent of services that had been rendered to the community (4.04). Skills and knowledge gained in classroom instruction received the lowest rating (3.72).

The standard deviation per area of experience further shows that the self-rating of the participating students does not vary much across areas. This suggests that individual self-rating of experiences of participating students in different areas under the program is more or less uniform, except in the extent of the services each had rendered where variation is a little higher.

**Table 7. Mean Self-Rating by Areas of Experience of Participating Students Under the Service-Learning Program**

Areas of Experiences Self-Rated by Participating Students	Over-all Mean
Skills and Knowledge from Classroom Instruction	
I have the skills and knowledge necessary for my discipline or chosen career.	3.94
I have the necessary skills and knowledge to handle or deal with community people.	3.72
I have the necessary skills and knowledge for actual community work.	3.52
<b>Area Mean</b>	3.72
<b>Standard Deviation</b>	0.70
Valuation of Service Extended to the Community	
I was able to make use of my skills learned in class to help/serve the community people	4.05
I considered my service to have some effects on or had helped the community people.	4.04
I was able to help/serve community people more than what I was trained for.	4.03
<b>Area Mean</b>	4.04
<b>Standard Deviation</b>	0.79

· Learning Gained from Community Service	
I learned that working with community people is psychologically rewarding contrary to what I believed.	4.25
I learned new skills and knowledge not clear in class from actual helping/serving the community residents.	4.22
I learned that the community residents are not difficult to work with contrary to what I believed.	3.97
<b>Area Mean</b>	4.14
<b>Standard Deviation</b>	0.70
· Value Realization in Community Service	
I realized the value of working together in the community (with classmates, teacher and community residents).	
I realized the value of dedication in work in serving others in the community.	4.52
I realized the value of being humble and compassionate in serving others in the community.	4.46
<b>Area Mean</b>	4.54
<b>Standard Deviation</b>	0.67

It can be observed from the data in Tables 6 and 7 that the participating students rated the services they had rendered to the community higher compared to the skills and knowledge they acquired from classroom instruction, resulting in a difference of +0.32. Similarly, there is a difference of +0.42 between their ratings of what they have learned from classroom instruction and the practical knowledge they have acquired from community service. The same is also true when the extent of services they rendered to the community is compared to the values they realized in the process, which they rated the highest among other areas, with a difference of +0.50. Moreover, the self-rating of the practical learning they gained in community service is higher compared to the extent of the community service they rendered or a difference of +0.10. Do all these imply that the service-learning program

had a positive impact on the intellectual growth and value orientation of the participating students towards service and work?

Based on the analysis of their relationships shown in Table 8, those areas of experience of students under the service-learning program are directly correlated. There is a significant positive correlation between acquired skills and knowledge of students from classroom instruction and the extent of services they rendered to the community. Consequently, there is also a significant positive correlation between the services rendered and the practical learning gained by students in the process of doing community work. The services they rendered and the extent of their realization of the values of cooperative work, dedication in work, and humility and compassion towards people in need are also positively correlated. The analysis likewise shows a positive correlation between the skills and knowledge that student acquired from classroom instruction and the practical learning they gained in community work.

All this suggests that the participating students who acquired their skills and knowledge from classroom instruction felt more able to extend a greater number of services to the community and likewise learned more from the experience. Inversely, this means that those who have learned less in classroom instruction have also not gained much from the program. This finding reinforces the fact that service-learning is inseparable from classroom instruction. Proceeding from this premise then, the conclusion is that students who are not prepared cognitively may not be able to render effective service to the community or find meaning in community work.

Although all students gave the value of working together the highest mean rating, students in the health services provision projects gave the higher rating for this parameter than the students in the capacitating projects. Nonetheless, the latter group of students also gave equal mean rating on the value of dedication to work which is second only in the rating of the students in the health services provision projects. The values of humility and



compassion figured last in the order of rating of all the groups of students.

Finally, when the mean ratings in all areas of evaluation between male and female students were compared, the results show that the female students involved in capacitating projects have higher ratings compared to the male students. An opposite pattern is noticed among those in the health services provision projects where the female students have higher mean ratings, except in the areas of interaction valuation and value realization. Perhaps, the extremely small number of male participants in this group could explain the difference.

**Table 8. Relationship of Areas of Experience of Participating Students under the Service-Learning Program**

Correlated Areas of Experience		Mean Difference	Correlation Coefficient	Level of Significance
Skills and knowledge from classroom instruction	Valuation of service extended to the community	+0.32	0.74	p<0.01
Valuation of service extended to the community	Learning gained from community service	+0.10	0.72	p<0.01
Valuation of service extended to the community	Value realization in community service	+0.50	0.68	p<0.01
Skills and knowledge from classroom instruction	Learning gained from community service	+0.42	0.65	p<0.01

**Program Continuity.** As the results of this evaluation indicate, all but two of the participating students were in favor of continuing the service-learning program. All those who favored the continuation of the program also suggested the following: to involve more students and academic units in the service learning program; to increase the number of service activities; provide more resources to support community work; and to expand the program to other communities. They also suggested that faculty coordinators and participating students must demonstrate more commitment

and dedication to the program beyond financial and academic rewards. According to them, the community activities should also be made more systematic and properly coordinated. In other words, the students and faculty coordinators who were given these tasks should perform their duties as expected.

The participating students also mentioned the need to increase the time spent in actual community work in comparison to the time spent in the classroom to enable them to render a greater number of services and to produce more impact not only in terms of the tangible services given but also in terms of the skills the cooperating residents learned. From this comment, it is clear that the students have realized that the true impact of the service-learning program can only be measured by the ability of the community residents to pursue the projects which they had.

Needless to stress, it would be in the best interest of the program if the faculty coordinators of the service-learning and the school administration seriously consider these suggestions.

### **Some insights from the faculty coordinators**

While only the evaluation of the initial impacts of the service-learning program of Silliman University by the cooperating residents and participating students is presented here, it is also worthwhile to look into some of the insights of the faculty coordinators involved in the pilot program as their personal experiences and observations support the favorable experiences of students presented in the preceding sections. Although the individual articles of the faculty coordinators already reflect their attitudes toward service-learning as a teaching strategy, there are still specific concerns that have to be examined. These include how they adapted or managed the demands of this pedagogy in terms of its impact on their teaching effectiveness and their relationships with the students.

The faculty coordinators recognized the fact that getting into service-learning demands time, money, and

effort. Given the nature of this pilot program and the distance of the partner community from Silliman University, weekends allowed the faculty coordinators the only appropriate time to supervise their students who were doing service to the community.

For the faculty coordinators, the more rewarding benefits they derived from this involvement came from the satisfaction of knowing how the program has reinforced learning of students as well as benefited the community. At the same time, they recognized that the impact of service-learning on students has to be evaluated not only in terms of how this has improved their cognitive skills but how this has transformed them emotionally to be compassionate to others in need. A faculty adviser whose students engaged in the livelihood project commented that service-learning is a kind of education for the heart, of making students extra sensitive to the realities around them which they otherwise would not experience when they were only confined in the four walls of the classroom. Another faculty pointed out that the students felt service-learning has reinforced their education by allowing them access not only to purely theoretical concepts but realistic situations as well. Most of the advisers noted that service-learning allowed their students the opportunity to explain in their own terms what they saw and felt around them. In fact, one faculty coordinator observed that the students became more confident to discuss with their teachers issues that they personally encountered in the field.

The faculty coordinators used the students' field diaries or journals during their regular meetings and reflections to discuss their field experiences in order to gauge the impact of service-learning. These field diaries or journals likewise served as monitoring tools of how far the students performed and learned in the process of doing community service. This kind of evaluation is far different from the usual written or

oral examinations based on textbooks and classroom lectures. A faculty coordinator remarked that service-learning as a teaching strategy allowed students to bridge theory and reality as well as developed in them right values and attitudes toward other people in the community who are less privileged compared to them. Another said that service-learning could revolutionize education if only adopted by most teachers and institutions of higher learning because it makes all the dimensions of learning more realistic.

A common observation shared by faculty coordinators is that service-learning had fostered closer interaction and relationship between them and their students while working together in the community. Rather than as the sole authority of knowledge in the traditional classroom setting, the teachers in the service-learning program acted as facilitators of new ideas among students. For their part, students felt freer to interact with their teachers about things they have learned from community work. Faculty coordinators attributed this improved teacher-student interaction and relationship under the service-learning to the fact that a less formal and more relaxed atmosphere prevailed which encouraged students to speak out without fear of committing mistakes. For example, students who usually remained silent during classroom lectures and discussions were observed to be more willing to express their observations and experiences in doing service to the community during group reflections. According to the faculty coordinator who supervised students in community organizing, the teaching-learning situation based on the experiences of students in service-learning becomes more dialogical rather than one-way.

The faculty coordinators also claimed that the interdisciplinary approach in service-learning provided them the opportunity to understand and appreciate each others'

academic expertise. The regular meetings of faculty coordinators to discuss problems in the course of the implementation of the service-learning program and to come up with solutions promoted internal coordination and work integration among them. One commented, however, that more effort should have been done to enable students of different academic orientations to meet and discuss their respective field experiences among themselves. In this way, students would have been given the chance to recognize and appreciate what other students were doing in the community. This suggests that coordination should be carried out not only at the faculty level but especially among students of various disciplines particularly when they had to work together at the same time in the community.

### **Future Research Agenda**

Students at Silliman University generally come from middle to high-income families and are therefore more privileged than those in rural communities. Because of their socioeconomic background, these students tend to have different perceptions and expectations of the community they will be working with, which may either facilitate or hinder their productive interaction with the residents. Moreover, many of them must have already developed certain stereotypes of rural people which could not just be erased by a single orientation. Some may experience culture shock which will cause them either to feel guilty because of their affluence or more arrogant because of their perceived superiority. These scenarios have to be mitigated because they negate the basic goals and philosophy of service-learning.

Consequently, one of the most productive studies in order to mitigate this situation is to examine the link between the quality of students' participation in the program and their social class position. In this connection, it is suggested that individual faculty coordinators document the socioeconomic background of students and their attitudes towards rural people before the commencement

of the community exposure. This would serve as baseline data to quantitatively measure how the students' participation in the service-learning program have transformed their values that are linked with social or class status. A corollary study on the specific instances or conditions in the community that have brought them closer to the people and narrowed down the socioeconomic gap that divides them must also be undertaken during the post evaluation. This information has some importance in preparing topics for the orientation of students who will join the service-learning program in the future.

Nevertheless, as the reflection reports of many students contained in the individual articles presented earlier would attest, those who easily overcome adjustment problems eventually find the experience rewarding for personality enhancement and self-worthiness.

PERIODICAL SECTION