



Cape Peninsula
University of Technology

**MEASUREMENT OF THE IMPACT OF SERVICE LEARNING ON SECOND YEAR
HUMAN RESOURCE MANAGEMENT STUDENTS AT THE CAPE PENINSULA
UNIVERSITY OF TECHNOLOGY**

by

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DECLARATION

I, Liiza Gie, hereby declare that the contents of this thesis represent my own unaided work, and that this thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my opinions and not necessarily those of the Cape Peninsula University of Technology.

Liiza Gie

October 2007

ABSTRACT

South Africa is a country, which is rich in history and has a young democracy, which continues to evolve. The new democratic Government has envisioned a Higher Education (HE) system that would be accessible to all who wants to further their tertiary studies. The White Paper on the Transformation of Higher Education of 1997 reaffirms the purpose of HE with regard to social responsibility, since it incorporates community engagement as a scholarly activity, which places emphasis on developing students as future citizens of South Africa. HE can produce different forms of community engagement, which include but is not limited to distance education, community based research, participatory action research, professional community service and service learning. The Cape Peninsula University of Technology (CPUT) accepts that South Africa has social and economic challenges, as any young democracy has, and incorporates Service Learning as a mechanism, which may contribute to the solutions of such challenges.

In this research study, emphasis is placed on Service Learning as a teaching methodology to enhance students' interpersonal and diversity skills, while it also develops their professional learning experience, as well as their corporate social responsibility. Students are encouraged to reflect on their learning experiences, both academically and personally. The literature survey reveals that South African HE is a member of the Talloires Declaration (2005) that unites universities globally to a uniform framework on the civic role and social responsibilities of HE. South African HE has partnerships with both the United States Ford- and Kellogg Foundations in order to promote, develop and create awareness regarding social responsibility. The literature survey aims to contextualise Service Learning (SL) as a teaching methodology, provides examples of SL in practice and elaborates on the benefits for all stakeholders who participate in SL. The research study proposes that SL develops students as future corporate citizens of South Africa, thereby ensuring sustainable socio and economic development in communities and society at large.

The main purpose was to measure the impact of Service Learning on second year Human Resource Management (HRM) students at the Cape Peninsula University of Technology (CPUT). The chosen methodology involved a descriptive research approach that aimed to determine the impact of SL on second year HRM students at CPUT. Normative criteria were

derived from the literature survey in order to extract relevant standards against which current SL practices could be measured. A pre-measurement questionnaire was conducted before the students actively commenced with the SL experience. While the post-measurement questionnaire was conducted once students had completed the SL experience. Once all the data was collected, the pre- and post-measurement data was compared to determine the impact of SL on the target research population. The data was subjected to professional statistical analysis, which was predetermined in collaboration with a registered statistician.

The results of this study showed a significant difference in the pre- and post-measurement data, which indicates that Service Learning indeed had a positive impact on second year Human Resource Management students at the Cape Peninsula University of Technology. The research study provides evidence that second year HRM students are more committed to contributing to the socio and economic development of their local communities. A majority of the second year HRM students believe that Corporate Social Responsibility is the job of top management, as well as that each employee within the organisation should acquire a commitment to uplift local communities and society at large.

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DEDICATION

This research study is dedicated to the loving memory of Roxy and Mia.

“Never doubt the power of a small group of committed individuals to change the world. Indeed, it is the only thing that ever has”. (Margaret Mead)

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GLOSSARY

CHE – Council on Higher Education

CHESP – Community Higher Education Service Partnership

CPUT – Cape Peninsula University of Technology

CSR – Corporate Social Responsibility

DoE – Department of Education

HE – Higher Education

HEI – Higher Education Institutions

HEQC – Higher Education Quality Committee

HRM – Human Resource Management

JET Education Services – Joint Education Trust Education Services

SL – Service Learning

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE RESEARCH STUDY

1.1 Introduction

An advantage of changes brought about by the new millennium, is the increase of students that enter higher education (HE), particularly in developing nations. It could be expected that the current number of students in HE could double by 2025 (Talloires Declaration, 2005:1). HE institutions produce more economically active citizens, which is central to a society that is free of poverty and crime. This motivation has lead universities globally, to unite and create a uniform framework on the civic role and social responsibilities of HE. Vice Chancellors of universities from all the continents were invited to the city of Talloires in France, where they agreed to and signed The Talloires Declaration on 17 September 2005 (Nduna, 2005: 2).

The members of this declaration renewed their commitment to strengthening the civic role and social responsibility of universities worldwide. They revealed that all people share certain universal human values and that by working with neighbouring communities and global counterparts, HE can contribute to social transformation and development (Talloires Declaration, 2005: 1).

South Africa is a country rich in history and has a young democracy, which continues to evolve. The new democratic Government implemented the White Paper on the Transformation of Higher Education (1997), which reaffirms the purpose of HE with regard to social responsibility (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June 2006: 4). South African HE institutions should promote and develop social responsibility amongst tertiary level students and encourage them to participate in social and economic development of communities through community service programmes (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June 2006: 4).

Since the implementation of the White Paper on the Transformation of Higher Education (1997), community engagement and service learning (SL) has become an integral part of South African Higher Education (HE). Partnerships between South African HE and the United States Ford Foundation and Kellogg Foundation, has resulted in the establishment of the Community Higher Education Service Partnership (CHESP). As a result, the Council on Higher Education (CHE) had commissioned the Higher Education Quality Committee (HEQC) and Joint Education Trust (JET) Education Services to compile a Good Practice Guide and Self-evaluation Instruments for Management of the Quality of Service-Learning in November 2005. This document was followed by Service-Learning in the Curriculum: A resource for Higher Education Institutions in June 2006. Both the above-mentioned documents are further discussed in Chapter 2, which outlines the literature survey.

The Cape Peninsula University of Technology has responded to the White Paper on the Transformation of HE (1997) by renewing their commitment to community engagement through their new mission statement:

“To develop and sustain an empowering environment where, through teaching, learning, research and scholarship our students and staff, in partnership with the community and industry, are able to create and apply knowledge that contributes to development” (www.cput.ac.za).

The Cape Peninsula University of Technology (CPUT) accepts the current social and economic challenges of South Africa and incorporates Service Learning as a mechanism in order to contribute to the solutions of such challenges. CPUT has realised this by establishing the Community Engagement and Service Learning department under the leadership of Dr. Joyce Nduna, who is also one of the authors for the Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005) at CPUT. The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005) has responded to the National Commission on Higher Education Report, which calls for HEI to increase their participation, ensure greater responsiveness and increase co-operation and partnership with communities.

The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005: 1) aims to develop the students at CPUT by incorporating a variety of knowledge, skills,

values and attitudes, which prepares them for the world of work. This variety of knowledge, skills, values and attitudes, should enable students to become active and responsible citizens of South Africa and, in that way, would ensure building a stronger nation for the global market (Draft Policy on the Integration of Service Learning to Teaching, Learning and Research, 2005: 2).

Extensive research has been conducted in the United States (USA) regarding Service Learning (SL) as a teaching methodology, which has produced positive results for academics and students alike. The St. Paul-based National Youth Leadership Council (NYLC) is one of the institutions that wanted to investigate if SL benefits students' learning, particularly in terms of the impact that SL has on students, both personally and professionally. The NYLC commissioned the Harris Interactive Youth and Education Research Group to investigate how young adults have adjusted to the transition from youth to adulthood, and how SL impacts on their transition (Martin, 2006: 1). The results have revealed that SL has assisted students to better understand the concept of lifelong learning and to value their education more, compared to students who have not participated in SL. Martin (2006) elaborates that SL helped students to transform from youth to adulthood, making them more active members of society (Martin, 2006: 5).

South Africa requires more active members of society in order to overcome its many challenges of poverty and crime. SL is a mechanism, which develops students from passive to active learners and teaches them to become more responsible as community members (Brandell & Hinck, 1997: 591). Gage (2003/2004: 84C) has theorised that academics should teach their students about citizenship by integrating SL into the academic curriculum. Gage (2003/2004) has questioned what happens to students once they have graduated, since academics facilitate students' knowledge and skills in a particular discipline, but he questions whether students know how to apply it in order to make a difference within society.

Teaching academic content is not sufficient in today's world academics should enable their students to use their knowledge and skills not merely for their future careers, but also to plough back into their communities (Gage, 2003/2004: 84C). Teaching corporate citizenship through, SL, should enable students to become stable members of the workforce, which can enhance their

organisations' Corporate Social Responsibility. Graduates can take their SL experience from HE and apply it for their own organisation's benefit, while they contribute to the sustainable socio and economic development of communities.

Scott (2006: 25-30), Kauffman & Burbach (1997; 320-326) and Schroeder (2003: 73-75) caution that today's youth are reluctant to be involved in community engagement. They have noted that there has been a decline of civility amongst youth and less tolerance for their fellow human beings. Martin (2006: 4) reveals that a majority of students who participated in the NYLC research, mentioned earlier, were not initially enthusiastic about participating in SL. The SL convenor for second year Human Resource Management students at the Cape Peninsula University of Technology, observed the same negative attitude, which was displayed by students towards SL.

1.2 Main research problem with sub-problems

Due to cautions from researchers such as Scott (2006: 25-30), Kauffman & Burbach (1997; 320-326), Schroeder (2003: 73-75) and Martin (2006: 4), the Service Learning (SL) convenor for the second year Human Resource Management students at the Cape Peninsula University of Technology, wanted to measure the impact of SL.

The main problem is that second year Human Resource Management (HRM) students generally display a negative attitude towards Service Learning (SL) at the beginning of the project. As the SL project progresses, the students' attitudes change from negative to positive. After completion of the SL project, students revealed that they gained a variety of knowledge, skills and values that would assist them in preparing for the world of work. This change in student attitude may imply that SL had an impact on the second year HRM students.

Because of students' negative attitude towards SL at the beginning of the project, the SL convenor experienced the following sub-problems, which this research study aims to address:

- (1) Second year HRM students are not keen to participate in SL;

- (2) Second year HRM students fail to see the relevance of SL as part of their academic studies;
- (3) Second year HRM students do not take SL seriously, compared to their other academic subjects; and
- (4) Second year HRM students do not see why it is their responsibility to uplift their communities; they think it is the Government's duty to do so.

The above mentioned sub-problems make the commencement of the Service Learning project challenging for both the SL convenor and the students involved. The second year HRM students are not enthusiastic about SL and have a passive approach towards the project, which presents a problem to the SL convenor who aims to facilitate the students' personal growth, career, social and academic / cognitive development. In order for SL to be successful, the SL convenor and students should actively work together in order to achieve the learning outcomes.

This research study primarily aims to determine what impact SL had on second year Human Resource Management students, which could cause this change in attitude from negative to positive. The secondary aim is to provide evidence that SL contributes to students' development as corporate citizens. This would address the sub-problems of students not being keen to participate in SL; failing to see the relevance of SL in their academic studies; not taking it seriously; and viewing community upliftment as the Government's responsibility. Lastly, this research study aims to recommend areas for improvement in the current SL study module in order to prevent the main and sub-problems from occurring.

1.3 Key research questions

The key research questions that this study aims to answer, are the following:

- What impact does Service Learning (SL) have on second year Human Resource Management students at the Cape Peninsula University of Technology?
- Does SL safely contribute to prepare students to become corporate citizens of the future?
- How can the SL study module be improved to create better results?

1.4 Research objectives

The objective of this study focuses primarily on the measurement of the impact of Service Learning on second year Human Resource Management students at the Cape Peninsula University of Technology.

The secondary objectives are to provide evidence that SL contributes to the students' development as corporate citizens and, lastly, to recommend areas for improvement in the current SL study module.

1.5 Delimitation of the research study

The study is limited to second year Human Resource Management students at the Cape Peninsula University of Technology, Cape Town, South Africa. This study does not distinguish between the students' race, gender, age, language or economic status.

1.6 Research methodology

The research methodology consists of, firstly, a literature search that includes consulting relevant books, academic journals, government gazettes, policy directives, conference papers, previous research and the internet. The purpose of a literature search is, firstly, to familiarise the researcher with the current body of knowledge on the research topic; and, secondly, to extract normative criteria from the literature that can be used as relevant standards against which current practices of SL can be measured.

An empirical survey follows on the literature search. This empirical survey is based on a descriptive research approach, with self-administered questionnaires that were used to collect the required information.

The target research population for this study consists of the Human Resource Management (HRM) second year students at the Cape Peninsula University of Technology. Random sampling was applied in order to select a representative target group of 80 possible respondents. The respondents were requested to complete a self-administered questionnaire, which follows a quantitative approach with closed format statements, and the Likert's 1-4 rating scale. There was a pre-measurement that was conducted before the students actively began with their SL activities in March 2007; and a post-measurement in August 2007, which was conducted once the SL module was completed.

Once all the data had been collected, the pre- and post-measurement data were compared to determine the impact that SL had on the target research population. The data was subjected to professional statistical analysis, which had been predetermined, in collaboration with a registered statistician.

Firstly, frequency tables were used in order to distinguish between the pre- and post-measurement data for each category that was used in the questionnaires.

Secondly, the mean and standard deviation for each category were illustrated in a summarised table, which enables the reader to view the differences in data between the pre- and post-measurement questionnaires.

Thirdly, the independent t-test results were summarised in a table while the p-value for each category in the questionnaires, were interpreted. The results were illustrated via two figures indicating the differences in the mean for pre- and post-measurement data.

The statistical analysis resulted in an interpretation and articulation of the findings, after which certain recommendations were made to improve the SL study module.

1.7 Clarification of key concepts

The study discusses how Higher Education (HE) in South Africa promotes students to become more actively involved in community engagement through Service Learning programmes. Once the students have graduated from HE, they could utilise their SL experiences in their respective companies' Corporate Social Responsibility initiatives. Higher Education Quality Committee (HEQC) / Joint Education Trust (JET) Education Services Guide to Good Practice of Service Learning: Draft Working Document (November 2005:9) interprets the concept of **community engagement** as a scholarly activity, which emphasises developing students to become future citizens of South Africa.

The concept of **Service Learning** is best summarised by Bringle and Hatcher (2004:127) as:

A course-based, credit bearing educational experience in which students:

- a) participate in an organised service activity that meets identified community goals [needs];
and
- b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

The World Bank's (2004) definition of the concept of **Corporate Social Responsibility** is:

"...the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community, and the society at large to improve the quality of their life, in ways that are both good for business and good for development" (Mazengwa, October 2004: 14-15).

1.8 Significance and contribution of the research study

The research study focuses primarily on the measurement of the impact of Service Learning on second year Human Resource Management (HRM) students at the Cape Peninsula University of Technology (CPUT). The researcher had anticipated that the empirical survey results would

show a significant difference between the pre- and post-measurement data. This would indicate that SL had a positive impact on second year HRM students at CPUT.

The research results should be used to improve the current Service Learning module for the second year HRM students. The results of this study will be communicated to the Community Engagement and Service Learning department at the Cape Peninsula University of Technology and provide feedback regarding strengths and improvement areas of SL.

1.9 Summary

The Talloires Declaration (2005) renewed academics' commitment to strengthening the civic role and social responsibility of universities worldwide (Talloires Declaration, 2005:1). The South African Government has implemented the White Paper on the Transformation of Higher Education (1997), which reaffirms the purpose of HE with regard to social responsibility (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June 2006: 4).

The Cape Peninsula University of Technology (CPUT) accepts the current social and economic challenges of South Africa and incorporates Service Learning as a mechanism in order to contribute to the solutions of the challenges. The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005: 1) aims to develop students at CPUT by incorporating a variety of knowledge, skills, values and attitudes, which should prepare them for the world of work (Draft Policy on the Integration of Service Learning to Teaching, Learning and Research, 2005: 2).

The research study focuses primarily on the measurement of the impact of Service Learning on second year Human Resource Management (HRM) students at the Cape Peninsula University of Technology (CPUT).

In Chapter 2, the literature survey familiarises readers with the past and current body of knowledge on Service Learning (SL). The researcher has extracted normative criteria from the literature, which is used as relevant standards against which current practices of SL can be measured at the Cape Peninsula University of Technology (CPUT).

In Chapter 3, the research methodology follows a descriptive research approach. The researcher discusses the literature search and empirical survey that was used for the measurement of the impact of Service Learning on second year Human Resource Management students at the Cape Peninsula University of Technology. A description of the target research population, data collection and data analysis, are also explained during Chapter 3.

In Chapter 4, the researcher, with the aid of a registered statistician has firstly, set out frequency tables in order to distinguish between the pre- and post-measurement data for each category in the questionnaires. Secondly, the mean and standard deviation for each of the categories are illustrated in a summarised table to enable the reader to view the differences in data between the pre- and post-measurement questionnaires. Thirdly, the independent t-test results are summarised in a table and the p-value for each category in the questionnaires, are interpreted. The results are illustrated via two figures indicating the differences in the mean for pre- and post-measurement data. Chapter 4 concludes with an interpretation and articulation of the research findings.

In Chapter 5, the researcher provides recommendations for each of the categories that were used in the questionnaires and concludes this study by determining whether the research objectives were achieved.

In Chapter 2, the literature survey familiarises readers with the past and current body of knowledge on Service Learning (SL).

CHAPTER 2: HISTORICAL OVERVIEW AND CURRENT STATUS OF SERVICE LEARNING (SL)

2.1 Introduction

The previous chapter provided the framework for this research study. This chapter outlines the literature survey, which will familiarise the readers with the past and current body of knowledge on Service Learning (SL). The researcher has extracted normative criteria from the literature, which are used as relevant standards against which current practices of SL can be measured at the Cape Peninsula University of Technology (CPUT).

The researcher, firstly, expands on an international perspective regarding the civic roles and social responsibilities of Higher Education (HE) globally. Secondly, the South African National Government's White Paper on the Transformation of HE (1997) is used as a starting point for SL implementation in Higher Education Institutions (HEI). Thirdly, the researcher contextualises SL by highlighting it as a teaching methodology; investigating SL practices within education systems around the world; and summarising the benefits that different stakeholders derive from their SL participation. Fourthly, emphasis is placed on SL as a methodology for teaching students to become future corporate citizens. The literature survey concludes by referring to SL practices in the National Diploma Human Resource Management at CPUT, which is the focus of this research study.

2.2 International perspective regarding social responsibility in Higher Education (HE)

An advantage of changes brought about by the new millennium, is the increase of students that enter Higher Education (HE), particularly in developing nations. It could be forecasted that the current number of students in HE will double by 2025 (Talloires Declaration, 2005: 1). HE institutions could posit more economically active citizens into communities, which is central to a society free of poverty and crime.

The Talloires Declaration, which was signed on 17 September 2005 in the city of Talloires in France, invited universities worldwide to gather their expertise and resources for the establishment and implementation of community programmes, which would be of mutual benefit. The members of this declaration are “dedicated to strengthening the civic role and social responsibility” of universities worldwide. They have revealed that all people share certain universal human values and that by working with neighbouring communities and global counterparts, HE can contribute to social transformation and development (Talloires Declaration, 2005: 1).

Higher Education’s primary focus is on teaching, learning and research, thus serving and strengthening society at large. Through the above-mentioned elements, HE institutions “create social capital” by preparing students to become actively involved in their local, national and global communities. Therefore, HE institutions should instil a culture of social responsibility and dedication in their staff and students for social good, which underpins a democratic and just society (Talloires Declaration, 2005: 1).

The members of the Talloires Declaration recognise that no one exists in isolation; people are all interdependently linked to each other and to their respective communities, which is why communities should be assisted to promote sustainable, social-economic transformation and development.

Higher Education institutions incorporate social responsibility into their core mission of teaching, learning and research. A statement concerning social responsibility in mission statements is not enough; educators should unite for the good of society and lead by example. This motivation had lead to the signing of the Talloires Declaration, which universities worldwide have agreed upon, and outlines the following principles:

1. Expand civic engagement and social responsibility programmes.
2. Embed social responsibility into the policies and practices of HE institutions.
3. Create institutional frameworks for the encouragement, reward and recognition of good practices in social services.

4. Ensure that high standards of excellence are incorporated into community engagement, as with other disciplines in HE.
5. Foster partnerships between universities and communities to enhance economic and social transformation and development, and so demonstrate HE responsiveness to education and research.
6. Raise awareness regarding HE contributions to social advancement and well-being. This could be achieved by establishing partnerships with government to strengthen policies that support HE's civic and social responsibility efforts. Collaboration with other public and private sector organisations could increase the sustainability of social and economic benefits for communities.
7. Establishing partnerships with primary and secondary schools, as well as other HE institutions, could promote social citizenship education to become an integral part of teaching and learning at all levels of education.
8. Document and distribute university case studies and best practices that benefit communities.
9. Support and encourage regional, national and international academic associations in their initiatives to strengthen university civic engagement.
10. Elaborate on issues [needs] that are important to our communities.
11. Establish a steering committee and international networks of HE institutions to inform and support all their efforts to carry out this Declaration (Talloires Declaration, 2005:1).

The signing of the Talloires Declaration prompted the United States (USA) to take the initiative to establish organisations that would promote and support SL from elementary school to HE. According to existing literature, USA is the current leader in community engagement and SL in education systems. Allen (2005: 127-128) has produced a list of organisations, their websites, periodicals and books that promote and support SL in the USA, which aims to guide academics and librarians about resources regarding SL. The first organisation that Allen (2005: 127) refers to is *Campus Compact*, which is a “coalition of college and university presidents”. This organisation promotes SL by offering information and resources; as well as organising conferences and workshops on SL where all stakeholders can meet to share their experiences.

The second organisation is the *Centre for Service-Learning Opportunities in Education* and supports SL projects at “K-12 school and college levels in New Mexico and eastern Arizona”. According to Allen (2005: 127), this centre welcomes all educators to attend training workshops and to receive resources and support when implementing SL in their classrooms. The third organisation is *Learn and Serve America*, which provides training and funding to K-12 schools, communities and HE institutions that want to implement SL.

The fourth organisation is *Learning in Deed*, which is a national initiative of the W.K. Kellogg Foundation. This organisation believes that if SL is implemented in elementary, middle and high schools, it could enhance students’ “academic achievement, foster a lifetime commitment to civic participation, improve personal development skills and prepare students to enter the workforce”.

The fifth organisation is the *National Service-Learning Clearinghouse* (NSLC) that forms part of Learn and Serve America. This website offers the NSLC library, a wealth of published and unpublished resources regarding SL. It also includes “information, resources, tools, links to job postings and upcoming events” that could assist academics and students to further enhance their SL experiences.

The sixth organisation is the *National Service-Learning Partnership* (NSLP), which is also supported by the Kellogg Foundation. The NSLP aims to improve the quality of SL in elementary, middle and secondary schools through partnerships with communities and other stakeholders.

The last organisation is the *National Society for Experiential Education* (NSEE) that promotes experiential education through sponsoring conferences and publication programmes. The NSEE advocates a number of approaches to experiential learning, including “service-learning, cooperative education, active learning, internship... field studies, leadership development, and cross-cultural education” (Allen, 2005: 128).

The USA is a leader in implementing and enhancing SL from elementary school to HE. Various researchers have collected empirical evidence that SL impacts positively on those students who

participate in it. The research findings of these researchers are discussed during this chapter. For this reason, the Kellogg Foundation, together with the Ford Foundation, had approached the South African Joint Education Trust (JET) to establish the Community Higher Education Service Partnership (CHESP) in 1999. This initiative aimed to support pilot programmes of community engagement in South African HE institutions; to monitor and evaluate the progress made; and to collect data that could inform HE policy makers of the benefits that SL has for students, HE academics and communities (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Working Document, November 2005: ii).

2.3 South Africa's National Government's Transformation of Higher Education (HE)

The White Paper on the Transformation of Higher Education (1997) outlines that “community engagement is an integral part of HE in South Africa. The White Paper calls on the HE system and tertiary institutions to “demonstrate social responsibility... through making their expertise and infrastructure available to community service programmes”. The White Paper tasks HE to “promote, develop and create awareness regarding social responsibility” among students at a tertiary level. Students should become active participants in social and economic development through community service programmes (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Working Document, November 2005: 8).

The National Plan for Higher Education (2001) has determined that tertiary institutions should prioritise their responsibility to “regional and national needs for academic programmes, research and community services”. The National Plan specifies that community service should be linked to teaching, learning and research practices in HE institutions.

Higher Education institutions contribute to “knowledge generation and intellectual development, which are products of social interaction and engagement”. If HE institutions want to continue to produce these products in the future, they should contribute to the sustainable development of community service programmes in order to empower and uplift the people of South Africa. The result was that the Higher Education Quality Committee (HEQC) “incorporated community

engagement and its service learning component into its national quality assurance systems". Thus, if HE institutions want to maintain their accreditation and good standards of quality assurance, they should to incorporate "knowledge- based community service" into teaching, learning and research practices (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Working Document, November 2005: i).

The White Paper on the Transformation of Higher Education (1997) has stimulated a debate within South African HE on what community services should entail. They have contextualised community service as an integral part of teaching and research. Community service can be used as a mechanism to improve the quality of teaching and research by deepening the students' experiences and application of their academic curriculum (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Working Document, November 2005: 9).

A further distinction should be made between *community engagement* and *service learning*, since both of these initiatives form part of the HEQC's Framework for Institutional Audits (June 2004: 15). The HEQC defines community engagement as:

"Initiatives and processes through which the expertise of the HE institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities, to formal and structured academic programmes addressed at particular community needs".

The Higher Education Quality Committee (HEQC) / Joint Education Trust (JET) Education Services Guide to Good Practice of Service Learning: Draft Working Document (November, 2005: 9) interprets community engagement as a scholarly activity, which emphasises developing students as future citizens of South Africa. HE can produce different forms of community engagement, which include, but is not limited to, distance education, community based research, participatory action research, professional community service and service learning. HEQC / JET summarises community engagement as, firstly, "the combination and integration of service with teaching and learning (for example, service learning)". Secondly, for community engagement

academic staff or SL convenors should be involved in professional community service; and, lastly, they should conduct participatory action research into communities' developmental needs. After further analysis, HEQC / JET arrived at a conclusion that community engagement can be placed on a continuum between two significant distinctions. First, the *primary beneficiaries* of the service (for example, the community or student) and, secondly, the *primary goal* of the service (for example, the community service or student learning).

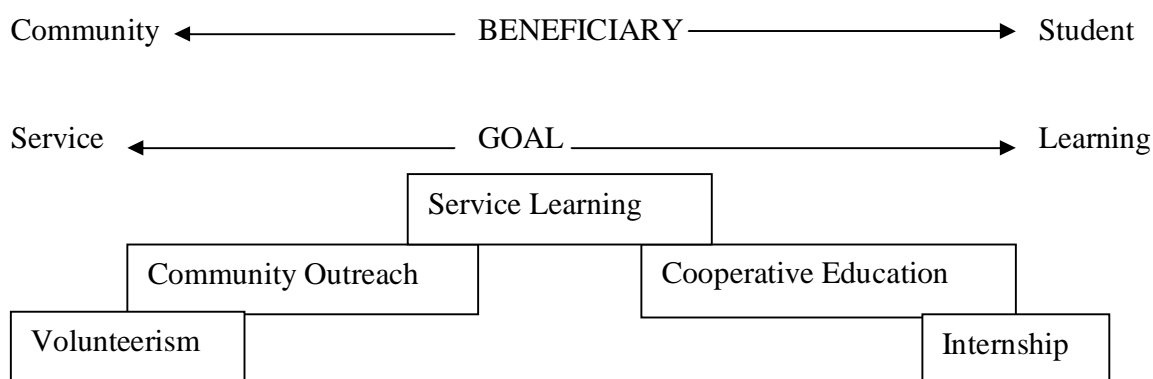


Figure 1.1 Distinctions amongst Student Community Engagement Programmes

Adapted from Furco (1996: 2-6)

CHE: HEQC /JET Education Services Guide to Good Practice of Service Learning: Draft Document (November, 2005: 11).

The categories of community engagement, as illustrated in Figure 1, are not locked in their methodologies. In each respective category, the boundaries are sometimes blurred and it may shift either way of the continuum with regard to the 'beneficiary' and 'goal'. A commonality amongst these categories, is the level of experiential learning that each embraces (CHE: HEQC /JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 11).

For HE purposes, it is necessary to clarify each community engagement programme.

- (i) *Volunteerism* places emphasis on the recipient community as the primary beneficiary and the students' services as the primary goal. This type of programme is not integrated into the students' field of study, therefore, they do not obtain academic

credits for their participation (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 11).

- (ii) *Community Outreach* places emphasis on the recipient community as the primary beneficiary and the students' services as the primary goal. This type of programme is normally initiated from a faculty or department within the HE institution and requires more structured activities and commitment from the students. The students could receive recognition for their participation in the form of academic credits or research publication opportunities. This programme could move closer to Service Learning (SL) if the students' services are linked to their academic curriculum (where learning takes place as a goal); and whether the students can comprehend social service issues (meaning that the student benefits from more knowledge and skills) (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 11-12).

- (iii) *Internship* is at the other end of the continuum and places emphasis on the student as the primary beneficiary and student learning as the primary goal. This programme provides students with vocational experience and enhances their understanding and practical application of their field of study (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 12).

- (iv) *Cooperative Education* places emphasis on the student as the primary beneficiary and student learning as the primary goal. This programme is used by Universities of Technology throughout South Africa to enhance students' understanding of their field of study. When comparing cooperative education and service learning, two significant discrepancies should be noted, namely:
 - a. Site of delivery: In cooperative education students are placed in industries that are related to their field of study, while in SL, students are placed in 'service agencies' or in the community.

b. Desired outcomes: Cooperative education's outcomes focuses on student learning, while SL combines student learning with service to the community.

Both programmes share a common goal, which is to improve the quality of learning and understanding for students regarding their field of study (CHE: HEQC /JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 12).

- (v) *Service Learning* (SL) modules combine both the community and students as the primary beneficiaries, prioritising the service to the community and student learning as the primary goals. This programme is based on 'reciprocity', where community engagement is integrated within the students' academic curriculum. Thus, SL is a mechanism to develop and transform HE in relation to building and sustaining community partnerships (CHE: HEQC Criteria for Institutional Audits, June, 2004: 26).

There are various definitions of SL, however, Bringle and Hatcher (2004: 127) summarises it best as:

A course-based, credit bearing educational experience in which students:

- (i) participate in an organised service activity that meets identified community goals [needs]; and
- (ii) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility (Bringle and Hatcher, 2004: 127).

The HEQC Criteria for Institutional Audits (June 2004: 26) defines SL as "applied learning, which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed". Service Learning provides students with an opportunity to come face-to-face with real-life social problems and to find more creative solutions to these problems. SL transforms students from passive knowledge-seeking individuals, to active socially-responsible citizens of a

country and so complete their HE experience (CHE: HEQC Criteria for Institutional Audits, June, 2004: 26).

2.4 Contextualising Service Learning (SL)

South African Higher Education Institutions have implemented SL into their teaching, learning and research practices. Due to the fact that SL is a new initiative, it is imperative to understand how SL is used as a teaching methodology, as well as how SL is applied in classroom practice and what benefits stakeholders derive from participating in it.

2.4.1 Service Learning as a teaching methodology

In 1963, Dewey was of the opinion that “interaction, reflection and experience” could enhance the learning process. Dewey’s formula: “Experience plus Reflection equals Learning”, had laid a foundation for experiential learning and has made a significant contribution to educational paradigms of the 20th century (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 14).

In Dewey’s (1963) quest to create a “new paradigm for pedagogy”, he considered five areas that contributed to the development of SL as a teaching methodology. Saltmarsch (1996: 15-19) expanded on Dewey’s paradigm by adding detail to these five areas in order to allow for a more improved implementation into the curriculum (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 14).

The first area refers to *linking education to experience*. Dewey (1963) proclaimed that intelligence is the re-organisation of experience through “reflection on action” (Saltmarsch, 1996:15-19). He suggested that theory and application should be linked, since individuals learn by doing things. Saltmarsch (1996: 15-19) further claimed that “learning is active, the learner is an explorer, maker and creator”. The second area refers to *democratic community*, where Dewey (1963) states that “education is a social process connecting the “I” to “we”. Learners should

value diversity and should not be afraid of people who are different to them. It is peoples' differences that make them unique and this attribute can strengthen communities if all work together (Saltmarsch, 1996: 15-19).

The third area focuses on *social service* that should be integrated into the curriculum. Individuals have a civic duty to ensure the "well-being of society" by creating opportunities for growth and development (Saltmarsch, 1996: 15-19). The fourth area emphasises *reflective enquiry*, which links academic theory with practical application. Learners should reflect on their actions and transform it into experiences, which in turn, transforms into learning (Saltmarsch, 1996: 15-19).

The last area is *education for social transformation*. Dewey (1963) promoted the belief that "education is linked to social reconstruction". Education is the foundation for general growth and is a primary tool for social transformation (Saltmarsch, 1996: 15-19). Service Learning incorporates Dewey's five areas of a paradigm for pedagogy and has emerged as an interactive teaching method.

The USA's National Youth Leadership Council (NYLC) (http://www.nslexchange.org/service_learning.cfm) is of the opinion that SL is a "philosophy, a community development model and a teaching and learning method". NYLC promotes this idea by expanding their concept with explanations for each. They specify that SL, as a philosophy, "embraces young people as community resources and assets and values people of all ages as citizens with talents to offer". SL, as a community development model, "takes on real issues such as pollution control, hunger and homelessness and diversity. Communities change for the better when service and learning are joined". Lastly, SL, as a teaching and learning method, is a "form of active learning that values critical thinking and problem solving. When service learning is effectively implemented, students gain in measures of academic achievement, citizenship and character" (http://www.nslexchange.org/service_learning.cfm).

Lynass (http://www.newhorizons.org/strategies/service_learning/lynass.htm) published an article in the New Horizons for Learning in September 2005, titled *Service Learning in Special Education*. In this article she shares her experiences as a teacher who works with 'special needs learners'. Lynass (2005) reveals that she constantly looks for new teaching methodologies that

could assist her learners to develop their academic skills, while they enjoy the learning process. She promotes teaching methodologies that “provide the connections between life and academics”. Service Learning, in her opinion, narrows the “gap between school and community... [and] fits the needs of multiple learning styles, thus providing access to education for many of our untraditional learners”.

Lynass (2005) agrees with other academics that SL is linked to academic curriculum and encourages students to apply their knowledge and skills. This teaching methodology combines formal instruction with learning and student reflection. She maintains that SL is a teaching method that enhances student learning through civic participation. SL benefits students, academics and their communities, while these benefits are linked back to academic curriculum. In this manner, students develop from passive to active learners and learn to become more responsible as community members (Brandell & Hinck, 1997: 591). Students also acquire attributes that are essential in the modern day workplace.

Lynass (2005) concludes that SL can make studying fun. Students with special needs have little success in academic studies and often loose motivation to study and to further develop themselves. SL provides active learning opportunities, which provide these students with a sense of self-worth and allows them to “shine in non-academic settings”. All students have something to offer their communities and by solving real-world problems, they learn to utilise their unique strengths (Lynass, http://www.nslexchange.org/service_learning.cfm).

The study by Schoenfeld (http://www.newhorizons.org/strategies/service_learning/schoenfeld.htm) was published in the New Horizons for Learning in January 2006 and highlights bringing students and communities together. In this article, he agrees with Lynass (September, 2005) that SL is a valuable teaching method that “enriches the student’s life by engaging him/her in meaningful hands-on service”. This SL experience “addresses real-life needs in the community” and, since students aim to fulfil these needs, they learn how their academic curriculum is applied in real life.

Schoenfeld (January, 2006) reported in the New Horizons for Learning website, on the study conducted by Michigan Learn and Serve Study (Meyer, Hofschire & Billing, 2004), which suggested that SL programmes enable students to grow in “academics, social maturity, critical thinking, communication, collaboration and leadership skills”. This growth process was demonstrated by the students as they obtained better test results, displayed an increase in self-esteem and built a connection with their communities. The study concludes with the opinion that these students are “less likely to be involved in negative behaviour and more likely to graduate from high school and college” (Schoenfeld, http://www.newhorizons.org/strategies/service_learning/schoenfeld.htm).

Another author for New Horizons for Learning, McPherson, expressed her opinion of SL in the October 2005 edition, as “a compelling reason to learn”. She justifies this by adding that SL “develops an ethic of service and civic responsibility... [It] increases motivation and retention of academic skills as specific learning goals are tied to community needs. By solving real problems... students learn to apply classroom learning to the real-world context. At the same time... [providing] valuable services to schools and communities” (McPherson, http://www.newhorizons.org/strategies/service_learning/front_service.htm).

McPherson (October, 2005) outlines the three cluster matrix, which was developed by the National Youth Leadership Council (NYLC) for academics in order to evaluate the quality of their SL activities. These three clusters include Learning, Service and Critical Components that support Learning and Service. Firstly, for *learning* to be successful, SL activities are linked to clear academic goals that result in the application of concepts, content and skills, while students participate in activities that challenge and develop them. The learning experience is assessed to determine if students are competent to achieve their academic goals. Secondly, *service* activities are linked to clear goals that benefit and assist schools and communities so that services focus on reciprocity for learning to be successful.

Lastly, *critical components that support learning and service* are taken into consideration by academics when designing the SL module. Students should to be prepared for their SL activities and SL orientation is advised. The SL activities are designed to encourage students to apply their

project management skills, to value diversity in participants, to promote communication and interaction with communities and to encourage partnerships and collaboration. Students are given an opportunity to reflect on their SL experiences, while they are also acknowledged for their dedication and services to communities (McPherson, http://www.newhorizons.org/strategies/service_learning/front_service.htm).

In the South African context, Van Wyk and Daniels (2004: 361) research concurs with McPherson (October, 2005) since they summarise that service learning encourages reciprocity and collaboration amongst all stakeholders, for example students, HEI, community partners and service agencies. Van Wyk and Daniels (2004 : 361) further claim that South Africa requires social transformation that could be achieved by students that assist community partners to address social problems in order to ensure structural changes in social and economic relations. Service learning is conceived as a well-structured mode of teaching and learning, in partnership with all stakeholders for the development of society (Van Wyk and Daniels, 2004: 361).

McPherson's (October, 2005) outline of the NYLC cluster matrix, which evaluates the quality of SL activities, has contributed to the objectives for this study, which measures the impact of SL on second year Human Resource Management students at the Cape Peninsula University of Technology; provides evidence that SL contributes to the students' development as a corporate citizen; and determines areas for improvement in the SL study module.

2.4.2 Service Learning in practice

Scott (2006: 25-30) is an associate professor of Special Education at the Southern Illinois University in Edwardsville. She was concerned about how to help her disabled students to increase their self-esteem and self-efficacy. Scott (2006: 25-30) agrees with Kauffman & Burbach (1997: 320-326) and Schroeder (2003: 73-75) that there has been a "decline of civility and civic engagement among [the] youth". This decline is illustrated by the youth's lack of respect for their elders, reluctance to be involved in their communities and less tolerance towards fellow human beings. Students also act out their destructive attitudes in schools with increasing violent behaviour. These challenges are not only specific to so called 'normal' students, but

individuals with disabilities also suffer from inadequate feelings and behaviours (Scott, 2006: 25-30).

Scott (2006: 25-30) reveals that people focus on disabled students' shortcomings and are willing to help them. Even though it is good to help, it could lead to disabled students becoming accustomed to receiving instead of giving. This causes students with disabilities to display learned helplessness and to have low self-esteem and self-efficacy. Students who experience these feelings think that they cannot do anything positive, which results in apathy towards their academic, professional and social spheres of life (Scott, 2006: 25-30). Scott (2006: 25-30) suggests that SL is one method, which could empower students to realise the power of their contributions to society. By participating in SL activities, all students could learn to add value to their communities and, simultaneously increase their self-esteem and self-efficacy (Scott, 2006: 25-30).

Scott (2006: 25-30) maintains that everyone has something to offer, since each person has an ability to make a difference. Regardless of the students' level of disability, they can make a difference. She provides examples of how disabled students can participate in SL. Firstly, if the student has a serious disability, he/she could walk dogs from their wheelchairs at animal shelters, while they practice their mobility. Secondly, if the student has a mild disability, he/she could teach young children to read and write at disadvantaged schools or shelters. Lastly, even younger children with disabilities can become involved in their communities by helping to plant flowers at local parks, for example. The essences of these examples are that students feel a sense of self-worth by contributing to and participating with their communities. By engaging in such activities, students learn how to use their knowledge and skills, which they have learned in their educational programmes, while they increase their self-esteem and independence (Scott, 2006: 25-30).

In Scott's (2006: 25-30) published article, *Incorporating Service Learning into your special education classroom*, she used her research and experience in Special Education to develop a 17-step plan on how to design and implement SL projects in the classroom. Table 1 below summarises Scott's 17-step plan, which was published in the *Intervention in School and Clinic*

Journal and illustrates current USA best practice for designing and implementing a Service Learning project.

Step 1:	Identify curriculum goals. SL should be integrated into the academic curriculum of students.
Step 2:	Identify a community need. All SL activities should be formulated in collaboration with the community.
Step 3:	Determine the level of student involvement. Students could be directly involved by providing their knowledge and skills as services to the community. Or students can be indirectly involved by conducting fund raisers and collection drives for necessities for the community. Students could also advocate community issues by raising consciousness through awareness campaigns.
Step 4:	Involve administrators. As academics we need the support and buy-in from our heads of departments, faculty and university.
Step 5:	Incorporate the youths' voices into the SL project. Allow students to bring their ideas to the table and to become actively involved and more committed to SL.
Step 6:	Design the SL project with all participants. The SL project should be formulated after the communities, service agencies, academics and students have given their inputs. Also, be realistic, go for smaller projects where goals can be accomplished, instead of big projects that tend to become abandoned.
Step 7:	Involve parents. Students can be more committed if their parents support their efforts.
Step 8:	Set aside time for the project. It is advisable to schedule time on the students' time table for SL activities.
Step 9:	Prepare the students. Students should receive orientation regarding SL, as well as academic, social and emotional preparation.
Step 10:	Teach the necessary social skills. Prepare students on how to work with their communities, how to greet and speak to all people, by using appropriate language, listening and offering suggestions in a polite, non-threatening

	manner.
Step 11:	Implement the SL project.
Step 12:	Monitor student involvement. There should be constant supervision of the students by the service agency supervisor and academic (SL convenor).
Step 13:	Have a plan to deal with problems. Students should be encouraged to apply their problem solving and conflict resolution skills. The academic should also provide support and advice to students if they are trapped in deadlock.
Step 14:	Encourage student reflection. Students should have an opportunity to express their feelings and experiences during the SL project. This reflection should reveal their growth and development during the SL experience.
Step 15:	Assess students' application of academic skills by using curriculum goals. Once the SL project is integrated into the academic curriculum, the same assessment criteria can be used to assess the students' services. Most SL projects are credit-bearing and students receive academic rewards for their efforts.
Step 16:	Evaluate the outcomes of the SL project. What was the overall success of SL? Are there any shortcomings? How can SL be improved for the future?
Step 17:	Celebrate accomplishments. Students should be rewarded for their hard work and share their journey of growth with others.

Table 1.1 17-step plan to design and implement a Service Learning project

Scott, V. G. 2006. Incorporating Service Learning into your special education classroom. *Intervention in School and Clinic*, 42(1): 25-30, September.

Scott's 17-step plan was used during the design phase of Service Learning in the National Diploma Human Resource Management (HRM) at the Cape Peninsula University of Technology (CPUT). An example of celebration is the SL Assessment Feedback Exhibition, which was hosted by the HRM department at CPUT. The SL convenor and her second year HRM students usually host an SL exhibition once the project is completed. Community service agencies, other academics and institutional policy makers are invited to attend a display of SL accomplishments,

and the students have an opportunity to share their experiences of creating a better South Africa (Gie, 2007: 6-9).

Scott (2006: 25-30) concludes with the notion that SL should be integrated into academic curriculum, which helps all students, disabled and non-disabled, to increase their self-esteem, self-efficacy and independence. These are attributes that all students require for the modern day workplace.

The St. Paul-based National Youth Leadership Council (NYLC) in the USA commissioned the Harris Interactive Youth and Education Research Group to investigate “how young adults are making the transition from youth to adulthood; and how service learning impacts this transition” (Martin, 2006: 1-5).

Martin (2006: 1-5), from the Youth and Education Research, was the research manager for the above-mentioned study. She posited *The National Survey on Service-Learning and Transitioning to Adulthood* online in December 2005. The study was nationally representative of the USA and young adults between 18-28 years of age responded to the survey. During the study, it became evident that the respondents could be categorised into three categories, namely service-learning youth, service-only youth and no-service youth. Service-Learning youth are individuals that participated in SL, while service-only youth included individuals with service experience that did not qualify as SL; and no-service youth had no service experience (Martin, 2006: 1-5).

The respondents revealed that the only reason why they participated in SL, was because it was a requirement at school or college. However, SL was not implemented in all schools and colleges across the USA; therefore there are those who have no-service experiences. Martin (2006: 1-5) elaborates that a majority of respondents were “not initially enthusiastic about the idea of service-learning because they thought that it was ‘uncool’.” However, the experience of helping others changed their attitudes from ‘uncool’ to being “passionate about their programs” (Martin, 2006: 1-5).

Martin's (2006: 1-5) research results suggested that SL has an impact on 'academics and life satisfaction' of the respondents. In her research, 'academics' referred to the respondents' value of education, not only schooling, but also their higher education. "Many felt that they had a greater understanding of how education could help them in the future than they did prior to participating in service-learning" (Martin, 2006: 1-5). According to this National Survey, 63 percent of service-learning youth, 52 percent of service-only youth and 48 percent of no-service youth had completed college. Service-learning youths are higher educated compared to the other participants of the survey, while 58 percent of them expressed the hope of completing a Master's or Doctoral degree (Martin, 2006: 1-5).

With regard to 'life satisfaction', service-learning youths reported to be "very or extremely satisfied" with their school life and these feelings of satisfaction transcended into their family, friendships, work and general life. Service-only and no-service youths also expressed life satisfaction, however, not as significantly, in comparison with the service-learning youths (Martin, 2006: 1-5).

Martin's (2006: 1-5) research provides empirical evidence that SL has a positive impact on students' academic and life satisfaction. She concurs that the transition to adulthood for youths is difficult, since they have high expectations of learning new knowledge and skills. "The very characteristics reported as making service experiences positive, are those that provide youth with tools for this transition" (Martin, 2006: 1-5). She also points out that SL has many benefits for youths and communities. As students participate in SL, they become "more politically and socially connected to their communities... [They can become] leaders and... role models for [other] young adults" (Martin, 2006; 1-5).

Service-learning youths understand the concept of lifelong learning and value their education more than their counterparts who did not participate in SL. Martin (2006: 1-5) elaborates that service-learning youths are "more active members of society" and have reported that they are "very or extremely satisfied" with their current status in life. She concludes that the "important skills learned by service-learning participants" helped them to transform from youth to adulthood, which resulted in "happier, more satisfied adults" (Martin, 2006: 1-5).

Martin's (2006: 1-5) above research survey is supported by Gutstein, Smith and Manahan's (2006: 22-26) findings that students who participate in a SL programme, experience "positive impacts on their education and career choices, as well as workplace and life skills". The above-mentioned academics from the University of California based their research on higher education pedagogy literature. The literature that was used, was contextualised by Chickering & Gamson (1991) who encouraged HE institutions to implement programmes that could provide a more engaged, participatory learning environment. This notion was supported by Francek (2002: 246) who promotes SL, since it provides students with opportunities to link their formal academic curriculum with real-world issues. Wade and Yarbrough (1997: 55) determined that students who participated in SL displayed improvements in their "personal development, career awareness and self-efficacy", which resulted in Gutstein, Smith and Manahan (2006: 22-26) using the Science Education Outreach Program (SEOP) as the focus for their study.

Gutstein, Smith and Manahan (2006: 22-26) determined two goals for SEOP. Firstly, "to introduce university undergraduates to contemporary research-based educational theories and methods that are applicable to service learning in the context of science education outreach". Secondly, "to positively impact undergraduates' academic and career skills and goals". They implemented the first goal by conducting weekly seminars over one academic quarter. These seminars introduced students to inquiry-based teaching methods, design of curriculum activities and a focus on effective questioning. The researchers implemented their second goal with "topic-based subsections", which would assist students to practically apply their new knowledge and skills from the seminars to SL activities for schools and communities. Examples of these "topic-based subsections" are Animal and Veterinary science, Family science, Aquatic toxicology, Health hazards, Watershed explorations and After-school community gardens. All these subsections are linked to the SEOP and have been integrated into the academic curriculum.

Gutstein, Smith and Manahan (2006: 22-26) used post-quarter surveys and student reflection papers as their main data sources. For Goal 1, results showed that students benefited from the SEOP weekly seminars. The students commented that the seminar content was helpful and could be applied to the SL activities. Representative student reflection quotes state:

“From the [seminars], I learned how to transfer ideas to people and kids, [and to] make activities where kids get involved...”

For Goal 2, results indicated that SEOP positively influenced the students’ “academic and career goals and helped them to develop a variety of important professional and life skills”. The post-quarter surveys from the students revealed the following statements. With regard to future academic and career goals, students commented that SEOP “has broadened [their] perspectives on education and sparked an interest in outreach”. With regard to career and life skills development, students commented that they have “learned a great deal about communication, organization and time management skills; how to create objectives and keep focused... [and] how to communicate using language people understand”.

Lastly, with regard to professional skills, students commented that they are “more in tune with the community [and] want [their] career[s] more service-based than profit-based”. SEOP cultivated a sense of educating others and used these skills on the students to adapt to their first jobs (Gutstein, Smith and Manahan, 2006: 22-26).

Gutstein, Smith and Manahan (2006: 22-26) stated that their research findings for SEOP Goals 1 and 2 are consistent with other researchers such as Bradley (2001), Rhoads & Howard (1998) and Root (1997). They all agree that SL has “positive impacts on [students’] academic development, career exploration and the acquisition and use of transferable professional and life skills” (Gutstein, Smith and Manahan, 2006: 22-26).

Since the implementation of the White Paper on the Transformation of Higher Education (1997), Service Learning has grown in South Africa and several universities have embraced this new teaching methodology. Rhodes University have announced that they currently have ten departments, which have implemented the structured SL programme (http://www.ru.ac.za/community/service_learning/). The main SL highlights are the fourth year and post graduate Journalism and Media Studies students who provide their knowledge and skills to the Grocotts Community newspaper. Their senior Journalism students tutor pupils at local disadvantaged schools in the ‘Grab Development Project’, where they share their experiences

with the pupils and encourage them to consider Journalism as a future career (http://www.ru.ac.za/community/service_learning/).

The Pharmacy Admin and Practice IV course has developed a successful “Pharmacy Community Experience Programme”, where their students gain real-life pharmaceutical practice and deliver a service to the community (http://www.ru.ac.za/community/service_learning/). The Counselling Psychology students provide counselling services to schools and NGOs, while Law students volunteer at a Legal Aid Clinic. Both of these SL activities are credit-bearing and students are academically rewarded for their efforts. In addition, Drama students practically apply their “understanding of drama and theatre process” in their outreach projects around Grahamstown, where they focus on developmental and educational projects for the upliftment of their communities (http://www.ru.ac.za/community/service_learning/).

Fourie (2003: 35) reveals that the University of the Free State has participated in SL projects since 1991. He elaborates that the Faculty of Medicine and the Faculty of Social Sciences have met with representatives from the Kellogg Foundation from the USA, in order to establish projects, which involve the University of the Free State rendering primary health care services to their local Mangaung community. The Mangaung University Community Partnership Programme (MUCPP) was established to offer primary health care and social services to the community. Since the establishment of MUCPP, other Faculties such as Health Sciences, Psychology, Entomology, Agricultural Management and Leisure Sciences, have joined the partnership and are dedicated to empowering and developing their local communities (Fourie, 2003: 35).

According to Castle and Osman (2003: 109), the interest in SL has grown in HE within South Africa. They have reported on the University of the Witwatersrand’s SL projects, namely the Hillbrow Community Partnership (HCP) and the Schoolwide Enrichment Programme (SWEP). The HCP was established in 1994 by the University’s Faculty of Health Science and is aimed at improving the health status of Hillbrow residents. In May 2001 the Faculty of Education placed six of their students at the Lejoeleputsoa Primary School in Soweto in order to gain industry school experience. The Lejoeleputsoa Primary School is one of five schools that work in

partnership with SWEP in order to improve the quality of education in community schools. The students conduct their teaching practice at these schools during the morning, while in the afternoons, they become involved in community service. The students' supervisor commented on the students "increased understanding of their own lives and the lives of community members with whom they interact" (Castle and Osman, 2003: 109).

South Africa has successfully joined the world-wide community of Service Learning and has achieved this through the works of universities such as Rhodes, the University of the Free State, Witwatersrand and the Cape Peninsula University of Technology (CPUT) for incorporating this initiative into their teaching, learning and research practices.

2.4.3 Benefits of participating in Service Learning

Astin, Vogelgesang, Ikeda and Yee (2000: 1-5) have conducted research on how SL affects students for the Higher Education Research Institute, at the University of California. Their study focused on two major goals:

1. To explore the comparative effects of service learning and community service on the cognitive and affective development of college undergraduates; and
2. To enhance [their] understanding of how learning is enhanced by service (Astin, Vogelgesang, Ikeda and Yee, 2000: 1-5).

This study consisted of two components, firstly, a quantitative longitudinal study with a national sample of students from various colleges and universities. Different dependent measures, such as "academic outcomes, values, self-efficacy, leadership, career plans and future plans for community service after college" were used to assess the impact that SL had on the students. The second component was a qualitative study of academics and students who participated in SL. Data was collected via in-depth case studies of SL on three different campuses, while the researchers conducted individual and group interviews, as well as classroom observations at each campus (Astin, Vogelgesang, Ikeda and Yee, 2000: 1-5).

The study's principal findings are similar to Martin (2006: 1-5) who indicated that SL enhances students' value of education. Astin et al. (2000: 1-5) quantitative longitudinal study showed positive effects on all the dependent measures that were used. The students' academic performance, values, self-efficacy, leadership, career plans and future plans for community service, were all enhanced by their participation in SL. Four out of five students revealed that they felt that their service to the communities had "made a difference". These findings concur with Martin (April 2006: 1-5) and Gutstein, Smith & Manahan's (2006: 22-26) opinions that SL enhances students' understanding of their academic curriculum. As the students apply their knowledge and skills, they learn valuable attributes that are important for their future careers and help prepare them for the modern-day workplace. Astin et al. (2000: 1-5) further suggest that the above empirical evidence "support[s]... the notion that service learning should be included in students' major field" of study (Astin, Vogelgesang, Ikeda and Yee, 2000: 1-5).

The qualitative findings suggest that participation in SL has led to an increase of the students' "personal efficacy... awareness of the world... personal values and engagement in the classroom experience". Astin et al. (2000: 1-5) points out that both students and academics have developed a "heightened sense of civic responsibility". They concluded that both quantitative and qualitative studies underpin the "power of [students] reflection". Students should communicate and share their ideas, frustrations and achievements with each other, since this is a form of emotional support for them. Reflection also allows the students to think about their future careers and how they fit into this world of work (Astin, Vogelgesang, Ikeda and Yee, 2000: 1-5).

The study by Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>) has produced evidence that SL has a positive impact on students who participate in the programme. She set out four areas where the students showed a positive increase, namely their "academic / cognitive; civic; personal / social domains and career exploration skills". Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>) explains that in the academic / cognitive domain, the students had learned the academic content better and it also developed their 'higher order thinking skills'. In the civic domain, students had connected with their communities and learned to build partnerships. The personal / social domain presented evidence that students developed personally and improved their interpersonal skills. They learned how to

empower others and themselves, respect diversity, increase their self-confidence and how to avoid negative and risky behaviours that could jeopardise their future. Lastly, students developed career exploration skills that could assist them to select their future career paths. The students also derived valuable workplace experience that could improve their employability prospects once they enter the labour market (Billig, 2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>).

Billig's (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>) research concurs with other empirical evidence, which was produced by Martin (2006: 1-5), Gustein, Smith & Manahan (2006: 22-26) and Austin, Vogelgesang, Ikeda & Yee (2000: 1-5) that SL has a positive impact on students who participate in it.

The South African HEQC / JET Education Services published a guide, namely *Service Learning in the Curriculum: A Resource for Higher Education Institutions*, June 2006, for HE Institutions (HEI). In this guide, HEQC / JET Education Services provide motivations for why SL should be implemented into HEI and emphasise the benefits that SL produces for students, academics, HEI, and communities, as well as their service partners.

HEQC / JET Education Services state that SL benefits students in the following ways:

- Students perform up to their full potential in this module;
- They learn how to apply principles from the modules to real-life situations;
- They develop a greater willingness to help solve societal problems;
- They increase their problem solving skills;
- They gain competence by practising their social and professional skills; and
- Most importantly, they contribute to the upliftment of communities and gain a greater appreciation for their own life (CHE: HEQC / JET Education Services *Service Learning in the Curriculum: A Resource for Higher Education Institutions*, June, 2006: 139).

In accordance with the viewpoints of researchers such as Austin et al. (2000: 1-5), Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>), Cairn and Kielsmeier (1991), Kraft (1996), Daniels and Adonis (2005) and Eyler and Giles (1994b and 1999), the HEQC / JET

Education Services agrees with the outcomes for students who are engaged in SL activities. The above academics that designed the SL study module, places emphasis on the following learning outcomes:

- Personal growth of the students – increasing their self-esteem, confidence and ability to engage the communities.
- Career development – activates the students’ exploration of possible careers and gives them greater confidence in their choice.
- Social development – increases their interpersonal skills and dedication to future community engagement.
- Academic / Cognitive – through applying their academic knowledge and skills, students can obtain better grades and increase HEI throughput rate (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 139).

Due to the South African Higher Education legislative requirements for Service Learning, the above learning outcomes for SL, as developed by the HEQC / JET Education Services (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 139), will be extracted and used as the normative criteria for the questionnaire design in this research study. A detailed discussion of the questionnaire design follows in Chapter 3.

HEQC / JET Education Services (Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 140) maintains that academics can also benefit from their involvement in SL, since they can expand their role in the classroom from “provider of knowledge to facilitator of critical [thinking] and learning”. It is imperative for academics to develop links with community members, as it could give them greater understanding of where their students come from and what kind of problems could hinder their studies.

HEI benefit from SL by strengthening their community partnerships and are able to fulfil their mission and vision of social responsibility and reciprocity (CHE: HEQC / JET Education

Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 140).

HEQC / JET Education Services concludes that the real 'winners' in SL are the communities and their service agencies. Students contribute to sustainable community development by making use of the HEI resources and expertise. The service agencies "receive an infusion of creativity and enthusiasm from the students", not to mention that the students provide quality and effective services owing to their academic knowledge and skills (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 140).

2.5 Corporate Citizenship

Hattingh (2007: 30) interprets business as the "bedrock of a prosperous society, enabling economic and social development and advancement". Business provides opportunities for employment and advancement of societies and should, therefore, be in "harmony with society". He clarifies that businesses do not operate in isolation; they require employees, suppliers and customers for their long term survival. Therefore, businesses should plough back into their communities, which they need in order to be successful (Hattingh, 2007: 30).

Hattingh (2007: 30) further reports that companies have become increasingly aware of their responsibilities toward society and with the King I & II reports, they take corporate governance more seriously. This has resulted in the establishment of the Socially Responsible Investment (SRI) Index on the Johannesburg Stock Exchange (JSE). The SRI Index promotes the principles of 'triple bottom line', which includes environment, society and economy. This 'triple bottom line' should be integrated into business activities and profits should not be the primary focus (Hattingh, 2007: 30).

Considering the history of South Africa and that it is still a young democracy, the development and advancement of the country should be everyone's priority. Hattingh (2007: 30) believes that

“each person and each company in this country has an opportunity and a duty to forment the changes they want to see in the world around them”. Since humans spend half of their life at work, business should promote a climate of social responsibility that could impact positively on society at large. He concludes that the SRI Index is a positive start towards creating a culture of corporate citizenship within South Africa. Leaders, managers and CEOs are all members of society and have rights and responsibilities, which is the same for all citizens. People need a change in mindset and behaviour, while the focus should not be profit-driven, but one that benefits the triple bottom line: environment, society and economy. This would be the right way of doing business, since it is the future (Hattingh, 2007: 30).

Mazengwa (2004: 14-15) from the Child, Youth and Family Development Unit of the Human Science Research Council (HSRC), published an article regarding Corporate Social Responsibility (CSR) in the October 2004 issue of the HR Future. In his article, Mazengwa (2004: 14-15) is of the opinion that “business no longer exists to serve the interests of shareholders only, but to serve even the interests of other stakeholders such as workers and working fathers” (Mazengwa, 2004: 14-15). He views CSR as good business ethics and refers to the World Bank’s (2004) definition of CSR as:

“...the commitment of business to contribute to sustainable economic development, working with employees, their families, the local communit, and the society at large to improve the quality of their life, in ways that are both good for business and good for development” (Mazengwa, 2004: 14-15).

Mazengwa (2004: 14-15) expresses the opinion that the World Economic Forum (2002) promotes CSR because it addressed concerns regarding “good corporate governance and ethics”. If people want to develop South Africa into a true democracy for all, they require businesses to demonstrate good governance and ethics. Mazengwa (2004: 14-15) concludes that CSR should not only be evaluated on financial contributions, but should include factors such as “justice, happiness and morality” (Mazengwa, 2004: 14-15).

Chauke (2006) reports in the Sunday Times, that South African corporate companies have extended their goods and services into their surrounding communities through ‘employee

volunteering initiatives'. He attended the Harambe Celebration of Employee Volunteering, which was hosted by Wits University in Johannesburg, where all companies, small, large and nongovernmental organisations (NGO), met to celebrate their accomplishments within their communities. Companies have realised that giving back to their surrounding communities makes 'business sense'. Their employees' morale increases, they are more satisfied in their work life and are more likely to remain in the company's employment because they think that the company cares about where they come from (Chauke, 2006).

The Charities Aid Foundation of Southern Africa (Cafsa) has provided assistance to numerous companies to establish their employee volunteering programmes. According to Chauke (2006), Cafsa has indicated that the business interest in such programmes has rapidly increased because companies want to give back to their communities and also want the public to view them as being involved in community development. Chauke (2006) interviewed Manon Williams, a volunteer co-ordinator from Cafsa, who revealed that "a company's brand is also enhanced because volunteers spread more word in communities about it and they are most likely to speak positively about the company's contributions to communities". Williams advises companies not to merely send cheques because money will run out, but to become involved in their communities through employee volunteering programmes. There is no substitute for human interaction (Chauke, 2006).

Gage (Winter, 2003/2004: 84C) addresses the issue of academics teaching their students about citizenship by integrating SL into the academic curriculum. Gage (Winter, 2003/2004: 84C) expresses his concerns about students once they graduate and enter the working world. He points out that academics facilitate students' knowledge and skills in a particular discipline, but questions if students know how to use it in order to make a difference in their respective organisations and society. Teaching academic content is not enough in today's world, academics are encouraged to teach students not merely to generate profits, but also to become good corporate citizens (Gage, Winter, 2003/2004: 84C).

Burmaster (2003: 46) supports Gage's (Winter, 2003/2004: 84C) initiative by stating the following in his article, *A democracy at risk: Engaging students as citizens*, which was published in *Citizenship Matters*, Education Commission of the States:

“Service-learning is especially relevant as a methodology for teaching citizenship education. It is the way we want to teach young people to engage in their communities and become productive citizens. In education, we have to go beyond content knowledge into experiential, active engagement. In other words, we want young people to do more than just learn about citizenship and voting. We want them to be actively involved as citizens – to vote, critically analyze the issues, and work for the causes they believe in. Democracy is not a spectator sport. Schools have a civic mission; citizenship education is a foundation of a functioning democracy, and service-learning is the best way to ensure young people have the skills to be able to engage in democracy when they are older” (Burmaster, 2003: 46).

2.6 Service Learning in the National Diploma Human Resource Management at the Cape Peninsula University of Technology

The White Paper on the Transformation of Higher Education (1997) had led to a partnership between the Joint Education Trust (JET) Education Services and the United States' (USA) Ford Foundation and Kellogg Foundation. This partnership resulted in the establishment of Community Higher Education Service Partnerships (CHESP) in 1999. CHESP's aim is to institutionalise SL programmes in HE by providing financial support to develop and implement institutional policies, strategies and structures. These SL programmes should aim for both the development of communities and student learning. Furthermore, CHESP reveals that HEI should promote stronger partnerships with communities and service agencies in order for SL to be successful (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: i-ii).

This partnership is extended to include the Department of Education (DoE) and Higher Education Quality Committee (HEQC). Together, these stakeholders draft policies and implementation plans for SL in HE, and assist to develop indicators and methods for good SL quality assurance.

The JET / CHESP encourages HEI to avail their expertise and resources to students who render services to their communities and strive to create a better South Africa.

Due to the partnership between JET Education Services, the Ford and Kellogg Foundations, JET was requested in 1997/1998 to conduct research regarding community service in South African HEI. The Minister of Education published the following key findings in October 1998:

- (a) Mission statements of most HEI included some idea of community service;
- (b) Even though community service is mentioned in some mission statements, very few HEI had policies or structures for SL implementation;
- (c) Most HEI participate in a wide range of community engagement programmes;
- (d) The above mentioned community engagement programmes are initiated by innovative students and academics, but is not part of the institutional strategy;
- (e) Not many of these community engagement programmes are coordinated with HE teaching, learning and research practices;
- (f) Few community engagement programmes are implemented in partnership with communities and or service agencies; and
- (g) In cases where community engagement programmes are incorporated into HE teaching, learning and research, they are implemented in partnership with all stakeholders to produce significant benefits to students, communities, service agencies and HEI.

The last element mentioned in the above key findings of the research, resulted in JET Education Services adopting a new strategy, which is underpinned by “institution-wide” and “discipline specific” community engagement programmes at HEI. JET’s strategy employs the following main principles:

- The development of partnership structures and agreements between historically disadvantaged communities, the HEI and service agencies;
- Conducting an audit and analysis of existing community service activities at the HEI;
- Identifying the development priorities of participating communities;
- Developing an institution-wide policy for integrating community service with mainstream teaching, learning and research; and

- Developing a strategic plan for operationalising the above policy (Nduna, 2005: 15).

The present study's researcher is currently employed at the Cape Peninsula University of Technology (CPUT) in the Human Resource Management (HRM) department. CPUT has responded to the White Paper on the Transformation of HE (1997) by renewing their commitment to community engagement through their new mission statement:

“To develop and sustain an empowering environment where, through teaching, learning, research and scholarship, our students and staff, in partnership with the community and industry, are able to create and apply knowledge that contributes to development” (<http://www.cput.ac.za>).

CPUT had realised the above mission when they established the Community Engagement and Service Learning department under the leadership of Dr. Joyce Nduna. She is one of the authors of the Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005) at CPUT. The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005) has responded to the National Commission on Higher Education Report, which calls for HEI to increase their participation, ensure greater responsiveness and increased co-operation and partnership with communities. There is a need for HE to demonstrate greater responsibility and commitment towards the social and economic development of society (Nduna, Draft Policy on the Integration of Service Learning to Teaching, Learning and Research, 2005: 4).

The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005: 1) aims to develop the students at CPUT by incorporating a variety of knowledge, skills, values and attitudes, which would prepare them for the world of work. A variety of knowledge, skills, values and attitudes should enable the students to become active and responsible citizens of South Africa and, in that way, ensure building a stronger nation for the global market (Nduna, Draft Policy on the Integration of Service Learning to Teaching, Learning and Research, 2005: 2).

The Cape Peninsula University of Technology accepts the current social and economic challenges of South Africa and incorporates Service Learning as a mechanism in order to contribute to the solutions of such challenges. The Draft Policy on the Integration of Service Learning to Teaching, Learning and Research (2005: 13-17) outlines CPUT's strategic plans for implementing SL, which is as follows:

- (1) Establish and develop Service Learning programmes as part of the core functions at CPUT;
- (2) Develop Service Learning programmes and curricula;
- (3) Develop co-operative partnerships with communities and service sectors;
- (4) Promote research that aims to improve the quality of Service Learning;
- (5) Include Service Learning in CPUT's quality assurance of programmes;
- (6) Integrate Service Learning and research into national and international processes;
- (7) Fund and market Service Learning programmes and projects;
- (8) Give recognition and support to the University's staff for Service Learning;
- (9) Recognise the role of students as being central to the effectiveness and success of Service Learning projects and programmes; and
- (10) Promote co-teaching and other effective teaching and learning strategies

(Draft Policy on the Integration of Service Learning to Teaching, Learning and Research, 2005: 13-17).

Nduna (2005: 16) has revealed that community engagement and SL is not new to CPUT. A merged partner, formerly known as Peninsula Technikon, submitted funding proposals in 2003 to JET / CHESP and received a grant for firstly, planning and implementing SL pilot projects in all their faculties; secondly, to develop a Service Learning policy and Quality Assurance framework, and lastly, to conduct research regarding SL (Nduna, 2005: 15).

The other merged partner, formerly known as Cape Technikon, encouraged students' participation in social responsibility projects. These projects were not linked to the academic curriculum and included activities such as fund raising, donations and community awareness amongst students.

Due to the merger of these two Technikon's, CPUT was born with new ideas and strategies for HE, in South Africa, as well as other African countries. Dr. Nduna's department has successfully established community engagement and SL projects in the following departments at CPUT:

- Built Environment;
- Civil Engineering;
- Information Technology;
- Radiography;
- Entrepreneurship;
- Human Resource Management;
- Environmental Health;
- Education (Adult Basic Education and Training);
- Horticulture; and
- Clothing and Management Technology (Nduna, 2005: 16).

An Open Day is hosted annually where all stakeholders such as government officials, community partners, students and staff are invited to “share their experiences, reflect on SL activities and discuss effective ways that could promote student learning and community development” (Nduna, 2005:16).

The CPUT community engagement and SL policy, has taken its cue from the HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005. This Guide to Good Practice provides HEI with essential factors for the successful implementation of community engagement, through service learning. The essential factors for policy implementation include:

1. Reciprocity: Mutual benefits for communities and student learning. HE can fulfil their desired outcomes by strengthening partnerships between communities, service agencies, students and academics for the greater good of teaching, learning and research;
2. Collaboration: Any SL programme should be designed, implemented and assessed in collaboration with the recipient community and participating service agencies;
3. Needs Assessment: The SL programme objectives should be aligned with the community's needs and priorities. The SL convenor or academic should firstly, task

students to conduct a needs analysis of the recipient community, which could result in opportunities for the students to enhance their research skills and to build relationships with community partners;

4. Alignment of Service and Learning goals: In order for the students to learn and apply their academic discipline, the SL convenor should ensure alignment of outcomes between the academic curriculum and the SL programme. Thus, the SL programme should enhance the teaching, learning and research practices within a specific field of study;
5. Student placements: The students' site of delivery should be safe and easily accessible for students and staff. There should be appropriate supervision of the students while they conduct their services and it is suggested that the community partner provides assistance in this respect;
6. Student orientation. Students should be prepared for SL and focus on enhancing their interpersonal skills, since they are representatives of the HEI. They should also know what is expected of them (via the outcomes) and where to receive assistance and advice;
7. Role clarification: All the stakeholders, namely students, academic staff, community partners and service agencies, should receive clarity on their roles and responsibilities during the SL programme;
8. Reflection: The students should receive adequate time for 'structured critical reflection' regarding the SL experience. Students should be able to link their academic curriculum with the services provided, thus demonstrating their professional knowledge, skills and attitudes; and
9. Logistics: The students should be supported in their SL efforts by their faculties, which should provide periods on their timetables for SL orientation and assistance. Transportation and any other relevant resources should be made available to students for the SL activities (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 15-16).

One of the successful SL programmes implemented at CPUT is resident in the Faculty of Business, HRM department. It is critical for the purpose of this research to discuss the scope of Human Resource Management and Practices (HRMP), since the aim is to highlight the correlation between HRMP and SL.

The Standards Generating Body (SGB) for HRMP produced a *Framework for Qualifications for Professionals and Practitioners in People Management Process* in 2001 (<http://www.hrsgb.org.za>). This framework forms the foundation for all diplomas, degrees and research, which are related to the HRM field of study within HE. The SGB's Framework for Qualifications for Professionals and Practitioners in People Management Process (2001), defines HRMP as:

“All decisions, strategies... operations... activities and methods related to the management of people as employees in any organisation; all dimensions related to people in their employment relationship; and aiming to enhance the quality of work life for employees, while adding value to the delivery of goods and services” (<http://www.hrsgb.org.za>).

The SGB demarcated four role clusters that are related to people management practices. These four role clusters include:

- (1) Planning and organising for work and people management;
- (2) People acquisition, development and utilisation;
- (3) Establishing and improving labour and employee relations; and
- (4) Maintenance and administration related to people management (<http://www.hrsgb.org.za>).

The first role cluster is concerned with Human Resource (HR) forecasting and strategic planning. HR should be actively involved in organisational design, formulating policies and procedures and acting as a change agent for organisational transformation and development (<http://www.hrsgb.org.za>). The second role cluster activates the employment relationship by the recruitment and selection of employees. Once an individual is employed, HR should ensure that he/she receives training and development opportunities, which are linked to career and performance management processes. HR adds to the bottom line by managing diversity and ensuring that employees are optimally utilised (<http://www.hrsgb.org.za>).

The third role cluster maintains and improves the conditions of service. HR communicates and negotiates with trade unions and their representatives in order to conclude collective agreements of mutual interest. HR is also responsible for managing conflict, improving cooperation between

parties and ensuring industrial democracy within the workplace (<http://www.hrsgb.org.za>). The last role cluster could be viewed as the most critical, since it focuses on remuneration and compensation systems and practices. HR information systems and administration technologies enables the HR department to update and maintain all employee data. HR should manage their budgets and finances, while evaluating the quality and value, which are added by its practices. It is best practice to conduct research into new and innovative ways to improve HRMP (<http://www.hrsgb.org.za>).

The SGB concludes this framework by suggesting ‘supportive generic competencies’ that an HR practitioner should display and strengthen. These competencies include, but are not limited to:

- Diagnostic competencies;
- Problem solving;
- Communication;
- Self-management;
- Mediation and Arbitration competencies;
- Trans-cultural;
- Project management; and
- Financial competencies (<http://www.hrsgb.org.za>).

The present researcher aims to provide empirical evidence that the SL programme enables students to utilise and strengthen these above mentioned HR competencies.

Service Learning is not a new concept in the Human Resource Management (HRM) department at the Cape Peninsula University of Technology. Before the implementation of the White Paper on the Transformation of HE (1997), the HRM students of the formerly known Cape Technikon, participated in social responsibility projects. The third year National Diploma HRM students had previously coordinated fund raising activities for a charity organisation of their choice. At that stage, the projects were aimed at fund raising for charity and were not linked to the HRM curriculum (Interviewed Palmer, 2007).

Since the implementation of the White Paper (1997) owing to the merger of the two Technikons, the social responsibility project was re-curriculated into Service Learning. The first change to the social responsibility project was to move it down an academic year to the HRM second year students. This decision was taken by the Head of Department, Rodney Palmer, because the HRM third years are required to complete three months of cooperative education (experiential training) in industry, while SL would, therefore, add too much to their study workload. The SL programme could also benefit the students in preparing them for the real-world of work before they are placed in industry (Palmer, 2007).

The second change was to link SL to the HRM academic curriculum, which was co-ordinated by the previous SL convenor, Jacques West, in 2005. SL is currently a module in Personnel Management 2 (PM2), which is one of the major subjects of the HR National Diploma. PM2 is part of the HRM qualification's core unit standards, as it contains essential theoretical knowledge and skills, which are related to the field of study.

As the literature has indicated (CHE: HEQC / JET Education Services Guide to Good Practice of Service Learning: Draft Document, November, 2005: 15-16), SL centres on active student learning, reciprocity and reflection. These principles can be directly related to the critical cross-field outcomes (ccfo's) of unit standards for the HRM qualification. These ccfo's include the following outcomes, which students should achieve in order to become competent in for their profession:

- (1) Identifying and solving problems in the chosen organisation [service agency];
- (2) Working effectively in a group with others;
- (3) Organising and managing oneself;
- (4) Collecting, analysing, organising and critically evaluating information;
- (5) Communicating effectively;
- (6) Using science and technology effectively;
- (7) Demonstrating an understanding of the world as a set of related systems;
- (8) Participating as a responsible citizen in the life of local, national and global communities;
- (9) Being culturally and aesthetically sensitive across a range of social contexts; and

(10) Explore education and career opportunities (South African Qualifications Authority Act No. 58, 1995).

The SL module for Human Resource Management at the Cape Peninsula University of Technology emphasises the following general learning outcomes that the students are expected to achieve:

- Students should shift their paradigm from self to others, from inward to outward, and realise the importance of taking ownership for their country;
- SL provides the students with practical opportunities and challenges in which they can apply their academic knowledge and skills to real-life scenarios;
- Develop good character and social responsibility in students, (namely corporate citizenship);
- Harness and sharpen students' skills, such as interpersonal, leadership, coaching, conflict management and managing cultural diversity; and
- SL instils the development of students' "intangible attributes" such as empathy, self-esteem; awareness of values and beliefs and helps to foster a sense of caring for others (Gie, 2007: 4).

For the purpose of this research study, the researcher briefly discusses how SL is implemented in the HRM department. This should give the reader a better understanding of the current SL practices and the reasons for this particular research study.

SL is a group activity, which is linked to the ccfo "working effectively in a group with others". The students can choose their own group, ranging from five to ten members and should select a group leader who will coordinate their activities. It is imperative for the students to have control over their immediate working environment, thus giving them the freedom to choose their own group and leader, which translates into a form of empowerment (Gie, 2007: 4-5).

It is expected of each student to complete sixty hours of SL, which is done either before or after classes or over weekends. It commences during the first semester, in February, in order for the students to evenly spread out their hours until the module is completed in August. A presentation

regarding the chosen charitable organisation (service agency), the group's needs analysis, objectives and planned SL activities, are conducted by the students in the first semester. The final stage includes a completed portfolio of evidence, media poster, and the SL exhibition, which takes place during the second semester, once the module is completed. It is expected that the students compile their own time sheets, which should be signed by the students and their supervisor at the charitable organisation. This requirement develops the students' time management and record keeping skills (Gie, 2007: 4-5).

The students may approach any non-profitable organisation of their choice, where they will provide their HRM knowledge and skills for the upliftment of that organisation and its staff members. In the literature, these non-profitable or charitable organisations can be referred to as service agencies, since they offer social services to various communities. These organisations can be situated in the students' own communities, or in the broader Cape Peninsula, where travelling would be easier for them. Examples of organisations that the HRM second year students have serviced since 2005 includes, but are not limited to:

- Agape Family Ministries;
- Tygerberg Association for Street People;
- Makazi Educare;
- Athlone School for the Blind;
- Imizamo Yethu Special Care;
- Holy Cross Educare;
- Ons Plek;
- Service Dining Room;
- Haven Night Shelter;
- Friends of the Children's Hospital Association;
- St. Anne's Home; and
- Rawel (Gie, 2007: 3).

The organisations that are chosen by the students may provide any service or assistance to the community, which could include children's day care centres in disadvantaged communities, homes for the aged, homeless shelters, disadvantaged high schools, schools for the blind, centres

for street people, abused women and children and orphanages. These organisations all require basic HR services, training and development for their staff, as well as support with their day-to-day operations (Gie, 2007: 3).

The students are expected to utilise their HRM knowledge and skills in order to provide SL services. Examples of HRM activities, which students have provided, include, but are not limited to:

- CV writing for grade 12 learners in order to prepare them for the working world;
- Compiling recruitment and selection procedures for employing new staff members;
- Training supervisors in interviewing skills;
- Training programmes regarding HIV / AIDS, conflict resolution, safety procedures and labour legislation so that employees know their rights within the workplace;
- Compiling performance appraisal systems for staff members;
- Compiling contracts of employment for new and existing staff members;
- Implementing an induction programme for new staff;
- General HRM administration duties; and
- Students also assist with the day-to-day operations of their chosen organisation (Gie, 2007: 3).

Each organisation appoints a member of their staff as the students' supervisor. The supervisor communicates with and oversees the students while they provide their SL activities. This supervisor is also responsible for signing the students' time sheets and provides an overall evaluation of the group at the end of the SL module. The SL convenor is in contact with the supervisor during this SL period in order to monitor the students' progress. The students are encouraged to manage this project on their own, enhancing their project management skills and sense of self-responsibility (Gie, 2007: 4-5).

The SL convenor works closely with the Community Engagement and Service Learning department at CPUT, which provides logistical support to the students. A small budget is made available to the students for their transportation, materials used and photographs taken for their

portfolios and exhibition. The SL convenor also provides advice and assistance to students at their weekly scheduled SL periods, which is part of the department's time table (Gie, 2007: 4-5).

At the end of this SL module, the students are assessed on their group's portfolio of evidence; media poster design and SL stall at the exhibition. The assessment criteria are communicated to the students, along with all the above mentioned information, via the SL learner guide (Gie, 2007: 8-9). The SL module concludes with the students' personal reflection of their SL experience. Students are then given an opportunity to provide feedback of their experiences, which may include both positive and negative aspects (Gie, 2007: 6-7).

This SL module has been operational since 2005 and various adjustments and improvements have been made. The researcher has been the SL convenor for the past year and has observed students' change in attitude, starting from negative to becoming positive and appreciative of the experience. In the beginning of the SL module, second year HRM students generally display a negative attitude towards SL and fail to see its relevance to their qualification. It is a concern of the SL convenor that the students do not view it as their responsibility to uplift communities, but that it instead the sole duty of the South African Government. These attitudes change by the end of the SL experience, since the students develop a greater understanding of their communities and learn to appreciate their own lives and privileges. The students' individual personal reflections in their portfolios reveal this change in attitude, particularly since they write about how thankful they are for the SL experience and how it has made them more appreciative of their own lives. As the students add value to their charitable organisation, their self-esteem also increases. By doing good to others, they learn to feel good about themselves and their profession.

The above concern of the SL convenor has inspired this research study. The aim of this research is to measure the impact of Service Learning on second year Human Resource Management students at the Cape Peninsula University of Technology.

2.7 Summary

As discussed in the above literature survey, Service Learning (SL) is a new Higher Education (HE) initiative in South Africa. Many American researchers have conducted research and have published articles on how SL benefits students and the recipient communities. Currently, there are few South African studies that have produced empirical evidence that SL provides the same benefits for the stakeholders, as compared to the USA.

African people believe in the spirit of *ubuntu*, which encourages all people to respect one another, show dignity, stand together in solidarity, show compassion for fellow humans and, most of all, ensure survival. However, in today's fast-paced living, young persons do not adhere to the principals of *ubuntu* and not everyone is aware of what *ubuntu* really means. There are also those young who are more westernised and caring for their elders and communities, are not a priority. If South Africa wants to reconcile and finally put the past behind them, everyone should to encourage the spirit of *ubuntu* amongst the young people of this country, in particular.

Educators and academics have a civic duty to provide disciplined, specific education to students. This education service should enable students to become who ever they want to be, but never forgetting where they come from. South Africa requires future managers, members of boards of directors and chief executive officers who value their employees by ploughing back into their communities. Academics who educate future leaders should also instil the spirit of Corporate Social Responsibility in them. SL is a teaching methodology that could develop students to become corporate citizens who engage in social responsibility. Ghandi, the pacifist Indian leader, reminds humans that they should be and create the change that they want to see in others.

Once students have graduated from university, they will enter the labour market and join the South African workforce. The impact that graduates can make, armed with their academic and SL knowledge and skills, could revolutionise South Africa in becoming a leader in community engagement. Higher Education has produced professional people for the South African workforce and has set the stage for future successful employee volunteering programmes. Graduates can take their SL experience from HE and apply it for their own and company's

benefit. As a result, communities would emerge as winners, while everyone would unite to solve the country's social problems.

The aim of this research study is to contribute to the present South African body of knowledge regarding SL. The research aims to answer the following research questions:

1. What impact does Service Learning (SL) have on second year Human Resource Management students at the Cape Peninsula University of Technology?
2. Does SL safely contribute to preparing students for their future roles as corporate citizens?
3. How can the SL study module be improved to produce better results?

Chapter 3 discusses the research methodology that was applied in order to answer the above research questions and emphasises the methods for the literature search, as well as the empirical survey, which was employed in the research study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter provided an explanation of relevant literature for this research study. This research comprises a quantitative measurement of the impact of Service Learning (SL) on second year Human Resource Management (HRM) students at the Cape Peninsula University of Technology (CPUT). The researcher has discussed the literature search and presents the empirical survey, which was used for this measurement in order to draw conclusions and to provide recommendations.

3.2 Literature search

The research methodology began with a literature search, which comprised of consulting relevant textbooks, academic articles in educational journals, academic papers, conferences, government gazettes and policies, institutional policies, previous published and unpublished research, newspaper articles, professional publications and the internet. The purpose of this literature search was firstly, to provide the researcher with previous and current knowledge regarding Service Learning (SL) in education; and, secondly, to derive normative criteria from the literature in order to extract relevant standards against which the current practices of SL can be measured at CPUT. These normative criteria were used to design a self-administered questionnaire for the measurement of the impact of SL on second year HRM students at CPUT.

3.3 Empirical survey

An empirical survey followed on the literature search. This study followed a descriptive research approach that aimed to describe the impact of SL on second year HRM students, without attempting to determine what caused the impact. The researcher had aimed to investigate if the current SL module has an impact on second year HRM students, whether positive or negative.

The results of this study may be used to update and improve the current SL module in the National Diploma: Human Resource Management.

3.3.1 Description of the research population

As discussed in the literature review, second year HRM students are required to complete sixty hours of SL. In 2007 the total possible research population was one hundred and nine (109) second year HRM students. The HRM programme is offered on both the Cape Town and Bellville campuses of CPUT and there are fifty five Cape Town and fifty four Bellville campus students, respectively. This research has selected an equal number of students from both campuses as its target research population (sample group).

All the students in the population are currently studying Human Resource Management full time and are in their second year of study. The students should be registered for Personnel Management 2, which is the major subject in which the Service Learning (SL) module is integrated. The researcher has not distinguished between race, gender, age or language, since the primary focus of this research is to measure the impact that SL has on these students and the afore-mentioned factors would have no bearing on research of this nature.

Forty students were selected from both Cape Town and Bellville campus in order to use eighty students as the target research population. The selection took place via a randomised selection process, in consultation with the statistician, who also assisted with the eventual statistical analysis of the response data. It was imperative that all students have an equal opportunity to participate in this research, which is why simple random sampling was used to determine the target research population. The researcher used the class lists of the students completing SL and assigned numbers 001 to 055 for Cape Town and 056 to 109 for Bellville campus students. According to Salkind (2000: 87), simple random sampling ensures that each member of the total research population have an “equal and independent chance of being selected” as the target research population. He specifies that each member will have an equal opportunity, meaning that no person will have an unfair advantage above another. This method is also independent as the researcher is not biased in selecting the target research population.

The researcher made use of a table of random numbers in order to select the eighty students for the target research population. The researcher randomly chose numbers anywhere on the table of numbers, which was the starting point for selection. Owing to the number of total possible research population (109 students), three digits were used for selection on this table. The researcher continued with the three digit selection until eighty students had been randomly selected to be part of the target research population.

3.3.2 Data collection

Salkind (2000: 326) describes questionnaires as “sets of structured, focused questions that employ a self-reporting, paper-and-pencil format”. Questionnaires save time and money, two commodities that are valuable in research. It saves time because the researcher does not need to be present when it is completed and can choose an option of mailing the questionnaires to the respondents. However, if the questionnaires are mailed to the respondents, the completion and return rate could be lower than if the researcher was present upon completion. Once the questionnaire is designed, the only cost incurred could be photocopying and postage, which would be cheaper in comparison to conducting interviews. An important advantage of questionnaires is that the respondents may be more willing to be truthful in their answers, if anonymity is assured and maintained.

The researcher considered the above advice from Salkind (2000: 326) and decided to distribute the questionnaires during her scheduled SL class time with the research population. This ensured that the researcher received all the questionnaires back, without delay. Due to the nature of student life, there is no guarantee that all of the selected target research population will be present during the scheduled SL classes, which could, therefore, reduce the number of questionnaires completed.

The researcher compiled the questionnaire by making use of Salkind’s (2000: 326) advice regarding questionnaire design, while the normative criteria were extracted from the literature search. The questionnaire is titled *Measuring the impact of Service Learning (SL)* and was

presented in a professional, easy to understand and complete format. The questionnaire was designed to measure the impact of SL on second year HRM students, and is attached as Appendix 1 and 2. The researcher wanted to investigate the target research population's thoughts and feelings about SL before they actively began the experience, this pre-measurement was conducted in March 2007. Once the SL module was completed, the researcher used the same questionnaire to conduct the post-measurement in August 2007. The questionnaire was subjected to the Cronbach's alpha (1951) analysis in order to determine the "index of reliability associated with the variation accounted for by the true score of the *underlying construct*" (Santos, Lippke and Pope, 1998). According to Hatcher (1994), the *underlying construct* is the "hypothetical variable that is being measured". A descriptive statistical analysis is presented in 3.3.3.

The researcher stated the purpose of the questionnaire and informed the respondents that the results will be used for the SL convenor's research methodology towards her Magister Technologiae: HRM qualification. The respondents, therefore, understood the reasons for their participation in the research questionnaire. The respondents did not have to provide any personal details and may have remained anonymous, which gave them an opportunity to be as truthful and honest as possible when answering the questions. The researcher stated that the answers to the questionnaire would be treated as confidential and that the results would be used for research purposes. The respondents were asked to complete the questionnaire during class time and to return it to the SL convenor. The respondents were thanked for their participation and contribution to the SL field of study. It is imperative for the researcher to make the respondents feel that they have made a difference and that their inputs are valued. The researcher signed the questionnaires and indicated the pre-measurement date, March 2007, as well as the post-measurement date, August 2007.

Directions were given on how to complete the questionnaire, along with any example of how to circle the appropriate answer. The pages were clearly numbered and were designed in a user-friendly manner to ensure easy reading and completion.

The questions were divided into five categories, which were extracted from the literature search in Chapter 2. The SL study module places emphasis on the following learning outcomes:

- Personal growth of the students – increasing their self-esteem, confidence and ability to engage communities, which was reflected in the second category of *Diversity* and in the last category of *Personal reflection*.
- Career development – activate the students’ exploration of possible careers and give them greater confidence in their choice, which was reflected in the third category of *Professional learning experiences* and the fourth category of *Corporate Social Responsibility*.
- Social development – increase their interpersonal skills and a dedication to future community engagement, which was reflected in the first category of *Interpersonal skills* and second the category of *Diversity*.
- Academic / Cognitive – through applying their academic knowledge and skills, students can obtain better grades and increase HEI throughput rate, which was reflected in the third category of *Professional learning experiences*. (CHE: HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 139).

Before the questions were listed, each category was briefly explained to ensure that the respondents understood the questions that follow. The first category, *Interpersonal skills*, which refers to a person’s ability to operate within a business environment through social communication and interactions. The students should learn and understand what behaviours are acceptable within the modern workplace, while emphasis is placed on mutual respect, conflict resolution and communication skills.

The second category, *Diversity*, refers to those human characteristics that make people different from each other. South Africa’s diverse nation would require that students should be able to interact and work with people from different backgrounds. Professionals should understand and value diversity, shelve their differences and work together to build a stronger nation.

The third category focuses on *Professional learning experiences*, which are derived from a combination of academic and practical exposure within a business environment. During the SL experience, students are required to apply their HRM academic knowledge and skills within their chosen charitable service organisation. As future HR practitioners, students should understand that maintaining ethical standards and upholding a high quality of HR services, are requirements for business success.

The fourth category, *Corporate Social Responsibility (CSR)*, refers to the organisation's duty to take care of its stakeholders, which include investors, employees, customers, suppliers and local communities. CSR is incorporated into Corporate Governance and the ethical standards of a business. It makes business sense to contribute to the sustainable economic and social development of local communities. CSR, therefore, helps to build the business brand, since communities could view the organisation as one that cares for others and, in return, support the business as customers. The students are future leaders of South Africa and should develop a mindset that is not only profit-driven, but one that is focused on triple bottom line: environment, society and economy.

The last category investigates the students' *Personal reflection*. This is an act that requires individuals to think about their inner state of well-being. This type of reflection requires mental concentration and careful consideration of past and present experiences. The end goal of SL is that the students are comfortable in sharing their personal growth and development as human beings. This experience could increase the students' sense of self-worth, as their contributions to the communities would have made a difference in many lives.

These categories were clearly numbered from 1-5 and each category consisted of four statements, which expressed an opinion about each. Likert's four-point rating scale was used for possible answers. The rating scale began with 1- Strongly disagree; 2- Disagree; 3- Agree and 4- Strongly agree. The four-point rating scale was used in order to avoid the middle tendency answer or average. The respondents firstly read the definition of each category and, secondly, chose their appropriate answer on the rating scale.

3.3.3 Data analysis

The target research population completed the pre-measurement questionnaire in March 2007, before they actively began with the SL experience. The post-measurement questionnaire took place in August 2007, once the SL portfolios and posters were completed. The pre- and post-measurement questionnaire answers were compared with one another to ascertain the impact that SL had on second year HRM students at CPUT. The data was coded and subjected to a professional statistical analysis, which had been predetermined in collaboration with a registered statistician.

Descriptive statistics were used to analyse the pre- and post-measurement data. The researcher aimed to investigate how the target research population felt and what they thought about SL before they began with the experience, in other words, the pre-measurement. This data was compared to how the target research population felt and what they thought about SL once the experience was completed, in other words, the post-measurement. The questionnaire was subjected to the Cronbach's alpha (1951) analysis in order to determine the "index of reliability associated with the variation accounted for by the true score of the *underlying construct*" (Santos, Lippke and Pope, 1998). According to Hatcher (1994), the *underlying construct* is the "hypothetical variable that is being measured".

Frequency tables were used in order to distinguish between the differences in the pre- and post-measurement data. The mean (measure of central tendency) and standard deviation (used to measure the variability) was calculated for each of the five categories referred to in the questionnaires. Thus, the mean and standard deviation of each category in the pre-measurement questionnaire was compared to the mean and standard deviation of each category in the post-measurement questionnaire. An independent t-test was used to indicate whether there were significant differences in the pre- and post-measurement data. The differences in the data should indicate whether SL had a significant impact on second year Human Resource Management students at the Cape Peninsula University of Technology. The results were tabulated and illustrated via two figures indicating the differences in the mean for pre- and post-measurement data.

3.4 Summary

The literature search provided the normative criteria, which was used in designing the pre- and post-measurement questionnaires. The pre- and post-measurement data was subjected to descriptive statistical analysis that had been predetermined with a registered statistician. The descriptive statistical analysis attempted to answer the following research questions:

1. Does Service Learning have an impact on second year Human Resource Management students at CPUT?
2. Does Service Learning safely contribute to the preparedness of students in becoming corporate citizens of the future?
3. How can the Service Learning module be improved in order to achieve better results in the future?

The findings of the descriptive statistical analysis are tabulated and illustrated in Chapter 4, which is followed by an interpretation and articulation of the findings.

CHAPTER 4: INTERPRETATION AND ARTICULATION OF RESEARCH FINDINGS

4.1 Introduction

The previous chapter provided the research methodology for this research study. In this chapter the researcher, firstly, discusses the research data of the five categories, namely *Interpersonal skills*, *Diversity*, *Professional learning experience*, *Corporate Social Responsibility (CSR)* and *Personal Reflection*, which were measured in the pre- and post-measurement questionnaires. Frequency tables were used in order to distinguish between the pre- and post-measurement data for each of the above-mentioned categories. Secondly, the mean and standard deviation for each of the above-mentioned categories are illustrated in a summarised table, which enables the reader to view the differences in data between the pre- and post-measurement questionnaires. Thirdly, the independent t-test results are summarised in a table and the p-value for each category in the questionnaires are interpreted. The results are illustrated via two figures indicating the differences in the mean for pre- and post-measurement data. This chapter concludes with an interpretation and articulation of the research findings, which will be followed by Chapter 5, which outlines recommendations and concluding remarks.

4.2 Main trends and patterns in data with reference to pre- and post-measurement questionnaires

The pre- and post-measurement data are illustrated via frequency tables for each category in the questionnaires: *Interpersonal skills*, *Diversity*, *Professional learning experience*, *Corporate Social Responsibility (CSR)* and *Personal Reflection*. After each question in the respective category, the researcher has summarised the results in order to distinguish between the pre- and post-measurement data. The objective of the questionnaires was to measure the impact of Service Learning (SL) on second year Human Resource Management students at the Cape Peninsula University of Technology.

Frequency Table 4.1: Interpersonal Skills

Pre-Q1a: The ability to communicate with different people at all levels of the organisation is necessary for your career path.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	25	31.3	31.3	35.0
4 Strongly Agree	52	65.0	65.0	100.0
Total	80	100.0	100.0	

Post-Q1a: The ability to communicate with different people at all levels of the organisation is necessary for your career path.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 Agree	14	17.5	17.5	17.5
4 Strongly Agree	66	82.5	82.5	100.0
Total	80	100.0	100.0	

A small percentage (3.8 %) of the respondents in pre-measurement did not agree that the ability to communicate with different people at all levels of the organisation is necessary for their career path, while 96.3 % of the respondents agreed with the statement. In the post-measurement, all the respondents (100 %) agreed that the ability to communicate with different people at all levels of the organisation is necessary for their career path.

Pre-Q1b: If you are polite and respectful to other people, you can expect the same behaviour in return.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	13	16.3	16.3	16.3
3 Agree	32	40.0	40.0	56.3
4 Strongly Agree	35	43.8	43.8	100.0
Total	80	100.0	100.0	

Post-Q1b: If you are polite and respectful to other people, you can expect the same behaviour in return.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	2	2.5	2.5	2.5
2 Disagree	3	3.8	3.8	6.3
3 Agree	24	30.0	30.0	36.3
4 Strongly Agree	51	63.8	63.8	100.0
Total	80	100.0	100.0	

An average of 16.3 % of the respondents in pre-measurement disagreed with the notion that if they are polite and respectful to other people, then they can expect the same behaviour in return. Most of the respondents (83.8 %) agreed with the statement. In the post-measurement, the percentage of respondents who disagreed with the statement was reduced to 6.3 %, while those who agreed with the statement increased to 93.8%.

Pre-Q1c: It is natural for people to disagree, but more important to resolve the conflict before it escalates.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	5	6.3	6.3	6.3
3 Agree	29	36.3	36.3	42.5
4 Strongly Agree	46	57.5	57.5	100.0
Total	80	100.0	100.0	

Post-Q1c: It is natural for people to disagree, but more important to resolve the conflict before it escalates.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	1	1.3	1.3	1.3
3 Agree	21	26.3	26.3	27.5
4 Strongly Agree	58	72.5	72.5	100.0
Total	80	100.0	100.0	

A few respondents (6.3 %) disagreed in pre-measurement that it is natural for people to disagree, but more important to resolve the conflict before it escalates. Most of the respondents (93.8 %) agreed with the statement. The majority of respondents (98.8 %) in the post-measurement agreed that it is natural for people to disagree, but more important to resolve the conflict before it escalates.

Pre-Q1d: The manner in which you speak to people will determine to what extent they will participate in your events.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	14	17.5	17.5	17.5
3 Agree	33	41.3	41.3	58.8
4 Strongly Agree	33	41.3	41.3	100.0
Total	80	100.0	100.0	

Post-Q1d: The manner in which you speak to people will determine to what extent they will participate in your events.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	32	40.0	40.0	43.8
4 Strongly Agree	45	56.3	56.3	100.0
Total	80	100.0	100.0	

A large percentage (82.6 %) of the respondents in pre-measurement agreed that the manner in which you speak to people will determine to what extent they will participate in your events. An average of 17.5 % of the respondents in the pre-measurement indicated that they disagreed with the statement. The majority of the respondents (96.3 %) in the post-measurement agreed with the statement and 3.8 % still disagreed.

Frequency Table 4.2: Diversity

Pre-Q2e: You can interact with people who have a different culture and value system than your own.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	5	6.3	6.3	6.3
3 Agree	36	45.0	45.0	51.3
4 Strongly Agree	39	48.8	48.8	100.0
Total	80	100.0	100.0	

Post-Q2e: You can interact with people who have a different culture and value system than your own.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 Agree	34	42.5	42.5	42.5
4 Strongly Agree	46	57.5	57.5	100.0
Total	80	100.0	100.0	

Some respondents (6.3 %) in the pre-measurement indicated that they cannot interact with people who have a different culture and value system than their own. Most of the respondents (93.8 %) indicated that they can interact with people who have a different culture and value system than their own.

In the post-measurement all the respondents (100 %) now had the ability to interact with people who have a different culture and value system than their own.

Pre-Q2f: You feel comfortable working and interacting in groups, which consist of people of different races and genders.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	12	15.0	15.0	16.3
3 Agree	33	41.3	41.3	57.5
4 Strongly Agree	34	42.5	42.5	100.0
Total	80	100.0	100.0	

Post-Q2f: You feel comfortable working and interacting in groups, which consist of people of different races and genders.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	2	2.5	2.5	3.8
3 Agree	30	37.5	37.5	41.3
4 Strongly Agree	47	58.8	58.8	100.0
Total	80	100.0	100.0	

16.3 % of respondents in pre-measurement indicated that they are not comfortable in working and interacting in groups, which consist of people of different races and genders, while 83.8 % indicated that they are comfortable. The percentage of respondents who are comfortable in working and interacting in groups consisting of people of different races and genders increased in the post-measurement to 96.3 %, while only 3.8 % remained uncomfortable.

Pre-Q2g: You can work with a person who does not have the same mother tongue (first language) as you.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	2	2.5	2.5	2.5
2 Disagree	16	20.0	20.0	22.5
3 Agree	44	55.0	55.0	77.5
4 Strongly Agree	18	22.5	22.5	100.0
Total	80	100.0	100.0	

Post-Q2g: You can work with a person who does not have the same mother tongue (first language) as you.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	2	2.5	2.5	2.5
2 Disagree	4	5.0	5.0	7.5
3 Agree	35	43.8	43.8	51.3
4 Strongly Agree	39	48.8	48.8	100.0
Total	80	100.0	100.0	

An alarming 22.5 % of respondents in pre-measurement indicated that they cannot work with a person who does not have the same mother tongue (first language) as them, compared to 77.5 % who responded that they can. A large percentage (92.6 %) of the respondents in the post-measurement indicated that they can work with a person who does not have the same mother tongue (first language) as them, while 7.5 % still indicated that they cannot.

Pre-Q2h: You can work and interact with people from different backgrounds, both rich and poor.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	5	6.3	6.3	6.3
3 Agree	27	33.8	33.8	40.0
4 Strongly Agree	48	60.0	60.0	100.0
Total	80	100.0	100.0	

Post-Q2h: You can work and interact with people from different backgrounds, both rich and poor.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	2	2.5	2.5	3.8
3 Agree	11	13.8	13.8	17.5
4 Strongly Agree	66	82.5	82.5	100.0
Total	80	100.0	100.0	

Most of the respondents (93.8 %) in pre-measurement stated that they can work and interact with people from different backgrounds, both rich and poor, while 6.3 % disagreed. The percentage of respondents that stated they can work and interact with people from different backgrounds, both rich and poor, increased in the post-measurement to 96.3 %, while 3.8 % still disagreed.

Frequency Table 4.3: Professional learning experience

Pre-Q3i: Human Resource Management professionals should contribute to the well-being of the organisation’s surrounding community.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	3	3.8	3.8	5.0
3 Agree	46	57.5	57.5	62.5
4 Strongly Agree	30	37.5	37.5	100.0
Total	80	100.0	100.0	

Post-Q3i: Human Resource Management professionals should contribute to the well-being of the organisation’s surrounding community.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	2	2.5	2.5	2.5
3 Agree	41	51.3	51.3	53.8
4 Strongly Agree	37	46.3	46.3	100.0
Total	80	100.0	100.0	

A large percentage of the respondents (95 %) in pre-measurement indicated that Human Resource professionals should contribute to the well-being of the organisation’s surrounding community, while an average of 5.1 % disagreed with the above statement. A majority of the respondents (97.6 %) in the post-measurement agreed that Human Resource professionals should contribute to the well-being of the organisation’s surrounding community.

Pre-Q3j: Professional people should maintain ethical standards, while operating in and outside the business environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	4	5.0	5.0	5.0
3 Agree	40	50.0	50.0	55.0
4 Strongly Agree	36	45.0	45.0	100.0
Total	80	100.0	100.0	

Post-Q3j: Professional people should maintain ethical standards, while operating in and outside the business environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	2	2.5	2.5	2.5
3 Agree	17	21.3	21.3	23.8
4 Strongly Agree	61	76.3	76.3	100.0
Total	80	100.0	100.0	

In both pre- and post-measurement, a majority of respondents agreed that professional people should maintain ethical standards, while operating in and outside the business environment. The percentage in the pre-measurement (95 %) increased to 97.6 % in the post-measurement.

Pre-Q3k: It can be expected of professionals to comply with the rules of the organisation and government without being forced to do so.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	9	11.3	11.3	11.3
3 Agree	34	42.5	42.5	53.8
4 Strongly Agree	37	46.3	46.3	100.0
Total	80	100.0	100.0	

Post-Q3k: It can be expected of professionals to comply with the rules of the organisation and government without being forced to do so.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	1	1.3	1.3	1.3
3 Agree	23	28.8	28.8	30.0
4 Strongly Agree	56	70.0	70.0	100.0
Total	80	100.0	100.0	

Some respondents in pre-measurement (11.3 %) indicated that it cannot be expected of professionals to comply with the rules of the organisation and government without being forced to do so, while 88.8 % of the respondents agreed that professionals can be expected to comply with the rules. The post-measurement showed that 98.8 % of the respondents now agreed that it can be expected of professionals to comply with the rules of the organisation and government without being forced to do so.

Pre-Q31: It is necessary for professionals' reputation to up hold high standards of services rendered to internal and external customers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	10	12.5	12.5	13.8
3 Agree	32	40.0	40.0	53.8
4 Strongly Agree	37	46.3	46.3	100.0
Total	80	100.0	100.0	

Post-Q31: It is necessary for professionals' reputation to up hold high standards of services rendered to internal and external customers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 Agree	22	27.5	27.5	27.5
4 Strongly Agree	58	72.5	72.5	100.0
Total	80	100.0	100.0	

Nearly 14 % of the respondents in pre-measurement stated that it is not necessary for professionals' reputation to up hold high standards of services rendered to internal and external customers. In the post-measurement the percentage of respondents who indicated that it is necessary for professionals' reputation to up hold high standards of services rendered to internal and external customers, increased from 86 % (in pre-measurement) to 100%.

Frequency Table 4.4: Corporate Social Responsibility (CSR)

Pre-Q4m: It is imperative for an organisation to display goodwill to their surrounding communities from which they source their employees.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	2	2.5	2.5	2.5
3 Agree	43	53.8	53.8	56.3
4 Strongly Agree	35	43.8	43.8	100.0
Total	80	100.0	100.0	

Post-Q4m: It is imperative for an organisation to display goodwill to their surrounding communities from which they source their employees.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 Agree	27	33.8	33.8	33.8
4 Strongly Agree	53	66.3	66.3	100.0
Total	80	100.0	100.0	

The percentage of respondents who agreed that it is imperative for an organisation to display goodwill to their surrounding communities from which they source their employees, increased from 97.6 % in pre-measurement to 100 % in post-measurement.

Pre-Q4n: Organisations should contribute to the economic development of their local communities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	10	12.5	12.5	13.8
3 Agree	29	36.3	36.3	50.0
4 Strongly Agree	40	50.0	50.0	100.0
Total	80	100.0	100.0	

Post-Q4n: Organisations should contribute to the economic development of their local communities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	22	27.5	27.5	31.3
4 Strongly Agree	55	68.8	68.8	100.0
Total	80	100.0	100.0	

A small percentage of respondents (13.8 %) in pre-measurement indicated that organisations do not have to contribute to the economic development of their local communities, while 86.3 % agreed that organisations should to contribute in this manner. In the post-measurement, a majority of the respondents (96.3 %) indicated that organisations should contribute to the economic development of their local communities, while 3.8 % indicated that organisations should not have to contribute in this manner.

Pre-Q4o: Organisations should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	4	5.0	5.0	5.0
2 Disagree	21	26.3	26.3	31.3
3 Agree	20	25.0	25.0	56.3
4 Strongly Agree	35	43.8	43.8	100.0
Total	80	100.0	100.0	

Post-Q4o: Organisations should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	6	7.5	7.5	7.5
3 Agree	22	27.5	27.5	35.0
4 Strongly Agree	52	65.0	65.0	100.0
Total	80	100.0	100.0	

An alarming percentage of the respondents (31.3 %) in pre-measurement stated that organisations do not have to consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits. The remainder of the respondents (68.8 %) stated that organisations should consider paying their employees a fair salary. A majority of the respondents (92.5 %) in the post-measurement stated that organisations should consider paying their employees a fair salary, while 7.5 % still disagreed with this statement.

Pre-Q4p: Corporate social responsibility is not only the job of top management, but every employee in the organisation should acquire a commitment towards uplifting local communities and society at large.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	6	7.5	7.5	7.5
3 Agree	48	60.0	60.0	67.5
4 Strongly Agree	26	32.5	32.5	100.0
Total	80	100.0	100.0	

Post-Q4p: Corporate social responsibility is not only the job of top management, but every employee in the organisation should acquire a commitment towards uplifting local communities and society at large.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	27	33.8	33.8	37.5
4 Strongly Agree	50	62.5	62.5	100.0
Total	80	100.0	100.0	

A percentage of the respondents who agreed that CSR is not only the job of top management, but that every employee in the organisation should acquire a commitment towards uplifting the local communities and society at large, increased from 92.5 % in pre-measurement to 96.3 % in the post-measurement.

Frequency Table 4.5: Personal Reflection

Pre-Q5q: I feel that it is my responsibility as a student to avail my knowledge and skills for the upliftment of local communities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	3	3.8	3.8	3.8
2 Disagree	8	10.0	10.0	13.8
3 Agree	37	46.3	46.3	60.0
4 Strongly Agree	32	40.0	40.0	100.0
Total	80	100.0	100.0	

Post-Q5q: I feel that it is my responsibility as a student to avail my knowledge and skills for the upliftment of local communities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	4	5.0	5.0	6.3
3 Agree	29	36.3	36.3	42.5
4 Strongly Agree	46	57.5	57.5	100.0
Total	80	100.0	100.0	

13.8 % of the respondents who participated in pre-measurement indicated that it is not their responsibility as a student to avail their knowledge and skills for the upliftment of local communities. The percentage of respondents who indicated that it is their responsibility as a student to avail their knowledge and skills for the upliftment of local communities, increased from 86.3 % in pre-measurement to 93.8 % in the post-measurement.

Pre-Q5r: I care about and want to help people who are less fortunate than I am.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	3	3.8	3.8	3.8
2 Disagree	4	5.0	5.0	8.8
3 Agree	31	38.8	38.8	47.5
4 Strongly Agree	42	52.5	52.5	100.0
Total	80	100.0	100.0	

Post-Q5r: I care about and want to help people who are less fortunate than I am.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	26	32.5	32.5	36.3
4 Strongly Agree	51	63.8	63.8	100.0
Total	80	100.0	100.0	

The majority of respondents (91.3 %) who participated in the pre-measurement stated that they care about and want to help people who are less fortunate than them. This percentage increased to 96.3 % in the post-measurement.

Pre-Q5s: CPUT has done the right thing to encourage staff and students to participate in community upliftment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	1	1.3	1.3	1.3
2 Disagree	2	2.5	2.5	3.8
3 Agree	25	31.3	31.3	35.0
4 Strongly Agree	52	65.0	65.0	100.0
Total	80	100.0	100.0	

Post-Q5s: CPUT has done the right thing to encourage staff and students to participate in community upliftment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 Disagree	3	3.8	3.8	3.8
3 Agree	14	17.5	17.5	21.3
4 Strongly Agree	63	78.8	78.8	100.0
Total	80	100.0	100.0	

The results for the pre- and post-measurement are unchanged for this statement. An average of 96.3 % of the respondents indicated that CPUT has done the right thing to encourage staff and students to participate in community upliftment, while 3.8 % still disagreed with this statement.

Pre-Q5t: If Service Learning were not a part of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in South Africa.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	11	13.8	13.8	13.8
2 Disagree	9	11.3	11.3	25.0
3 Agree	35	43.8	43.8	68.8
4 Strongly Agree	25	31.3	31.3	100.0
Total	80	100.0	100.0	

Post-Q5t: If Service Learning were not a part of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in South Africa.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	2	2.5	2.5	2.5
2 Disagree	5	6.3	6.3	8.8
3 Agree	38	47.5	47.5	56.3
4 Strongly Agree	35	43.8	43.8	100.0
Total	80	100.0	100.0	

An alarming 25.1 % of the respondents who participated in pre-measurement stated that if SL were not a part of their academic curriculum, they would not help their fellow human beings and would not contribute to decreasing poverty in South Africa. This percentage decreased to 8.8 % in the post-measurement. The percentage of respondents who would still want to help their fellow human beings and contribute to decreasing poverty in South Africa, increased from 75.1 % in the pre-measurement, to 91.3 % in the post-measurement.

A registered statistician calculated the Cronbach’s coefficient alpha (1951) for the research questionnaire in order to determine the reliability of the research findings. Santos, Lippke and Pope (1998) are of the opinion that it is imperative to determine whether the same set of research items would produce the same responses if the same questions are “recast and re-administered” to the same target research population.

Reliability Table 4.6: Cronbach’s coefficient alpha

Categories in the research questionnaire	Cronbach’s coefficient alpha
Interpersonal skills	.656
Diversity	.771
Professional learning experience	.715
Corporate Social Responsibility	.680
Personal Reflection	.809

According to Santos, Lippke and Pope (1998), the Cronbach’s coefficient alpha (1951) varies in value from zero to one (0 – 1). It is commonly used to describe the “reliability of factors extracted from dichotomous (questions with two possible answers) and / or multi-point formatted questions or rating scales” (Santos, Lippke and Pope 1998). Nunnaly (1978) theorised that the higher the coefficient, the better the reliability of the measuring instrument. Nunnaly (1978) clarifies that the coefficient should range between 0.7 and 0.9 in order to be an acceptable reliability coefficient.

As illustrated in the Reliability Table 4.6, the current research study shows three categories with a Cronbach’s coefficient alpha (1951) of above 0.7 and the remaining two categories are slightly below. The Cronbach’s coefficient alpha for this research study was statistically accepted as sufficient, therefore, providing evidence of the reliability.

The researcher has summarised the differences between the pre- and post-measurement data, which is presented below in Group Statistics Table 4.6, in relation to the mean and standard deviation for each of the above-mentioned categories of the questionnaires.

Group Statistics Table 4.7: Differences in mean and standard deviation for pre- and post measurement data

	Pre/Post Measurement Time	N	Mean	Std. Deviation	Std. Error Mean
Interpersonal skills	Pre-Measurement	80	3.4094	.46600	.05210
	Post Measurement	80	3.6531	.33160	.03707
Diversity	Pre-Measurement	80	3.2969	.54263	.06067
	Post Measurement	80	3.5688	.42280	.04727
Professional learning experience	Pre-Measurement	80	3.3438	.47463	.05307
	Post Measurement	80	3.6469	.34835	.03895
Corporate Social Responsibility	Pre-Measurement	80	3.2719	.48749	.05450
	Post Measurement	80	3.6188	.40365	.04513
Personal Reflection	Pre-Measurement	80	3.2875	.63158	.07061
	Post Measurement	80	3.5438	.48518	.05425

The Likert scale of 1-4 was used to rate the statements in both the pre- and post-measurement questionnaires. The values were indicated as follows: 1- Strongly disagree; 2 – Disagree; 3 – Agree and 4 – Strongly agree. Due to the fact that the researcher handed out the pre- and post-measurement questionnaires in the scheduled Service Learning classes, all the questionnaires were returned and the target research population of 80 respondents all participated in the research survey.

A mean value between 1 and 2 suggests that the target research population are not well equipped in relation to knowledge, skills and attitudes for each of the five categories in the questionnaire.

A mean value between 2 and 3 suggests that the target research population comprises of a mixed group of students and while some are equipped with the knowledge, skills and attitudes, others are not.

A mean value between 3 and 4 suggests that the target research population are well equipped in relation to knowledge, skills and attitudes for each of the five categories in the questionnaire.

The closer the mean value to 4, the better the knowledge, skills and attitudes of the target research population in relation to their *Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal Reflection*.

In the first category, *Interpersonal skills*, the mean (middle tendency) for pre-measurement was indicated at 3.4094, while post-measurement showed an increase to 3.6531. An increase in the mean of 0.2437 indicates that the target research population improved their ability to operate within a business environment through social communication and interactions. The standard deviation of the pre-measurement was 0.46600, while the post-measurement showed a decrease of 0.33160, which means that the values of the post-measurement are closer to the mean of 3.6531.

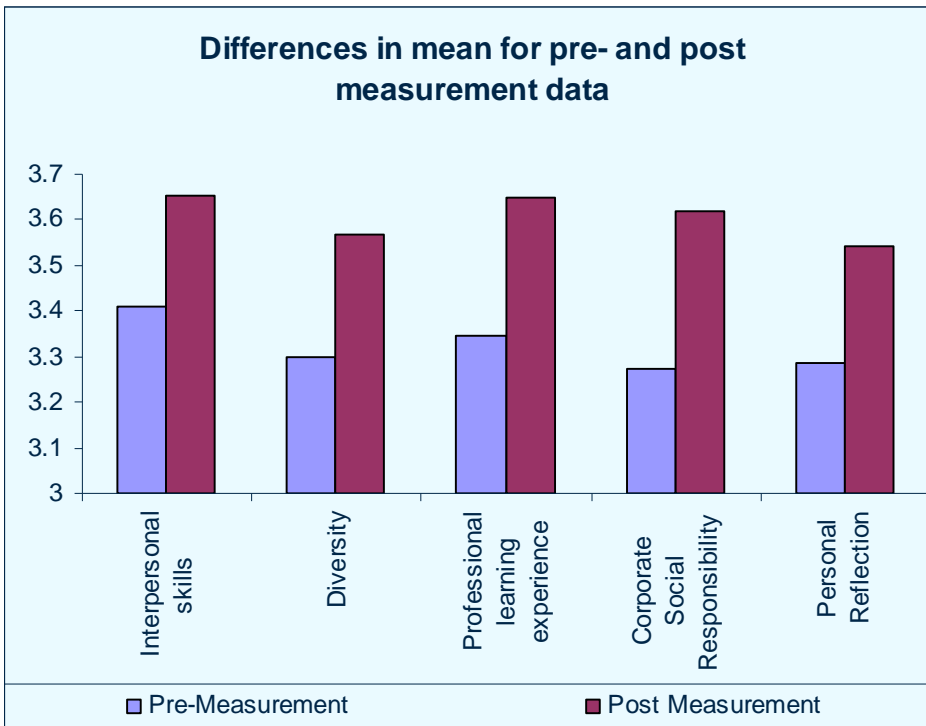
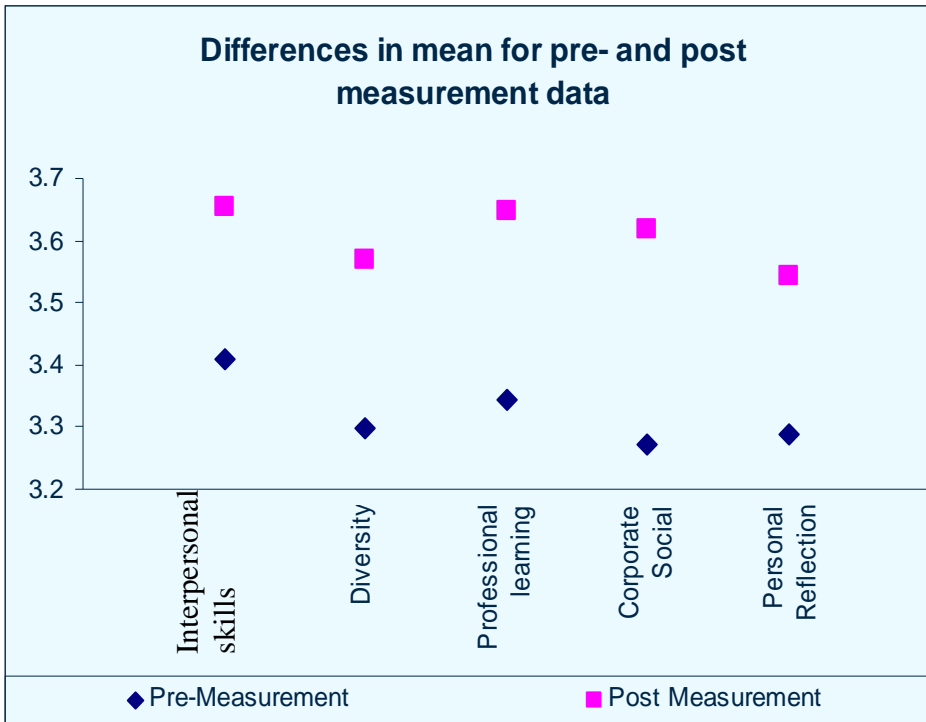
The second category, *Diversity*, indicated a mean of 3.2969 in pre-measurement, and post-measurement showed a mean of 3.5688. The mean increased from pre- to post-measurement by 0.2719, which indicates an improvement in the second year HRM students' ability to interact and work with people from different backgrounds. The standard deviation decreased from 0.54263 in pre-measurement, to 0.42280 in post-measurement, which suggests that the values of the post-measurement are closer to the post-mean.

In the third category of *Professional learning experience*, pre-measurement showed a mean of 3.3438, while post-measurement showed a mean of 3.6469. An increase of 0.3031 in the mean from pre- to post-measurement indicates an improvement of the students' ability to apply their HRM academic knowledge and skills within their chosen charitable service organisation. The standard deviation for the pre-measurement was 0.47463, compared to the decrease in the post-measurement to 0.34835. This indicates that the values in post-measurement are closer to the mean in comparison to the pre-measurement data.

The fourth category, *Corporate Social Responsibility*, indicated a mean for pre-measurement of 3.2719 and 3.6188 in post-measurement. The mean increased by 0.3469 from pre- to post-measurement, which indicates a positive development in the students' perception of businesses who contribute to the sustainable economic and social development of local communities. The standard deviation decreased from 0.48749 in pre-measurement to 0.40365 in post-measurement. This suggests that the values of the post-measurement are closer to the post-mean.

In the last category, *Personal Reflection*, pre-measurement indicated a mean of 3.2875 compared to the post-measurement mean of 3.5438. The mean increased by 0.2563 from the pre- to the post-measurement, which reveals that the students' inner state of well-being and their sense of self-worth increased as they became more involved in the communities through Service Learning. The standard deviation for the pre-measurement was 0.63158 compared to the decrease in the post-measurement to 0.48518, which suggests that the values in the post-measurement are closer to the mean in comparison to the pre-measurement data.

Figure 4.1 Differences in mean for pre- and post-measurement data



Refer to Appendix 4: Group Statistics Table 4.9: Differences in mean and standard deviation for pre- and post-measurement data – specific to each question in the questionnaire for a detailed analysis regarding the group statistics for each question in the above-mentioned categories of the pre- and post-measurement questionnaires.

The pre- and post-measurement data was subjected to an independent t-test by a registered statistician and the results are summarised in the table below. Thereafter, the researcher discusses the p-value for each category.

Group Statistics Table 4.8: Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Interpersonal skills	Equal variances assumed	5.994	.015	-3.812	158	.000	-.24375	.06394	-.37005	-.11745
	Equal variances not assumed			-3.812	142.677	.000	-.24375	.06394	-.37015	-.11735
Diversity	Equal variances assumed	5.016	.027	-3.535	158	.001	-.27187	.07691	-.42378	-.11997
	Equal variances not assumed			-3.535	149.088	.001	-.27187	.07691	-.42385	-.11990
Professional learning experience	Equal variances assumed	9.416	.003	-4.605	158	.000	-.30312	.06582	-.43313	-.17312
	Equal variances not assumed			-4.605	144.968	.000	-.30312	.06582	-.43322	-.17303
Corporate Social Responsibility	Equal variances assumed	2.474	.118	-4.902	158	.000	-.34688	.07076	-.48664	-.20711
	Equal variances not assumed			-4.902	152.689	.000	-.34688	.07076	-.48667	-.20708

Personal Reflection	Equal variances assumed	4.288	.040	-2.878	158	.005	-.25625	.08904	-.43212	-.08038
	Equal variances not assumed			-2.878	148.157	.005	-.25625	.08904	-.43221	-.08029

The p-value for each category should be ≤ 0.05 in order for the differences between the pre- and post-measurement data to be indicated as significant.

In the first category, namely *Interpersonal skills*, the p-value is 0.000, which indicates that there is a significant difference in the pre- and post-measurement data.

The second category, namely *Diversity*, has a p-value of 0.001, which shows a significant difference between the pre- and post-measurement data of diversity.

In the third category, namely *Professional learning experience*, the p-values is 0.000, which indicates that there is a significant difference in the pre- and post-measurement data.

The forth category, namely *Corporate Social Responsibility (CSR)*, has a p-value of 0.000, which means that there is a significant difference in the pre- and post-measurement data of CSR.

The last category, namely *Personal Reflection*, has a p-value of 0.005, which indicates that there is a significant difference between the pre- and post-measurement data of the target research population's personal reflection.

4.3 Interpretation and articulation of main findings

The researcher, with the aid of a registered statistician, set out frequency tables for each category in the pre- and post-measurement questionnaires. In the first category of *Interpersonal skills*, the target research population (second year Human Resource Management students at the Cape Peninsula University of Technology) showed an increase in their responses to the statements. All of the respondents (100 %) in post-measurement agreed that the ability to communicate with different people at all levels of the organisation is necessary for their career path. Some respondents (16.3 %) in pre-measurement did not believe that if they were polite and respectful to other people, they could expect the same behaviour in return. This percentage decreased to 6.3% in the post-measurement, which indicates that the Service Learning (SL) experience had positively impacted their perception of respectful and polite behaviour. A majority of the target research population (98.8 %) in post-measurement agreed that it is natural for people to disagree, but more important to resolve the conflict before it escalates. It could be assumed that the second year HRM students experienced conflict during their SL experience and learned that resolving it before it escalates, is more important. An average of 17.5 % of the respondents in pre-measurement did not agree that the manner in which you speak to people will determine to what extent they will participate in your events. After the SL experiences, these respondents decreased to 3.8 % in post-measurement, which indicates that the students now understood that the manner in which you speak to people will influence their participation levels.

The second category of *Diversity* produced an increase of results between the pre- and post-measurement data. All the second year HRM students (100 %) indicated in post-measurement that they can now interact with people who have a different culture and value system than their own. It can be assumed that the SL experience gave students an opportunity to interact with different people. In the pre-measurement, 16.3 % of the students indicated that they were not comfortable with working and interacting in groups, which consist of people of different races and genders. This percentage decreased to 3.8 % in the post-measurement, which indicates that the SL experience had positively impacted the students and that they are more comfortable with people of different races and genders than before. An average of 22.5 % of the second year HRM students indicated in pre-measurement that they could not work with people who do not have the

same first language (mother tongue) as them. This percentage decreased to 7.5 % in the post-measurement, which indicates that some students had overcome the language barrier during the SL experience. A majority of the students (96.3 %) in the post-measurement indicated that they can work and interact with people from different backgrounds, both rich and poor. It can be assumed that the SL experience gave the students a better understanding of different socio-economic groupings within South Africa.

In the third category, namely *Professional learning experience*, the target research population had an opportunity to learn more about the Human Resource Management profession and how it is conducted within industry. In both pre- and post-measurement, a majority of the target research population believed that HR professionals should contribute to the well-being of the organisation's surrounding community. A majority of the target research population in both the pre- and post-measurement indicated that professional people should maintain ethical standards while operating in and outside the business environment. It could be assumed that the SL experience strengthened the students' perception regarding professionalism in the HR discipline. An average of 11.3 % of the target research population in the pre-measurement did not expect professionals to comply with the rules of the organisation and the government without being forced to do so. This percentage decreased to 1.3 % in post-measurement. An average of 13.8 % of the target research population did not think it is necessary for professionals' reputation to uphold high standards of services to internal and external customers. The percentage decreased to 0 % in the post-measurement which indicates that the SL experience positively impacted the students' expectations and perception of HR professionals within industry. It could be expected that the students will display the same professionalism and uphold ethical standards once they enter the labour market.

The fourth category of *Corporate Social Responsibility* measured the target research populations' perception of an organisations' duty to take care of its stakeholders. In both pre- and post-measurement, a majority of the second year HRM students believed that it is imperative for an organisation to display goodwill towards their surrounding communities from which they source their employees. An average of 13.8 % of the respondents in pre-measurement did not agree that organisations should contribute to the economic development of their local communities. After

the SL experience, this percentage decreased to 3.8 % in the post-measurement. An alarming 31.3 % of the respondents in pre-measurement did not agree that organisations should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits. This percentage decreased to 7.5 % in the post-measurement. It could be assumed that during the SL experience, the second year HRM students were exposed to real-life socio and economic circumstances of the communities and now had a better understanding of why employees seek higher wages during the salary negotiations with their employers. A majority of respondents in both the pre- and post-measurement are of the opinion that Corporate Social Responsibility is not merely the job of top management, but that every employee in the organisation should acquire a commitment towards uplifting local communities and society at large.

The last category refers to the target research populations' *Personal reflection*, which required them to think about their inner state of well-being. An average of 13.8 % of the second year HRM students indicated in pre-measurement that it is not their responsibility, as students to avail their knowledge and skills for the upliftment of local communities. The percentage decreased to 6.3 % in the post-measurement, which indicates that some students changed their opinion during the SL experience, however it concerns the researcher that 6.3 % still felt the same way. The percentage of respondents who care about and want to help people who are less fortunate than them, had increased from 91.3 % in the pre-measurement to 96.3 % in the post-measurement. It could be assumed that the SL experience assisted some students to become more compassionate towards those who are less fortunate than themselves. The percentage of respondents who are of the opinion that the Cape Peninsula University of Technology has done the right thing to encourage staff and students to participate in community upliftment, remained unchanged at 96.3 % in the pre- and post-measurement. This means that 3.8 % of the respondents did not change their opinions of community upliftment during the SL experience. An alarming 25.1 % of the second year HRM students indicated in the pre-measurement that if SL was not part of their academic curriculum, they would not want to help their fellow human beings and contribute to decreasing poverty in South Africa. This percentage decreased to 8.8 % in post-measurement. It seems that the SL experience had impacted positively on a majority of second year HRM students, however there are still a few who do not view community upliftment as their

responsibility and would not otherwise be involved in any community engagement or service learning programmes.

As illustrated in Group Statistics Table 4.7, all of the above-mentioned categories, namely *Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal reflection*, showed an increase in their respective means from the pre- to post-measurement. The standard deviation for each category decreased from the pre- to post-measurement, which indicates that the values of the post-measurement data are closer to the post-means.

The independent t-test results, particularly the p-values, as illustrated in Group Statistics Table 4.8, indicated that each category showed a significant difference in the pre- and post-measurement data.

The results of this research study shows that Service Learning (SL) had a significant impact on the second year Human Resource Management students at the Cape Peninsula University of Technology.

This research study concurs with Martin's (2006: 1-5) assumption that the majority of students are "not initially enthusiastic about the idea of service-learning because they thought it was 'uncool'". However, the experience of helping others changed their attitudes from 'uncool' to being "passionate about their programs" (Martin, 2006: 1-5). Gutstein, Smith and Manahan (2006: 22-26) expand on Martin's viewpoint by providing empirical evidence that students who participate in a SL programme, experience "positive impacts on their education and career choices, as well as workplace and life skills". This notion is supported by Francek (2002: 246) who promotes SL, since it provides students with opportunities to link their formal academic curriculum with real-world issues.

Researchers such as Wade and Yarbrough (1997: 55), Astin, Vogelgesang, Ikeda and Yee (2000: 1-5) and Martin (2006: 1-5) are furthermore of the opinion that students' academic performance,

values, self-efficacy, leadership, career plans and future plans for community service, are all enhanced by their participation in Service Learning.

Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>) introduces a further view that Service Learning has a positive impact on students who participate in the programme. Her empirical evidence indicated a positive increase in the students' academic / cognitive domain, their civic responsibility, personal and social advancement and career exploration skills. This supports the current research studies results, which indicated a significant difference in all the dimensions of the questionnaire, namely *Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal reflection*. In this regard it can be accepted that Service Learning had a significant impact on the second year Human Resource Management students at the Cape Peninsula University of Technology.

4.4 Summary

This research was a quantitative measurement of the impact of Service Learning (SL) on second year Human Resource Management (HRM) students at the Cape Peninsula University of Technology. The research methodology consisted of two components, firstly, the literature survey which derived normative criteria from the literature in order to extract relevant standards against which the current practices of SL could be measured. Secondly, the empirical survey followed a descriptive research approach. The total research population was approximately one hundred and nine (109) second year HRM students, however, only eighty (80) students were randomly selected to form the target research population. This means that 73.39 % of the total research population participated in this study and the researcher can, therefore, generalise the findings of the target research population to the total research population.

The target research population completed a pre-measurement questionnaire in March 2007 before they actively commenced with the SL experience. The post-measurement questionnaires were conducted in August 2007, once the target research population had completed the SL experience. The data of the pre- and post-measurement questionnaires were coded and subjected to

professional statistical analysis, which was predetermined in collaboration with a registered statistician. Frequency tables were compiled for each category in the pre- and post-measurement questionnaires, namely *Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal reflection*. Two group statistics tables were compiled, which indicated the differences in mean and standard deviation for pre- and post measurement data, as well as the independent t-test results, respectively.

The results of this research study shows that Service Learning had a significant impact on second year Human Resource Management students at the Cape Peninsula University of Technology. The results are followed by recommendations and concluding remarks, which are outlined in Chapter 5, where the researcher will comment on the main and sub-problems, as well as provide answers to the research questions.

CHAPTER 5: RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 Introduction

The previous chapter provided the interpretation and articulation of the research findings. Since the implementation of the White Paper on the Transformation of Higher Education (1997), community engagement and service learning (SL) has become an integral part of South African Higher Education (HE). Partnerships between South African HE and the United States' Ford Foundation and Kellogg Foundation, has resulted in the establishment of the Community Higher Education Service Partnership (CHESP). As a result, the Council on Higher Education (CHE) commissioned the Higher Education Quality Committee (HEQC) and the Joint Education Trust (JET) Education Services to compile a Good Practice Guide and Self-evaluation Instruments for Management of the Quality of Service-Learning in November 2005. This document was followed by the Service-Learning in the Curriculum: A resource for Higher Education Institutions in June 2006. Both of these above-mentioned documents were discussed in Chapter 2, as part of the literature survey.

Higher Education Institutions received a mandate from the CHE to demonstrate social responsibility by promoting, developing and creating awareness of community engagement and SL amongst students at a tertiary level. In accordance with this mandate, the Cape Peninsula University of Technology had established the Community Engagement and Service Learning department under the leadership of Dr. Joyce Nduna.

The Faculty of Business, particularly the Human Resource Management (HRM) department, had incorporated SL into its curriculum for students. SL was incorporated into Personnel Management 2, which is a major subject for the second year HRM students. The Community Engagement and Service Learning department provides logistical and other supportive services to these students during their SL experience.

The researcher was tasked to become the SL convenor for the second year HRM students and conducted this research based on her experience with SL and the students. The researcher

constructed the main problem for this research, based on her observation of the students' behaviour towards SL. The main problem is that second year Human Resource Management (HRM) students generally display a negative attitude towards Service Learning (SL) in the beginning of the project. As the SL project progresses the students' attitudes change from negative to positive. After completion of the SL project, students revealed that they gained a variety of knowledge, skills, and values that would assist them in preparing for the world of work. This change in student attitude implies that SL had an impact on the second year HRM students.

Due to the students' negative attitude towards SL in the beginning of the project, the SL convenor has experienced the following sub-problems which this research study aims to address.

- Second year HRM students are not keen to participate in SL.
- Second year HRM students fail to see the relevance of SL in their academic studies.
- Second year HRM students do not take SL seriously in comparison to their other academic subjects.
- Second year HRM students do not see why it is their responsibility to uplift their communities; they think it is the Government's job.

The researcher observed that once the second year HRM students completed the SL experience, they had changed their attitudes from being negative to positive and become more appreciative of the SL experience. The second year HRM students had stated in their personal reflections, which were submitted in their SL portfolio assessments, that in the beginning they did not want to participate in SL, but that the experience had enriched their lives, both academically and personally.

This metamorphosis in the second year HRM students at the Cape Peninsula University of Technology inspired the researcher to construct the following research questions:

- What impact does Service Learning have on second year HRM students at CPUT?
- Does SL safely prepare students to become corporate citizens for the future?
- How can the SL study module be improved for better results?

In Chapters 3 the researcher explained how measurement of the impact of Service Learning on second year Human Resource Management students at the Cape Peninsula University of Technology would be conducted. Chapter 4 elaborated on the interpretation and articulation of the research findings. The results of this research study shows that Service Learning indeed had a significant impact on second year Human Resource Management students at the Cape Peninsula University of Technology. The results also indicated that improvements in the current SL study module should be considered.

5.2 Recommendations

The following recommendations refer to the five categories that were used in the pre- and post-measurement questionnaires, which measured the impact of Service Learning on the second year HRM students at CPUT.

5.2.1 Interpersonal skills

Even though the research results showed an increase in all the statements from pre- to post-measurement, it is suggested that the SL study module should include a business communication section. Business communication could enable the students to improve their mannerisms while interacting with professionals from industry.

5.2.2 Diversity

The researcher is concerned that there are still some students who indicated that they were not comfortable with working and interacting in groups, which consist of people of different races and genders. Another concern is that some students had not overcome language barriers during the SL experience. It is suggested that students be encouraged to work with other students from different races, genders and languages in group projects. This will enable them to overcome their fear of people who are different and learn to embrace and work with all people. This is an essential attribute for a professional individual entering a diverse labour market.

5.2.3 Professional learning experience

The post-measurement research results indicated that there are a small percentage of students who do not expect professionals to comply with the rules of the organisation and government without being forced to do so. It is suggested that the SL study module includes a section on Business Ethics and Corporate Governance in order to facilitate the students' knowledge regarding compliance with company and government rules and regulations.

5.2.4 Corporate Social Responsibility

It is alarming that 8 % of students in the post-measurement do not agree that organisations should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits. It is suggested that the SL study module include real-life examples of companies' practices on profit-sharing and goodwill. This could enable the students to broaden their thinking and not merely to focus on profit-driven bottom line, but to expand their views to include triple bottom line, which includes environment, society and economy.

5.2.5 Personal reflection

It is noted that 6.3 % of students in the post-measurement do not view it as their responsibility as a student to avail their knowledge and skills for the upliftment of local communities. This state of affairs is regarded as disadvantageous. The percentage of students who expressed a view that the Cape Peninsula University of Technology has done the right thing to encourage staff and students to participate in community upliftment, remained unchanged at 96.3 % in the pre- and post-measurement. This means that 3.8 % of the respondents did not change their opinions of community upliftment during the SL experience. In the post-measurement 8.8 % of the students indicated that if SL was not part of their academic curriculum, they would not want to help their fellow human beings and contribute to a decrease in poverty within South Africa. These above results reveal that not all second year HRM students changed their negative attitudes towards SL. Attitudes can only be changed by the students' perception and it is suggested that the SL study module should place more emphasis on the benefits

of SL for students and communities. The SL module is credit bearing, however personal and professional benefits should be highlighted for students, while they should also be encouraged to use SL as a networking tool for their future careers within the HR field.

5.3 Concluding remarks

In Chapter 2, which provided the literature survey, researchers such as Scott (2006: 25-30), Kauffman & Burbach (1997; 320-326) and Schroeder (2003: 73-75) agreed that, presently, youth are reluctant to become involved in community engagement. They noted that there was a decline of civility amongst youth and less tolerance for their fellow human beings. The reasons for this behaviour could lead to future research, since no answers have been provided for the youth's negative attitude towards community engagement. The results of the current research concurs with the above-mentioned researchers views, however, a minority of the second year HRM students still displayed a negative attitude towards SL.

McPherson (2005: http://www.newhorizons.org/strategies/service_learning/front_service.htm) has suggested that the quality of SL activities should be regularly evaluated and updated to ensure that students have an active learning experience. The researcher implemented McPherson's suggestion by conducting this research and will use the research recommendations to improve the current SL study module. In accordance with the viewpoints of researchers such as Austin et al. (2000: 1-5), Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>), Cairn and Kielsmeier (1991), Kraft (1996), Daniels and Adonis (2005) and Eyler and Giles (1994b and 1999), HEQC / JET Education Services agrees with the outcomes for students engaged in SL activities. The above academics that designed the SL study module, places emphasis on the following learning outcomes:

- Personal growth of the students – increasing their self-esteem, confidence and ability to engage communities.
- Career development – activate the students' exploration of possible careers and give them greater confidence in their choice.

- Social development – increase their interpersonal skills and dedication to future community engagement.
- Academic / Cognitive – through applying their academic knowledge and skills, students can obtain better grades and increase the HEI throughput rate (HEQC / JET Education Services Service Learning in the Curriculum: A Resource for Higher Education Institutions, June, 2006: 139).

The researcher compiled pre- and post-measurement questionnaires for the second year HRM students by using the above learning outcomes as categories for the questions. The first category, *Interpersonal skills*, incorporates the social development learning outcome. The second category, *Diversity*, incorporates personal growth and social development of students. The third category, *Professional learning experience*, incorporates academic / cognitive and career development of students. The fourth category, *Corporate Social Responsibility*, incorporates career development and the last category, *Personal reflection*, incorporates personal growth of students.

The results of this study show a significant difference in the pre- and post-measurement data for all of the above-mentioned categories. This indicates that Service Learning indeed had a positive impact on the second year Human Resource Management students at the Cape Peninsula University of Technology.

This research study concurs with Martin's (2006: 1-5) assumption that the majority of students are "not initially enthusiastic about the idea of service-learning because they thought it was 'uncool'". However, the experience of helping others changed their attitudes from 'uncool' to being "passionate about their programs" (Martin, 2006: 1-5). Gutstein, Smith and Manahan (2006: 22-26) expand on Martin's viewpoint by providing empirical evidence that students who participate in a SL programme, experience "positive impacts on their education and career choices, as well as workplace and life skills". This notion is supported by Francek (2002: 246) who promotes SL, since it provides students with opportunities to link their formal academic curriculum with real-world issues.

Researchers such as Wade and Yarbrough (1997: 55), Astin, Vogelgesang, Ikeda and Yee (2000: 1-5) and Martin (2006: 1-5) are furthermore of the opinion that students' academic performance, values, self-efficacy, leadership, career plans and future plans for community service are all enhanced by their participation in Service Learning.

Billig (2000, <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>) introduces a further view that Service Learning has a positive impact on students who participate in the programme. Her empirical evidence indicated a positive increase in the students' academic / cognitive domain, their civic responsibility, personal and social advancement and career exploration skills. This supports the current research studies results, which indicated a significant difference in all the dimensions of the questionnaire, namely *Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal reflection*. In this regard it can be accepted that Service Learning had a significant impact on the second year Human Resource Management students at the Cape Peninsula University of Technology.

This research study, particularly the categories of Interpersonal skills and Professional learning experience, concurs with the research of Lynass (2005, http://www.newhorizons.org/strategies/service_learning/lynass.htm) that SL benefits the students and that these benefits are linked back to their academic curriculum. Students develop into active learners, while they assist communities to solve real-life problems. Students learn to utilise their knowledge and skills in a practical manner, which is a requirement for the modern day workplace.

The research category of Professional learning experience and Personal reflection concurs with Gutstein, Smith & Manahan's (2006: 22-26) research, which specified that SL has a positive impact on students' education and career choices. The students who participated in SL are better equipped for the real-working world and have acquired life skills that will help them to better cope with modern day pressures.

The research categories of Diversity and Corporate Social Responsibility concur with the writings of Hattingh (2007: 30), which purports that Service Learning prepares the students to

promote a climate of social responsibility in the organisations where they will work. Hattingh (2007: 30) is of the opinion that leaders, managers and CEOs are all members of society and have the same rights and responsibilities as everyone else. All people should work together to uplift their communities, which should ensure sustainable social and economic development. In order for this notion to be successful, people should change their mindset and behaviours. The focus should not be on profit-driven activities, but on activities that incorporate a triple-bottom line, which comprises of environment, society and economy. The students' diversity skills should enable them to work, interact and communicate with people from different backgrounds. This is a requirement for all professionals who operate in a diverse business environment, both nationally and internationally.

The purpose and objectives of this research study were to:

- Measure the impact of Service Learning on second year Human Resource Management students at the Cape Peninsula University of Technology.
- Provide evidence that SL contributes to the students' development as corporate citizens.
- Recommend areas for improvement in the SL study module.

The results of this study show a significant difference in the pre- and post-measurement data, which indicates that Service Learning indeed had a positive impact on second year Human Resource Management students at the Cape Peninsula University of Technology.

The research study provided evidence that the second year HRM students are more committed to contribute to the economic development of their local communities. A majority of the second year HRM students viewed Corporate Social Responsibility not merely as the job of top management, but that every employee within the organisation should acquire a commitment towards uplifting local communities and society at large.

The results of this study showed that not all the students changed their negative attitudes towards participating in Service Learning. The researcher has suggested recommendations in all of the five categories, which were used in the questionnaires, namely Interpersonal skills, Diversity, Professional learning experience, Corporate Social Responsibility and Personal reflection.

It is trusted that this study has achieved the above stated objectives and that it will contribute to the improvement of SL practices in the Faculty of Business, Human Resource Management department. The research results will be used to improve the current Service Learning module for second year HRM students. The results of this study will be communicated to the Community Engagement and Service Learning department at the Cape Peninsula University of Technology and should provide feedback regarding strengths and improvement areas of SL.

In spite of the knowledge gained by this research, due to the relative complexity of the research area, it is not inconceivable that extensive further research of the topic can and will be embarked upon.

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Appendix 1: Pre-measurement Questionnaire

Measuring the impact of Service Learning (SL)

This questionnaire is designed to measure the impact of Service Learning on second year ND: Human Resource Management students at the Cape Peninsula University of Technology. This questionnaire will form the basis of the SL convener's research methodology towards an MTech: HRM qualification.

As the respondent, you are not required to provide any personal details and, therefore, may remain anonymous. Please note that the answers to the questions will be treated as confidential and that the outcomes will be used for research purposes only.

Please complete the questionnaire during class time and return to the SL convener.

Thank you for your participation and contribution to the Service Learning field of study.

Miss Liiza Gie
March 2007

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Please circle the appropriate answer.

Example:

- (a) Breakfast is the most important meal of the day.

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree
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(1) Interpersonal skills refer to a person's ability to operate within a business environment through social communication and interactions.

(a) The ability to communicate with different people at all levels of the organisation is important for your career path.	1	2	3	4
(b) If you are polite and respectful to other people, you can expect the same behaviour in return.	1	2	3	4
(c) It is natural for people to disagree, but more important to resolve the conflict before it escalates.	1	2	3	4

(d) The manner in which you speak to people, will determine to what extent they will participate in your events.	1	2	3	4
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(2) Diversity refers to the human characteristics that make people different.

(e) You can interact with people from different cultural backgrounds.	1	2	3	4
(f) You feel comfortable working and interacting in groups, which consist people of different races and genders.	1	2	3	4
(g) You can work with a person who does not speak the same first language (mother tongue) as you.	1	2	3	4
(h) You can work and interact with people from different backgrounds, both rich and poor.	1	2	3	4

(3) Professional learning experiences are derived from a combination of academic and practical exposure in a business environment.

(i) In your opinion, Human Resource Management professionals should contribute to the well being of the organisation's surrounding community.	1	2	3	4
(j) You think that professional people should maintain ethical standards, while operating in and outside the business environment.	1	2	3	4
(k) You expect professionals to comply with the rules of the company and government without being forced to do so.	1	2	3	4
(l) You think that it is necessary for professionals' reputation to uphold high standards of services rendered to internal and external customers.	1	2	3	4

(4) Corporate social responsibility refers to the organisation's duty to take care of all their stakeholders, which include investors, employees, customers, suppliers and local communities.

(m) You expect a company to display goodwill towards their surrounding communities from which they source their employees.	1	2	3	4
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(n) You think that companies should contribute to the economic development of their local communities.	1	2	3	4
(o) You expect that companies should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits.	1	2	3	4
(p) You think that corporate social responsibility is not merely the job of top management, but every employee within the company should acquire a commitment towards uplifting the local communities and society at large.	1	2	3	4

(5) Personal reflection is an act whereby an individual thinks about his/her inner state of well being. This type of reflection requires mental concentration and careful consideration of past and present experiences.

(q) I feel that it is my responsibility, as a student, to avail my knowledge and skills for the upliftment of local communities.	1	2	3	4
(r) I care about and want to help people who are less fortunate than I am.	1	2	3	4
(s) CPUUT has done the right thing to encourage staff and students to participate in community upliftment.	1	2	3	4
(t) If Service Learning was not apart of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in South Africa.	1	2	3	4

Thank you for your participation.

Appendix 2: Post-measurement Questionnaire

Measuring the impact of Service Learning (SL)

This questionnaire is designed to measure the impact of Service Learning on second year ND: Human Resource Management students at the Cape Peninsula University of Technology. This questionnaire will form the basis of the SL convener's research methodology towards an MTech: HRM qualification.

As the respondent, you are not required to provide any personal details and, therefore, may remain anonymous. Please note that the answers to the questions will be treated as confidential and that the outcomes will be used for research purposes only.

Please complete the questionnaire during class time and return to the SL convener.

Thank you for your participation and contribution to the Service Learning field of study.

Miss Liiza Gie
August 2007

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Please circle the appropriate answer.

Example:

(b) Breakfast is the most important meal of the day.

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree
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(1) Interpersonal skills refer to a person's ability to operate within a business environment through social communication and interactions.

(a) The ability to communicate with different people at all levels of the organisation is important for your career path.	1	2	3	4
(b) If you are polite and respectful to other people, you can expect the same behaviour in return.	1	2	3	4
(c) It is natural for people to disagree, but more important to resolve the conflict before it escalates.	1	2	3	4

(d) The manner in which you speak to people, will determine to what extent they will participate in your events.	1	2	3	4
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(2) Diversity refers to the human characteristics that make people different.

(e) You can interact with people from different cultural backgrounds.	1	2	3	4
(f) You feel comfortable working and interacting in groups, which consist people of different races and genders.	1	2	3	4
(g) You can work with a person who does not speak the same first language (mother tongue) as you.	1	2	3	4
(h) You can work and interact with people from different backgrounds, both rich and poor.	1	2	3	4

(3) Professional learning experiences are derived from a combination of academic and practical exposure in a business environment.

(i) In your opinion, Human Resource Management professionals should contribute to the well being of the organisation's surrounding community.	1	2	3	4
(j) You think that professional people should maintain ethical standards, while operating in and outside the business environment.	1	2	3	4
(k) You expect professionals to comply with the rules of the company and government without being forced to do so.	1	2	3	4
(l) You think that it is necessary for professionals' reputation to uphold high standards of services rendered to internal and external customers.	1	2	3	4

(4) Corporate social responsibility refers to the organisation's duty to take care of all their stakeholders, which include investors, employees, customers, suppliers and local communities.

(m) You expect a company to display goodwill towards their surrounding communities from which they source their employees.	1	2	3	4
(n) You think that companies should contribute to the economic	1	2	3	4

development of their local communities.				
(o) You expect that companies should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits.	1	2	3	4
(p) You think that corporate social responsibility is not merely the job of top management, but every employee within the company should acquire a commitment towards uplifting the local communities and society at large.	1	2	3	4

(5) Personal reflection is an act whereby an individual thinks about his/her inner state of well being. This type of reflection requires mental concentration and careful consideration of past and present experiences.

(q) I feel that it is my responsibility, as a student, to avail my knowledge and skills for the upliftment of local communities.	1	2	3	4
(r) I care about and want to help people who are less fortunate than I am.	1	2	3	4
(s) CPUUT has done the right thing to encourage staff and students to participate in community upliftment.	1	2	3	4
(t) If Service Learning was not apart of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in South Africa.	1	2	3	4

Thank you for your participation.

Appendix 3: Service Learning: Learner Guide 2007

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

FACULTY OF BUSINESS

ND: HUMAN RESOURCE MANAGEMENT

MODULE IN PERSONNEL MANAGEMENT 2:

SERVICE LEARNING

LEARNER GUIDE



2007

LECTURER:

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1. What is Service Learning?

According to Doctors Golden Jackson and Susan R. Jones (2006) service-learning provides a way for universities to meet its obligations to prepare students as future citizens. It is also regarded as “an effective strategy for enhancing student learning, improving the quality of the student experience, and increasing higher education’s visibility and responsiveness to the [communities] in which they reside.” Service-learning is a National Government initiative that is “gaining momentum” in universities across the country because of the positive benefits experienced by students, universities and communities.

This module will benefit the student by promoting their development of cognitive complexity, citizenship skills, social responsibility and to become an active learner while responding to the pressing issues and needs in our communities.

There are many different definitions of service-learning in the literature, but all have the following elements in common: **active learning; reciprocity; and reflection**. “Effective service-learning includes the following elements:

- ❑ Students learn and develop through **active participation in thoughtfully organised services** that are conducted in and meet the **needs of the community**; and are a coordinated effort between an institution of higher education and community.
- ❑ The learning experience includes structured **time** for the **students and community** participants to **reflect** on and analyse the service experience.
- ❑ The service activities must be connected to **classroom learning and theory**, and community service placements must be connected to course objectives and learning outcomes. (Jackson and Jones, 2006:67)”

2. Where does Service Learning fit into Human Resource Management?

Service Learning is a module of Personnel Management 2, a HRM second year major subject. This project will be offered separately from the formal PM2 lectures, but all assessment marks are fed back to the PM2 lecturer for a weight in the students’ final mark.

3. Module design

3.1 Rationale for the module:

The purpose of this project is to work within our local communities and to ensure learner success and stronger communities through our partnerships. This project will promote lifelong learning so that our students value learning, learn by doing, demonstrate effective communication, and problem solving skills, appreciate the quality of life, and contribute to and benefit from the exposure to different cultures.

Service-learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in our greater community.

Service-learning can be a form of contextual learning that is the bridge between academics and taking ownership: Students practice the importance of ploughing back into our communities by applying what they have learned in their various subjects within their HRM Diploma to address real community needs.

3.2 Community Needs: The HRM 2nd year students may approach any non-profitable organisation of their choice to provide their knowledge and skills for the upliftment of the organisation and staff concerned. The organisations can be situated in their communities and some examples include, but are not limited to:

Agape Family Ministries

Tygerberg Association for Street People

Makazi Educare

Athlone School of the Blind

We-Shop

Ithemba Support

Imizamo Yethu Special Care

Lawrence House

Bambi Creche

Holy Cross Educare

Ons Plek

Bellville South Secondary School

Cape Peninsula Welfare Organisation for the Aged

Friends of the Childrens' Hospital Association

Service Dining Room

Haven Night Shelter

Eleanor Murray Old Age Home

The Homestead

Stepping Stones Day Care

St. Anne's Home

Fishhoek Welfare Association

Rawel

Astra Centre

SA Childrens' Home

Pikkieland Creche

Once an organization has been selected and agrees to work with the students, they are expected to conduct a Needs Analysis, which is linked to their subject Management of Training 1. The HRM 2006 group addressed the following needs in their respective organisations:

- ❑ CV Writing to grade 12 learners in order to prepare them for the working world.
- ❑ Interview skills to supervisors.
- ❑ Recruitment and Selection procedures for employing new staff members.
- ❑ Training programmes in HIV/AIDS, conflict resolution, safety procedures and Labour legislation for employees to know their rights.
- ❑ Performance appraisal systems for staff members.

- ❑ Compiling contract of employments for new staff members.
- ❑ Induction programme for new staff members.
- ❑ General administrative duties.
- ❑ Not only did the students provide the above HRM services, they also assisted with the day-to-day operations of their organisation such as cooking, cleaning, feeding the children or elderly, mowing the lawn and fund raising.

3.3 Duration of module: The project commences in February when formal academic lectures start. A progress presentation is expected from the students in May before the end of the first semester. The SL portfolio is due in August and the exhibition is hosted in September.

3.4 Preparation of students: The first few months comprises of lectures that consists of a range of topics to prepare the learners for community engagement. These topics include but are not limited to:

- ❑ Foundations of Service Learning management
- ❑ Project management and Peer assessment
- ❑ Leadership exerting influence
- ❑ Dealing with difficult people
- ❑ Conflict management
- ❑ Prejudice and discrimination
- ❑ Group Dynamics
- ❑ Problem solving
- ❑ Management of workforce diversity

NB: All the services that the students render to the organisations are linked to their academic curriculum.

4. Outcomes to be achieved by the students

Service Learning is directly related to the *critical cross-field outcomes* of the unit standards for the National Diploma HRM qualification. The ccfo's include the following:

- ❑ Identifying and solving problems in the chosen organization.
- ❑ Working effectively in a group with others.
- ❑ Organising and managing oneself.
- ❑ Collecting, analyzing, organizing and critically evaluating information.
- ❑ Communicating effectively.
- ❑ Using science and technology effectively.

- Demonstrating an understanding of the world as a set of related systems.
- Personal development.

Service-learning outcomes:

- Allow students to shift their paradigm from self to others; from inward to outward; and realize the importance of taking ownership for our country.
- It gives learning a practical context as the students' academic skills and knowledge are used and applied in "real-world" settings and environments.
- Develops good character and responsibility in our students.
- Various skills are harnessed and sharpened through this project such as: time management, project management, conflict management skills, managing cultural diversities, interpersonal skills, leadership and coaching skills.
- It instills the development of those "intangible" attributes - empathy, personal values, beliefs, awareness, self-esteem, self-confidence, social-responsibility, and helps to foster a sense of caring for others.
- The goal of the service-learning project is to empower students by enriching the community through focusing on real life issues.

5. Implementation of the SL project

5.1 How the project is carried out:

❖ Groups:

The students can choose whom to work with in groups, ranging from 5-10 members. These Project Groups should nominate and agree on their Project Leader. It is important for students to have control over their immediate working environment, thus giving them the freedom to choose their own groups and leader is another form of empowerment.

❖ Accountability and Responsibility:

Meetings are held every 2nd week with project leaders and project convener to monitor the progress and see whether the goals that they have set are being met. Also to discuss any problems experienced within the groups and to see how this can be resolved. These project leaders by the nature of their role need to lead their group and influence other group members to participate. Therefore with this responsibility comes accountability. These meetings are aimed to keep them accountable.

❖ Length of Service Learning:

It is expected of **each student to carry out 60 hours** of Service Learning, which is done either before or after classes or over weekends. It is started in the first semester (February) so that students can spread their hours out evenly and must be completed by the first Friday in August. A presentation on achieved outcomes of the project should be presented in the first semester and the final completed portfolio and exhibition takes place in the second semester. This project thus provides a mark for both semesters due to the length.

Time sheets are drawn up and it has to be signed by the group members individually as well as the supervisor of the chosen organisation for record keeping purposes and to serve as evidence that each student participated equally.

❖ Peer Assessment:

All project groups are to develop their own peer assessment forms and may approach the project convener for direction and guidance in developing these forms. The group members will regularly assess themselves and give constructive feedback to each other as how to improve their participation, performance and overall motivation.

5.2 Student placement: The students may approach any non-profitable organisation of their choice to provide their knowledge and skills for the upliftment of the organisation and staff concerned. The organisations can be situated in their communities or around Cape Town and Bellville where travelling will be easy for students.

5.3 Description of Service-learning sites: The organisations chosen by the students may provide any service or assistance to the community, this includes children day care centres, homes for the aged, homeless shelters, disadvantaged high schools, school for the blind, centres for street people and orphanages. These organisations are in need of basic human resource services, training and development for staff and support with day-to-day operations.

5.4 Supervision of students on site: Each organisation will appoint any member of their staff as the students' supervisor. The supervisor will communicate with and oversee the students while they are providing their services. The supervisor is also responsible for signing the students' time sheets and provides an overall evaluation of the students' at the end of the project. The students are encouraged to manage this project on their own and self-responsibility is expected from each group member and the group leader needs to ensure that all participate. The SL convener is in contact with the supervisor during the project in order to monitor the students' performance.

5.5 Logistics: The Community Engagement and Service Learning Department provides a budget to the students for their SL project. They may claim back money spent on materials used, photographs taken for the portfolio and may book transportation through the above-

mentioned department. Ms. Faeza Davis liaises with the students on a weekly basis and assists them in filling out the claim forms.

6. Monitoring and assessment

6.1 Service-Learning assessments: Before the end of the first semester, in May, the groups are required to conduct a presentation to the SL convener and the rest of the class on their action plan and progress made towards achieving their outcomes. The students receive a group mark for their progress achieved, and this mark has a weight in Personnel Management 2 subject. In the second semester the completed portfolio of evidence and presentation poster is due the first Friday in August. In September the students hosts an exhibition of their services provided and invite their faculty Deans and HODs, lecturers and charitable organisations to share in their achievements. A panel of 5 assessors that consist of the HOD and senior lecturer of the Community Engagement and Service Learning Department; the SL convener, a Communications lecturer and the Personnel Management 2 lecturer assess the exhibition. The students' final mark for SL consists of 50% of the portfolio and poster mark plus 50% of the exhibition mark, and this final mark has a weighting of 20% in Personnel Management 2 second semester.

6.1.1 Portfolio format:

NB: Proper cover page, page numbers and bibliography is always a requirement!!!

1. The project group's vision and mission statement.
2. The project group's ground rules for group work.
3. History of the chosen charitable organisation and its work / service activities.
4. Why the project group chose this particular organisation?
5. Needs analysis of the chosen organisation.
6. Timeline and specific goals to be achieved by the project group.
7. What the project group has accomplished?
8. Photo gallery of students' evidence of their services rendered.
9. Peer evaluations (individual for each group member).
10. Learning reflections / experiences from each group member.
11. Comments from the charitable organisation's supervisor.
12. Additional evidence of the project group's services rendered.

6.1.2 Poster format:

The project group can design any poster, full creativity is granted, but please note that marks will be allocated for the following:

- Relevance of content
- Accuracy of information
- Creativity i.e. pictures & colour
- Legibility i.e. font type & size

- Logical layout i.e. info not cluttered, space used appropriately

Please refer to Appendix A for a copy of the mark allocation sheet.

6.1.3 Exhibition:

Please refer to Appendix B for a copy of the mark allocation sheet.

6.2 Other monitoring: The supervisor appointed by the charitable organisation assesses the students' participation and conduct during the project and writes a report that the students need to include in the portfolio. During the completion of the SL project, students still attend class in order to discuss their progress, or find new ideas, or share their experiences with their fellow classmates, or to resolve group conflict. Thus the SL convener is in weekly contact with the students.

6.3 Structural reflection: The students have the opportunity to discuss their experiences, both good and bad, with the rest of the class during formal structured class time. It is a requirement of the portfolio of evidence that each student write a personal reflection of his or her own experiences during the SL project. During the exhibition the panel of assessors may ask any question regarding the SL project to any group member and emphasis is placed on the students learning as well as their personal and professional growth. This is a great opportunity for the students to give feedback and share their newfound knowledge of the working world.

Appendix A: Mark allocation sheet for Personnel Management 2 - Module: Service Learning Portfolio and Poster

Criteria	Not yet Competent 0-49%	Competent 50-74%	Highly Competent 75-100%	Total
<u>Cover page information:</u> <i>Name of National Diploma</i> <i>Name of campus</i> <i>Student surname & number</i> <i>Full or part time</i> <i>Name of subject</i> <i>Name of lecturer</i> <i>Date of hand in</i> <i>Declaration</i>	0 1 2	3 4	5 6	6
<u>Technical care:</u> <i>Table of contents & page numbers</i> <i>Clear distinction between sections</i> <i>Simple language used</i> <i>Bibliography</i>	0 1	2	3 4	4
<u>Project Group:</u> <i>Vision</i> <i>Mission statement</i> <i>Ground Rules</i>	0 1 2 3 4	5 6 7	8 9 10	10
<u>Chosen Organisation:</u> <i>History of the org</i> <i>Work activities</i> <i>Why org was chosen</i>	0 1 2 3 4 5 6 7	8 9 10 11	12 13 14 15	15
<u>Organisational Audit:</u> <i>Needs analysis</i> <i>Timeline and specific goals</i>	0 1 2 3 4	5 6 7	8 9 10	10
<u>Accomplishments:</u> <i>Services rendered</i> <i>Photo gallery</i>	0 1 2 3 4 5 6 7	8 9 10 11	12 13 14 15	15
<u>Evaluations:</u> <i>Time sheets & Peer evaluations</i> <i>Comments from org supervisor</i> <i>Learning reflections from each student</i>	0 1 2 3 4 5 6 7	8 9 10 11	12 13 14 15	15
<u>Additional evidence of services</u>	0 1 2 3 4	5 6 7	8 9 10	10
<u>Poster:</u> <i>Relevance of content</i> <i>Accuracy of information</i> <i>Creativity i.e. pictures & colour</i> <i>Legibility i.e. font type & size</i> <i>Logical layout i.e. info not cluttered, space used appropriately</i>	0 1 2 3 4 5 6 7	8 9 10 11	12 13 14 15	15
Total mark out of 100				

**Appendix B: Mark allocation sheet for Personnel Management 2 – Module: Service Learning
Assessment Feedback Exhibition**

Project Group Organisation's name: _____
 Project Group members: _____

<i>Criteria</i>	<i>Not yet Competent 0-49 %</i>	<i>Competent 50-74 %</i>	<i>Highly Competent 75-100 %</i>	<i>Total</i>
<u>Group stall presentation:</u> <input type="checkbox"/> <i>Well organised</i> <input type="checkbox"/> <i>Poster & portfolio present</i> <input type="checkbox"/> <i>Display information about organisation</i> <input type="checkbox"/> <i>Display group accomplishments achieved in organisation</i> <input type="checkbox"/> <i>Personal learning experiences</i> <input type="checkbox"/> <i>Neatness & professionalism</i> <input type="checkbox"/> <i>Teamwork</i> <input type="checkbox"/> <i>Name tags for group members</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22	23 24 25 26 27 28 29 30	30
<u>Questions Answered:</u> <input type="checkbox"/> <i>Confident</i> <input type="checkbox"/> <i>Eye contact & body language</i> <input type="checkbox"/> <i>Reflect practical learning</i> <input type="checkbox"/> <i>What would the group have done differently?</i>	0 1 2 3 4 5 6 7 8 9	10 11 12 13 14	15 16 17 18 19 20	20
Final mark out of 50				

Additional comments from Assessment Panel:

**Date: 7 September 2007
 Cape Town Campus, CPUT**

Signature of assessor: _____

Appendix 4: Group Statistics Table 4.9: Differences in mean and standard deviation for pre- and post measurement data – specific to each question in the questionnaire

	Pre_Post Measurement Time	N	Mean	Std. Deviation	Std. Error Mean
Q1a The ability to communicate with different people at all levels of the organisation is necessary for your career path.	Pre-Measurement	80	3.61	.562	.063
	Post Measurement	80	3.83	.382	.043
Q1b If you are polite and respectful to other people, you can expect the same behaviour in return.	Pre-Measurement	80	3.28	.729	.081
	Post Measurement	80	3.55	.692	.077
Q1c It is natural for people to disagree, but more important to resolve the conflict before it escalates.	Pre-Measurement	80	3.51	.616	.069
	Post Measurement	80	3.71	.482	.054
Q1d The manner in which you speak to people will determine to what extent they will participate in your events.	Pre-Measurement	80	3.24	.733	.082
	Post Measurement	80	3.53	.573	.064
Q2e You can interact with people who have a different culture and value system than your own.	Pre-Measurement	80	3.43	.612	.068
	Post Measurement	80	3.58	.497	.056
Q2f You feel comfortable working and interacting in groups, which consist of people of different races and genders.	Pre-Measurement	80	3.25	.755	.084
	Post Measurement	80	3.54	.615	.069
Q2g You can work with a person who does not have the same mother tongue (first language) as you.	Pre-Measurement	80	2.98	.729	.081
	Post Measurement	80	3.39	.703	.079
Q2h You can work and interact with people from different backgrounds, both rich and poor.	Pre-Measurement	80	3.54	.615	.069
	Post Measurement	80	3.78	.551	.062
Q3i Human Resource Management professionals should contribute to the well-being of the organisation's surrounding community.	Pre-Measurement	80	3.31	.608	.068
	Post Measurement	80	3.44	.548	.061
Q3j Professional people should maintain ethical standards, while operating in and outside the business	Pre-Measurement	80	3.40	.587	.066
	Post Measurement	80	3.74	.497	.056

environment.					
Q3k It can be expected of professionals to comply with the rules of the organisation and government without being forced to do so.	Pre-Measurement	80	3.35	.677	.076
	Post Measurement	80	3.69	.493	.055
Q3l It is necessary for professionals' reputation to uphold high standards of services rendered to internal and external customers.	Pre-Measurement	80	3.31	.739	.083
	Post Measurement	80	3.73	.449	.050
Q4m It is imperative for an organisation to display goodwill to their surrounding communities from which they source their employees.	Pre-Measurement	80	3.41	.544	.061
	Post Measurement	80	3.66	.476	.053
Q4n Organisations should contribute to the economic development of their local communities.	Pre-Measurement	80	3.35	.748	.084
	Post Measurement	80	3.65	.553	.062
Q4o Organisations should consider paying their employees a fair salary, which would help them to improve their quality of life, before thinking about company profits.	Pre-Measurement	80	3.08	.952	.106
	Post Measurement	80	3.58	.632	.071
Q4p Corporate social responsibility is not only the job of top management, but every employee in the organisation should acquire a commitment towards uplifting local communities and society at large.	Pre-Measurement	80	3.25	.585	.065
	Post Measurement	80	3.59	.567	.063
Q5q I feel that it is my responsibility as a student to avail my knowledge and skills for the upliftment of local communities.	Pre-Measurement	80	3.23	.779	.087
	Post Measurement	80	3.50	.656	.073
Q5r I care about and want to help people who are less fortunate than I am.	Pre-Measurement	80	3.40	.756	.085
	Post Measurement	80	3.60	.565	.063
Q5s CPUT has done the right thing to encourage staff and students to participate in community upliftment.	Pre-Measurement	80	3.60	.608	.068
	Post Measurement	80	3.75	.516	.058
Q5t If Service Learning were not a part of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in South Africa.	Pre-Measurement	80	2.93	.991	.111
	Post Measurement	80	3.33	.708	.079

**Appendix 5: Group Statistics Table 4.10: Independent t-test results –
specific to each question in the questionnaire**

Appendix 5: Group Statistics Table 4.10: Independent t-test results – specific to each question in the questionnaire

Questions:		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Q1a The ability to communicate with different people at all levels of the organisation is necessary for your career path.	Equal variances assumed	30.539	.000	-2.795	158	.006	-.213	.076	-.363	-.062
	Equal variances not assumed			-2.795	139.176	.006	-.213	.076	-.363	-.062
Q1b If you are polite and respectful to other people, you can expect the same behaviour in return.	Equal variances assumed	1.095	.297	-2.448	158	.015	-.275	.112	-.497	-.053
	Equal variances not assumed			-2.448	157.573	.015	-.275	.112	-.497	-.053
Q1c It is natural for people to disagree, but more important to resolve the conflict	Equal variances assumed	14.000	.000	-2.286	158	.024	-.200	.087	-.373	-.027

before it escalates.										
	Equal variances not assumed			-2.286	149.409	.024	-.200	.087	-.373	-.027
Q1d The manner in which you speak to people will determine to what extent they will participate in your events.	Equal variances assumed	4.066	.045	-2.763	158	.006	-.288	.104	-.493	-.082
	Equal variances not assumed			-2.763	149.283	.006	-.288	.104	-.493	-.082
Q2e You can interact with people who have a different culture and value system than your own.	Equal variances assumed	6.738	.010	-1.702	158	.091	-.150	.088	-.324	.024
	Equal variances not assumed			-1.702	151.707	.091	-.150	.088	-.324	.024
Q2f You feel comfortable working and interacting in groups, which consist of people of different races and genders.	Equal variances assumed	2.982	.086	-2.641	158	.009	-.288	.109	-.502	-.073
	Equal variances not assumed			-2.641	151.817	.009	-.288	.109	-.503	-.072
Q2g You can work with a person who does not have the same mother tongue (first language) as you.	Equal variances assumed	2.232	.137	-3.645	158	.000	-.413	.113	-.636	-.189

	Equal variances not assumed			-3.645	157.789	.000	-.413	.113	-.636	-.189
Q2h You can work and interact with people from different backgrounds, both rich and poor.	Equal variances assumed	11.744	.001	-2.573	158	.011	-.238	.092	-.420	-.055
	Equal variances not assumed			-2.573	156.101	.011	-.238	.092	-.420	-.055
Q3i Human Resource Management professionals should contribute to the well-being of the organisation's surrounding community.	Equal variances assumed	.014	.906	-1.367	158	.174	-.125	.091	-.306	.056
	Equal variances not assumed			-1.367	156.309	.174	-.125	.091	-.306	.056
Q3j Professional people should maintain ethical standards, while operating in and outside the business environment.	Equal variances assumed	11.701	.001	-3.927	158	.000	-.338	.086	-.507	-.168
	Equal variances not assumed			-3.927	153.803	.000	-.338	.086	-.507	-.168
Q3k It can be expected of professionals to comply with the rules of the organisation and government without being forced to do so.	Equal variances assumed	15.192	.000	-3.605	158	.000	-.338	.094	-.522	-.153

	Equal variances not assumed			-3.605	144.379	.000	-.338	.094	-.523	-.152
Q3l It is necessary for professionals' reputation to uphold high standards of services rendered to internal and external customers.	Equal variances assumed	25.281	.000	-4.264	158	.000	-.413	.097	-.604	-.221
	Equal variances not assumed			-4.264	130.349	.000	-.413	.097	-.604	-.221
Q4m It is imperative for an organisation to display goodwill to their surrounding communities from which they source their employees.	Equal variances assumed	6.834	.010	-3.094	158	.002	-.250	.081	-.410	-.090
	Equal variances not assumed			-3.094	155.243	.002	-.250	.081	-.410	-.090
Q4n Organisations should contribute to the economic development of their local communities.	Equal variances assumed	11.198	.001	-2.884	158	.004	-.300	.104	-.505	-.095
	Equal variances not assumed			-2.884	145.556	.005	-.300	.104	-.506	-.094
Q4o Organisations should consider paying their employees a fair salary, which help them to improve their quality of life, before thinking	Equal variances assumed	15.873	.000	-3.915	158	.000	-.500	.128	-.752	-.248

about company profits.										
	Equal variances not assumed			-3.915	137.329	.000	-.500	.128	-.753	-.247
Q4p Corporate social responsibility is not only the job of top management, but every employee in the organisation should acquire a commitment towards uplifting local communities and society at large.	Equal variances assumed	.413	.521	-3.707	158	.000	-.338	.091	-.517	-.158
	Equal variances not assumed			-3.707	157.850	.000	-.338	.091	-.517	-.158
Q5q I feel that it is my responsibility as a student, to avail my knowledge and skills for the upliftment of local communities.	Equal variances assumed	.517	.473	-2.415	158	.017	-.275	.114	-.500	-.050
	Equal variances not assumed			-2.415	153.551	.017	-.275	.114	-.500	-.050
Q5r I care about and want to help people who are less fortunate than I am.	Equal variances assumed	5.101	.025	-1.895	158	.060	-.200	.106	-.408	.008
	Equal variances not assumed			-1.895	146.201	.060	-.200	.106	-.409	.009
Q5s CPUT has done the right thing to encourage	Equal variances	6.232	.014	-1.683	158	.094	-.150	.089	-.326	.026

staff and students to participate in community upliftment.	assumed									
	Equal variances not assumed			-1.683	153.894	.094	-.150	.089	-.326	.026
Q5t If Service Learning were not a part of my academic curriculum, I would still want to help my fellow human beings and contribute to decreasing poverty in <input type="checkbox"/> Eäääääq	Equal variances assumed	2.985	.086	-2.939	158	.004	-.400	.136	-.669	-.131