UNDERGRADUATE MALE ENGAGEMENT IN SERVICE-LEARNING AND SOCIALLY RESPONSIBLE LEADERSHIP

by

Kristen Wright
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Committee:

_____ Director

_____

_____

_____ Program Director

_____ Dean, College of Humanities and Social Sciences

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by

Kristen Wright
Bachelor of Arts
Baldwin Wallace University, 2009

Director: Amy Swan, Assistant Professor
Department of Interdisciplinary Studies

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Fairfax, VA


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DEDICATION

This thesis is dedicated to all of the wonderful people in my life who have inspired me to work harder and stay committed to creating positive social change.

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I would like to thank all of my friends, family, faculty, committee, and other supporters whose guidance, patience, and conversation made this thesis possible. Thank you to all of my Mason colleagues and friends (especially Kaitlin, Rick, Amber, and Caitlin) for inspiring me to stay motivated and keep writing. Most importantly, thank you to my wonderful partner, Douglas, who is my service outlier and who kept me laughing after long days of writing.

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ABSTRACT

UNDERGRADUATE MALE ENGAGEMENT IN SERVICE-LEARNING AND SOCIALLY RESPONSIBLE LEADERSHIP

Kristen Wright, M.A.

George Mason University, 2016

Thesis Director: Dr. Amy Swan

This study was completed in order to gain a better understanding of the way undergraduate male students experience service-learning and how that experience does, or does not, contribute to the development of socially responsible leadership behaviors. The narratives of the individual student experiences and theoretical grounding with Astin's Inputs, Environments, and Outcomes Model and the Social Change Model as theoretical frameworks, led to promising findings on the relationship between undergraduate male engagement in service and student identity development, understanding of difference, leadership development, and long-term social responsibility. Over the course of the interviews, students shared the experiences they had through service-learning, as well as the barriers they had to overcome to participate in service-learning courses, which informed the creation of a new model that illustrates the way undergraduate students interact with service-learning.

CHAPTER ONE

In the spring of 2015, for a class on Student Development Theory, I was assigned a project to create a model of student development based on a series of interviews with a student that represents a specific student population. As I was already intrigued by literature on the experiences of students engaged in service, I decided to look more closely at male undergraduate students who participated in academic or general service during the first year of college since gaps in research not only identify male students as less engaged in service, but also point to lower reported personal growth as a result of service participation as compared with female undergraduates (Stewart & Alrutz, 2014). The findings from my class project changed the course of my thesis research and highlighted the importance of learning more about individual student experiences of service through the qualitative interview process.

Throughout the course of the interviews I conducted for my class project, the role of living learning communities (LLCs) and service-learning coursework emerged as two key student experiences, largely due to their emphasis on critical dialogue and intentional community. My project findings suggested that critical dialogue and intentional community complimented by service-learning coursework may have the capacity to positively impact male development of socially responsible leadership behavior, and provide students with the opportunity to reconsider their personal definition of

masculinity. My findings were also consistent with prior research on LLCs (Jessup and Wawryzynski, 2012) which showed that LLCs provide safe spaces for undergraduate males to explore their values and redefine gender, and provided some explanation for research suggesting that male undergraduate students experience service-learning differently from female undergraduates (Astin & Sax, 1998; Pelco, Lockeman, Ball, 2014). I thus decided to delve further into this issue in the proposed study.

In particular, I was interested in exploring the unique ways that male students interact with and grow from service learning experiences during their undergraduate education. In the following sections of this chapter, I will provide context for this study by exploring significant events in the history of service-learning in higher education and current research on student growth from service-learning. I will also situate this work in the larger field of higher education research.

History of Service-Learning in Higher Education

In the fall of 1960, President Kennedy stood at the steps of the Michigan Union and announced the creation of the Peace Corps (History, 2015). With this announcement, President Kennedy challenged more than 5,000 students to commit two years of their lives to service in a developing country. President Kennedy's call to action for students was both intentionally and strategically made at the steps of the University of Michigan to demonstrate the important role higher education plays in establishing a life-long passion for civic engagement and a commitment to community (Peace Corps).

Despite the purposeful marriage of higher education and civic engagement, and the perceived civic engagement from college students that was demonstrated by the many

protests and sit-ins during the Vietnam War era, the years immediately following the war were characterized by a sharp decline in the level of engagement of college students in their communities (Astin, 1998). During this time period, college students reported some of the lowest levels of political and community engagement as evidenced by a dramatic drop in the amount of students interested in serving with programs like the Peace Corps, as well as the number of students who indicated an interest in being a "community leader" (Astin, 1998).

In the mid- 1980s, grassroots efforts like those led by college student Wayne Meisel, responded to this apparent political and civic apathy from college students (Kezar, p 16). The purpose of the work of Meisel and others was to encourage college presidents to commit their institutions to civic engagement and towards the development of civically engaged leaders. These efforts were successful and led to the creation of Campus Compact, a national organization whose mission is to promote civic engagement and service on college campuses by providing institutional support and organizational guidance for program success (Kezar, et. al, 2005). The creation of Campus Compact was an important step for civic engagement in higher education. Campus Compact was one of the first examples of institutionally supported service and established infrastructure for engaging students in this work on college campuses (Kezar, et. al., 2005). Previously, college students worked without institutional support to organize and create change in their communities (Kezar, et. al, 2005; Bringle & Hatcher, 1996), making it difficult to identify educational outcomes and evaluate the impact of these experiences.

At the same time educational leaders were encouraging student civic engagement, academic researchers were advancing scholarship regarding student learning (Eyler & Giles, 1999). In the early 1970s, building on Dewey's learning theory (Eyler & Giles, 1999), Kolb developed the Experiential Learning Model, which became the more modern theoretical framework supporting most service learning programs. Kolb's Experiential Learning Model reinforced the notion that there is great diversity in the processes students use to learn and to understand experiences, and thereby supported the value of experiential learning in deepening the learning process.

Emergence of Service-Learning Pedagogy

The social climate of political apathy on college campuses combined with developing research on the benefits of experiential learning influenced the emergence of service learning pedagogy. Early research on service learning pedagogy (Astin & Sax, 1999; Bringle & Hatcher, 1996) demonstrated its potential to simultaneously deepen both student community engagement and student learning.

Now identified by the National Survey of Student Engagement (NSSE) as a high impact practice that contributes to student learning and success (Kuh, 2001), service learning has been found to foster positive student outcomes including academic development, leadership development, life skill development, and retention (Astin & Sax, 1998; Bringle & Hatcher, 2010; Lockeman & Pelco, 2013).

In addition to the encouraging student development outcomes from service learning, perhaps one of the most promising findings for faculty and administrators is that service-learning engagement is found to be one of the top predictors for both socially

responsible leadership (Dugan & Komives, 2010) and for developing a long-term sense of civic responsibility in undergraduate students (Pelco, Ball, & Lockeman, 2014). Socially responsible leadership is most frequently defined using the Social Change Model (SCM) which suggests leadership is a "purposeful, collaborative, and values-based process that results in positive social change (Dugan & Komives, 2010). In their 2010 study, Dugan and Komives identified the levers that most reliably contribute to socially responsible leadership and found that sociocultural dialogue, community service, and faculty mentoring were the three student experiences that contributed to socially responsible leadership development. Service learning encourages all three of these identified student experiences through reflective dialogue, hands-on experience in the community, and one on one interaction with faculty (Bringle & Hatcher, 1996).

Limitations and Future Research on Service-Learning

Despite such promising research on the benefits of service-learning, there is a need for additional research on how specific populations experience service learning. Research on service-learning shows that specific input factors, like gender, affect not only the frequency with which students participate in service-learning, but also moderate the way students experience and benefit from service. Studies on service-learning consistently demonstrate that male undergraduate students participate in service at much lower rates and also report lower amounts of growth from service-learning as compared to their female peers (Astin & Sax, 1998; Stewart & Alrutz, 2014; Pelco, Ball & Lockeman, 2014).

Problem Statement

Our complex society demands leaders grounded in ethics and equipped with the skills to work towards positive social change, however, a substantial portion of our male college graduates are missing out on some of the experiences that most consistently contribute to the development of socially responsible leadership and long-term civic engagement. Though research on gender differences in leadership is still growing, studies conducted examining postindustrial leadership, like socially responsible leadership, typically identify higher abilities among women (Dugan & Komives, 2010). Similarly, Dugan & Komives (2010) found identification as a woman to emerge as a significant predictor of socially responsible leadership in undergraduate students. For these reasons the purpose of this study is to explore the development of socially responsible leadership behaviors among undergraduate males engaged in service-learning.

Much of the previous research on service-learning has used quantitative methods to evaluate the effects of service-learning on college students. These quantitative studies have shown that students benefit from engagement in service, and also that students experience service-learning in unique ways based on demographic factors like gender (Astin & Sax, 1998; Pelco et al., 2014). In order to gain an understanding of the ways students are affected by their service-learning experience, I used qualitative methods to look more closely at how male undergraduate students experience service-learning, with a specific focus on the development of socially responsible leadership during the first-year experience. Questions that are essential to this research include:

1. How do male undergraduate students describe their experiences with curricular service-learning?

2. How does participation in curricular service-learning impact the development of socially responsible leadership behaviors in male undergraduate students?

The field of higher education research has considerable and noteworthy literature on the general impact of both service-learning and non-course affiliated service and co-curricular service on undergraduate students and how engagement during the first year contributes to student involvement and development (Gardner, 2002). There is, however, significantly less research on the ways student populations experience service-learning based on demographic characteristics. In the next chapter, I will explore relevant theories on student development, early research on service-learning, research on the first year experience, and the existing research on engagement in service-learning and socially responsible leadership development, specific to male undergraduate students. I will also explore gaps in the current literature regarding student experiences of service-learning in order to lay a foundation for my qualitative study on male undergraduate engagement in service-learning and place the proposed study in the context of a larger body of research.

CHAPTER TWO

The purpose of this study is to explore undergraduate male engagement in service-learning and its effect on the development of socially responsible leadership behaviors. Although previous research on service-learning and student development have provided insight into how students learn and grow throughout the undergraduate experience, there are fewer models that point specifically to how students develop because of participation in service-learning. Therefore, the following section on student development theory will begin with general theories on student development, and then narrow into specific theory that relates to experiential learning and student development based on gender. Before considering how male undergraduate students develop as socially responsible leaders through community service engagement, there are a number of relevant findings from research that provide context for this study and a framework for exploring how specific input factors contribute to unique lived experiences.

Astin: Inputs, Environments, Outcomes

Astin's Inputs-Environments-Outcomes (IEO) model is one of the most highly researched models for student development and retention in higher education. According to Astin's model, student outcomes are a product of the interaction between student input factors and environments (Astin, 1991). Gender, socioeconomic status, religion, and previous experience are examples of input factors, and involvement in clubs, college

policies, and residence on campus are examples of components of environments (Astin, 1991). Astin's I-E-O model is frequently used as a theoretical framework in studies using the social constructivist approach to understand student experiences. Since the social constructivist perspective assumes that individuals have unique lenses through which they view the world and perceive experiences due to their distinct lived experiences, Astin's I-E-O model provides context for the ways student background influences the college experience. As demonstrated in Lockeman and Pelco's 2013 study, Lockeman and Pelco used the I-E-O model as the framework for looking at how service-learning is related to degree completion based on specific student input factors, and preferred this model because of its simplicity. The I-E-O model's generalizability makes it relevant to a number of studies and topics, but additional theories must be applied in addition to point more specifically to the processes students encounter in college that contribute to meaning making and learning.

Kolb's Theory of Experiential Learning

Kolb's theory of experiential learning provides a framework for the ways students learn and develop (Kolb, Boyatzis, & Mainemelis, 2000). According to Kolb's theory, students learn in one of four different styles within an experiential learning environment (Kolb, Boyatzis, & Mainemelis, 2000). "Divergers" prefer learning through experience rather than reflection. "Assimilators" prefer to learn through conceptualization, while "convergers" learn best by thinking about a problem and then implementing a solution. Finally, "accommodators" are inclined to approach learning through a trial and error method (Kolb, et. al, 2000).

Using this theory, when a student engages in a learning experience, they approach the situation using a distinctive lens based on their learning style and will immerse themselves in an experience, reflect upon the experience, formulate ideas and opinions about the experience, and finally incorporate new ideas into action in their lives (Kolb et. al, 2000). Kolb believes that this learning process, specifically how someone learns, becomes a prominent reinforcer for personal and identity development (Kolb et. al, 2000). Kolb's theory has strong implications for work in service learning, a type of experiential learning, which provides students with a variety of options for learning through experience and integrating learning through reflection. Kolb's theory is foundational in many studies looking at student engagement in service-learning, and is also at the heart of the Social Change Model, a model commonly used to measure socially responsible leadership development (Komives, Wagner, Associates, 2009).

Social Change Model

Much like Kolb's theory on experiential learning, the Social Change Model of Leadership Development emphasizes the *process* of learning, as well as the interactions that take place between individuals, groups, and society, during the development process (Komives, Wagner, & Associates, 2009). Developed specifically with college students in mind, yet still transferrable to all types of leadership development, the social change model (SCM) is a tool for engaging individuals and groups in the process of leadership for positive social change (Komives et al., 2009). The SCM is comprised of "Eight C's" of Social Change that are divided into individual (consciousness of self, congruence, commitment) group (collaboration, common purpose, and controversy with civility) and

community (citizenship, change) values. These values provide context and purpose for leadership and answer the question of "leadership for what?" (Komives, et al., 2009). The SCM establishes positive social change as the primary objective of leadership.

Due to the SCM's value- based approach and emphasis on positive social change, the SCM is the model most frequently used to measure socially responsible leadership (Komives et al., 2009). Socially responsible leadership means leaders and groups make decisions with consideration for how those actions affect others and affect society. Socially responsible leaders care about the well-being of their group members and consider how communities are impacted by group decisions and behaviors.

The SCM is used in this study to identify the ways in which participation in service learning courses affects the development of socially responsible leadership in undergraduate male students. The design of the SCM lends itself to use with college students and is applicable to students at all phases of the development process. Previous research on the SCM using quantitative methods (Dugan & Komives, 2010) demonstrates that service engagement predicts socially responsible leadership. This qualitative study expands what is known about the relationships between service engagement and social responsible leadership and also explore how gender may influence the development of socially responsible leadership behaviors.

Gender Privilege

Since gender is the primary input factor considered in this study, it is important to understand how gender privilege may relate to the ways students experience service-learning. Where Kolb's theory provides a framework for understanding learning style and

how students incorporate their experiential learning into personal development, it does not take into consideration the way student identities may inform learning.

Male gender identity privilege has been, and continues to be, a theme in student development connected to issues of social justice (Chizhik & Chizhik, 2005). The differences in student participation in social justice and civic learning has been of interest to higher education researchers in recent years, and in 2005, Chizhik and Chizhik published a study looking specifically at areas of privilege, including gender. According to the study, male students are resistant to discussions about social justice for three primary reasons: an unrealistic sense of privilege; denial of the presence of privilege; and fear of the responsibility associated with initiating social change (2005).

In combining components of Kolb's theory of experiential learning with Chizhik and Chizhik's (2008) work around gender privilege, we can see how, theoretically, gender is an input factor that may affect how a student learns through experience in service. Gender can affect the way a student internalizes an experience in community service, and similarly, gender may prevent male students from engaging in service work because of fear and avoidance of discussions around privilege and social change.

Multiple Identities

Finally, theories on multiple identities explain why some male students are not resistant to social justice work, despite the presence of gender privilege. Theories on multiple identities allow researchers to look at the ways the interactions of student identities inform experiences and the meaning making process (Abes, 2007). These theories recognize that context in learning is essential and determines how identities

intersect, when they intersect, and which identities are most salient in given situations (Abes, 2007). The context in learning that results from identity intersection is also highly influenced by historical, political, and cultural constructions that exist at both individual and institutional levels (Abes, 2007). This complicated intersection and the interplay of both internal and external factors makes understanding the meaning making process very difficult because no one dimension of identity can be understood on its own (Abes, 2007).

In a 2007 study, Abes suggested that multiple identity theories begin to incorporate the meaning making process, specifically with reference to environmental influences on identity. Abes proposed that society's perspective on specific marginalized identity features contributes to the salience of a specific portion of a student's identity (2007). The primary recommendation from this study was for the field of student affairs research to develop more dynamic theories that demonstrate the way fluidity in identity is contextually affected and determined by social forces (Abes, 2007).

Although additional research is needed to understand identity intersection, the way that oppressed identity intersects with gender privilege will inform the proposed study. Emerging research suggests that many male students do not engage in work in the community and are uncomfortable during dialogue around power and privilege (Stewart & Alrutz, 2014), yet not every male student avoids these discussions and experiences. The purpose of this study is to learn more about the way male undergraduates experience service to understand the barriers to participation and growth that exist for some based on gender privilege, but that are not a factor for all male students.

Research on Student Engagement in Service

Compared to research on student development, research on student engagement in service is far newer and fewer theories exist on how unique students experience service. The following section on student participation in service will use a historical approach to outline the way research on service has transitioned and expanded, beginning with Astin and Sax's seminal 1998 study on how students are affected by service. With only a few previous studies looking specifically at community service engagement, Astin and Sax conducted what is considered one of the most significant early studies on how students are affected by service participation. The goal of Astin and Sax's study was to explore how students benefit from service experiences, who participates in service and why they get involved (Astin & Sax, 1998). Since this early study, research around service-learning and its benefits for student development, academic success, and retention has deepened, drawing attention to service-learning as a high impact practice with significant positive outcomes for students (Astin & Sax, 1998; Bringle & Hatcher, 2010; Lockeman & Pelco, 2013; Simonet, 2008).

How students get involved in service. Before considering how students are affected by participating in community service activities, it is important to first understand how, and why, students get involved in these civic learning programs. The largest factor predicting a college student's participation in service is whether or not they were involved in service during high school (Astin & Sax, 1998; Astin, Vogelgesang, Ikeda, & Yee, 2000; Fredericksen, 2000). Other factors that are statistically significant predictors of community service participation in college include being a woman, tutoring

students in high school, attending religious services, and placing a low priority on making money (Astin et al., 2000). In other words, female students who volunteered in high school and attended religious ceremonies are the most likely students to be engaged in volunteer work during college (Astin et al., 2000).

After looking closely at characteristics that predispose students to engage in community service work, Astin and Sax (1998) wanted to learn more about the factors that motivate these students to get involved in the community. Astin and Sax were most interested in determining whether inward, more altruistic, or outward, more recognition seeking, motives were most present in predicting student participation in service. Participants were asked to rate factors that contributed to their reasons for participating in service and 91.2% of respondents ranked "to help other people" as very important with only 13.3% considering "enhance my resume" as a very important reason to be involved (Astin & Sax, p. 255). Most interesting from the student rankings is that the top four responses from students were all outward focused and involved civic engagement, and the measures that involved personal development receive the lowest rankings from students (Astin & Sax, 1998).

Few studies since Astin and Sax's work in 1998 and again in 2000 have looked closely at *why* students get involved in service work and instead have focused on the benefits of engagement in service participation. That said, a growing body of work has explored pre-service intentions and identified that a student's interest prior to engaging in service plays a role in the experienced outcomes (Bringle & Hatcher, 2010; Lockeman & Pelco, 2013; Pelco, Ball, Lockeman, 2014).

How students benefit from service participation. In addition to identifying why students engage in service, Astin and Sax's (1998) seminal work was one of the first large-scale research projects dedicated to the study of student participation in service and its benefits for student development. In their longitudinal study, Astin and Sax evaluated 35 student outcome measures that were broken into three larger categories: civic responsibility (12 outcome measures), academic development (10 outcome measures) and life skills (13 outcomes measures). The most notable finding of this study which sought to address whether, and how, students benefit from community service is that all 35 outcome measures were positively influenced by service participation; engaging in service during college benefits student academic development, civic responsibility, and life skills (Astin & Sax, 1998). Such findings demonstrated great potential for service-learning to contribute to student growth both academically and personally.

Service-learning vs. general community service. As researchers demonstrated the substantial positive impacts of student participation in service, this work gained attention and became an area of greater focus moving forward. As the field expanded and academic service-learning, in addition to general service engagement, became more widely implemented, one question that perplexed many researchers was whether there was a difference in impact for general service participation over academic service-learning (Astin, Vogelgesang, Ikeda, & Yee, 2000).

In 2000, two significant studies contributed to a greater understanding of how general service participation and service-learning parallel, or do not parallel, one another in the way they benefit students. Astin, Vogelgesang, Ikeda, and Yee (2000) followed

previous research by examining how undergraduates are affected specifically by service-learning by evaluating student benefits on 11 key learning outcomes divided into academic performance, leadership skills, values, self-efficacy, choice of a career in service, and plans to participate in service after college. At the same time Fredericksen (2000) focused specifically on academic benefits of participation in a service-learning course.

Both studies found that generally speaking, service-learning contributes positively to student development in college (Astin et al., 2000; Fredericksen, 2000), yet both studies ran into limitations due to the lack of significant research on service-learning and the newness of service-learning as a practice. Since service-learning was a new teaching pedagogy, another limitation recognized by both Fredericksen and Astin was related to the quality of service-learning. Since many practitioners were designing service-learning for the first time, faculty had limited access to resources and best practices (Astin et al., 2000; Fredericksen, 2000).

Despite the limitations of these studies, overall findings supported the conclusion that students benefit from engagement in service in both academic and extracurricular contexts. Most notable to many researchers is that both Astin et al. (2000) and Fredericksen (2000) found that service-learning had significant positive impacts on student academic development with respect to GPA, writing skills, and critical thinking. In fact, where many students faced risk factors to their academic performance, like family income, Fredericksen found that these factors were not significant in service-learning coursework (Fredericksen, 2000). In more recent studies, service-learning remains a

pedagogy that can moderate the effects of input factors that are typically barriers to educational attainment, like family income and generational status (Lockeman & Pelco, 2013). Although other input factors, like gender, had statistical significance in a student's performance and experiences in service-learning courses, race/ethnicity and family income did not (Lockeman & Pelco, 2013).

These early studies on community service and service-learning initiated a period of new research questions regarding the impact of service participation on students and an immense amount of emerging research drilling into the specific measures of student development. Service-learning was suddenly presented as a promising field of study, as it produced student benefits on multiple outcomes measures and deepened student learning (Astin et al., 2000). Additionally, research demonstrated that service-learning may also increase student persistence and integration on campus and minimize risk factors for student attrition (Fredericksen, 2000), which encouraged researchers to learn more about the specific implications of service-learning on leadership development and on the first year experience.

Service learning and socially responsible leadership. As demonstrated above, early research on service learning identified the many positive outcomes of general service participation and service-learning engagement on student academic and personal development. More recent research on service-learning shows that this high impact practice not only affects student academic development, but that service is also a critical experience for developing socially responsible leadership behaviors (Dugan & Komives, 2010). In their 2010 study, Dugan and Komives evaluated student inputs and

environments to determine which contributed most substantially and consistently to the development of socially responsible leadership in undergraduate students. Dugan and Komives (2010) found that while input factors and demographic features played some part in how students grew with respect to socially responsible leadership, there were three student experiences that consistently predicted the outcome of socially responsible leadership behaviors: sociocultural dialogue, mentoring relationship with faculty, and participation in community service. These findings suggest that by engaging students in these types of experiences during college, universities can contribute to the development of socially responsible leadership regardless of student demographic features and input factors. Such findings also suggest that service-learning pedagogy may serve as an essential lever for social responsible leadership, since the components of service-learning -- community service, reflective dialogue, and faculty interaction -- align with student experiences that predict socially responsible leadership.

Service-learning and the first year experience. In the mid-2000s, service-learning gained recognition as a practice with educationally meaningful experiences for students with respect to both personal and civic development (Bringle & Hatcher, 2010). These positive correlations between student participation in service and academic achievement and leadership development led researchers to consider service-learning with respect to first year student success and retention (Bringle & Hatcher, 2010; Simonet, 2008; Lockeman & Pelco, 2013).

Service-learning and academic success. Service-learning pedagogy encourages faculty to create an active learning environment that provides opportunities for students to meaningfully engage in the learning process (Bringle & Hatcher, 2010). In accordance with Dewey's three basic conditions that maximize learning, service-learning pedagogy ideally presents problems to awaken curiosity, generates interest in the learning, and makes learning intrinsically worthwhile to the learner (Ferguson, 2015). Such conditions that optimize student learning have positive associations with student retention and development as can be demonstrated in Tinto's (1993) theory on student departure. According to Tinto, student involvement in the learning process is a critical student interaction that helps to facilitate student investment in the university and campus community. Tinto's (1993) work demonstrates that the more a student becomes invested in their campus environment, the more likely they are to return to campus the next year.

In the first longitudinal study designed to compare the experiences of students enrolled in an academic service-learning course with the experiences of students who are not, Lockeman and Pelco (2013) found that students enrolled in service-learning courses were not only more likely to continue at the university and ultimately graduate, but these students demonstrated greater gains in overall academic achievement than students not enrolled in service-learning coursework. Even looking at traditionally underrepresented student populations, specifically low income, minority college students, those who took service-learning courses graduated at a rate of 72% and those who did not take service-learning courses graduated at a rate of 28% (Lockeman & Pelco, 2013). Lockeman and Pelco identified a number of reasons for this substantial, and important, difference in

graduation rates for students, and highlighted pedagogical characteristics of service-learning, specifically facilitating connections between coursework and society and hands-on learning, as critical components of the success of service-learning courses (2013)

Hands-on learning and connections to society. Service-learning classes are characterized by hands-on learning (Simonet, 2008), which has been shown to engage the student in the subject area and facilitate greater connections between coursework and society (Bringle & Hatcher, 2010; Lockeman & Pelco, 2013). Lockeman and Pelco found that students enrolled in service-learning courses tend to spend less time studying outside the classroom because of the ease with which they connect to course material through active learning (2013).

Academic achievement and engagement in the learning process is an essential cog connecting service-learning and student success. Research on student populations who are most likely to drop out of college illustrates that one of the common characteristics amongst those students is that they spend little time interacting with faculty outside the classroom and are far less likely to attend office hours or seek additional assistance on their coursework (DeFreitas & Rinn, 2013; Pell, 2008; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Students enrolled in service-learning courses spend, on average, more time interacting with faculty both in and outside the classroom (Pelco, Ball, & Lockeman, 2014; Yeh, 2010) and show positive correlations with respect to GPA, writing skills, and critical thinking outcomes (Astin et al, 2000). In fact, of all outcome measures assessed in early work on service-learning, research suggests that although students benefit on measures of leadership and civic engagement (Astin & Sax,

1999), the *academic* benefits for students are stronger than any other outcome measure (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Research during the early 2000s has shed light on the importance of service-learning pedagogy for deeper learning, commitment to the institution, and student retention (Bringle & Hatcher, 2010; Lockeman & Pelco, 2013). Although the student benefits from engagement in service are many and span both academic and personal development, the majority of research to date has found one consistent factor that predicts the extent to which students benefit from their engagement in service: gender.

Service-learning and Gender

Astin and Sax's (1999) foundational study on service-learning found that one of the most significant predictors of engagement in service during college is being female (Astin & Sax, 1999), a finding that has since been reinforced with additional empirical evidence (Astin et al, 2000; Fredericksen, 2000). Since research on service-learning has grown, and higher education practitioners are beginning to consider the individual and institutional benefits of service-learning pedagogy, recent research has drilled more deeply into how students benefit from service and why some students benefit in different ways than others (Stewart & Alrutz, 2014).

Gender differences in service-learning experiences. In a recent study looking at student growth from service-learning in first generation students, Pelco, Ball, and Lockeman (2014) found that all female students benefited from their engagement in service-learning activities regardless of various social and financial variables like generational status and family income. Different from their female peers, male students

varied dramatically on their reported experience in service-learning coursework (Pelco, Ball, & Lockeman, 2014). Some male students reported significant benefits from their service-learning coursework while others noted very little benefit (Pelco et al., 2014). As this study was quantitative in nature, Pelco et al. (2014) recommended that future research employ a qualitative approach in order to learn more about *why* students feel they did or did not benefit from engagement in service-learning coursework (2014).

Shortly after, Stewart and Alrutz published one of the first studies focusing on how students experience service-learning based on gender identification (2014). Based on evidence that females are more likely to volunteer, have more positive feelings towards community service, and are more likely to enroll and stay enrolled in service-learning coursework (Astin et al., 2000), Stewart and Alrutz (2014) wanted to understand why females express more positive feelings about, and stay involved in community service, at higher rates than males.

Stewart and Alrutz (2014) looked specifically at self-efficacy in first year honors students enrolled in service-learning coursework and assessed whether these students reported gains in sense of efficacy after their service-learning class. To this point, an important fact about service-learning research is that self-efficacy is a measure with mixed results in pre- and post- tests (Stewart & Alrutz, 2014; Yeh, 2010). Many studies evaluating self-efficacy in first generation students engaged in service-learning find gains in students' sense of efficacy after participating in community service programs, yet Stewart and Alrutz found that all students' sense of self-efficacy dropped after participating in their service-learning course. Where female students reported sense of

efficacy dropped only slightly, male students' sense of efficacy dropped nearly two points more than females (Stewart & Alrutz, 2014; Yeh, 2010, Bringle & Hatcher, 2010).

One hypothesis for this difference is that honors students enter college with a higher than average sense of efficacy and are used to having academic success, where many first generation students may enter college with lower sense of self-efficacy and therefore experience service-learning differently. Another explanation based on Pelco et al.'s (2014) work is that student interest in the subject area and intentions prior to enrolling in the coursework matter as significantly as the experiences they have during their class. What stands out most from early research on the way male and female students experience service-learning is that, in general, females report similar experiences regardless of many factors like generational status and family income, yet for male students, the experience of service-learning tends to vary widely.

Living Learning Communities and Male Development

The gender differences in service-learning experiences that Stewart and Alrutz identified are important considerations for how higher education engages male students in these types of experiences. Stewart and Alrutz (2014) hypothesized that, perhaps, these differences in the type of engagement and experiences derived from service-learning were because men internalize their service experience as feminine and therefore experience challenges processing and applying their service-learning experiences. Stewart and Alrutz recommended additional research that identifies the unique ways male students experience service-learning and how colleges and universities can create environments that allow men to redefine gender.

One area of higher education research that is already looking to address this topic is research around living learning communities (LLCs). According to current studies on LLCs, these residence halls comprised of students who live together, take part in a shared academic experience, and have structured academic and social activities in their residential environment might play a key role in male student gender identity development (Jessup-Anger, Johnson, & Wawrzynski, 2012).

Jessup-Anger and Wawrzynski's (2012) work was motivated by research suggesting that male student development in college is uniquely affected by worry over perceptions of masculinity while students are still defining what masculinity means for them. In reviewing literature on the subject, Jessup-Anger and Wawrzynski found that male students feel little support navigating this difficult time and that previous research recommends housing environments that offer men a safe space to redefine masculinity.

Through a qualitative study using feminist theory, Jessup-Anger and Wawrzynski (2012) found that LLCs provided men with a safe haven where they were free from many rigid gender role expectations. More specifically, male students who resided in the community engagement LLC reported some of the most significant benefits of living in the LLC; these students were highly involved across campus and even demonstrated an interest in changing their career goals to incorporate working with underprivileged communities (Jessup-Anger & Wawrsynski, 2012).

Limitations of Current Research on Service-Learning

Although research on service-learning presents substantial strengths of this pedagogy, there are some limitations worth noting. The academic and social benefits of

service-learning courses are numerous, yet the impact of this pedagogy is still somewhat small in scope with respect to the overall field of higher education. This is due in part to the fact that service-learning tends to be implemented at different scales and with varying levels of institutional commitment across the country (Lockeman & Pelco, 2013). Where some institutions provide support from community engagement or student affairs offices to faculty members that are interested in developing a service-learning component of their coursework, others offer no assistance or consultation for this work. In a 2005 study on the way faculty experience service-learning, Pribbenow found that faculty experienced barriers to implementing service-learning coursework and often lacked the resources and training to incorporate this hands on pedagogy. These inconsistencies lead to differences in how well implemented the work is and limit the scope of impact of this work.

An additional limitation of current research on service-learning as it relates to student development and student retention is that most of the work has been quantitative, so while we know which students are more likely to engage in service, and that they benefit by enrolling in service-learning courses, we know less about student intentions prior to enrolling and *why* students benefit from their service in different ways. This limitation is clearly illustrated in Lockeman and Pelco's 2013 study focusing on the relationship between service-learning and degree completion. Although this study showed that there were positive correlations between service-learning enrollment and degree completion, it could not answer why this relationship exists, or begin to address differences in experiences based on gender (Lockeman & Pelco, 2013). More qualitative

work and mixed methods studies are needed to learn more about individual student differences with respect to pre- service intentions.

To help address some of these limitations within existing literature, I explored the ways engagement in service-learning affects the development of socially responsible leadership behaviors in male undergraduate students. In response to published limitations with respect to service-learning research, I used a qualitative approach to begin to understand the nuances of how specific demographic features affect the way students experience the high impact practice of service-learning.

CHAPTER THREE

As the purpose of this study was to explore the experiences of male undergraduate students in service-learning courses, the following chapter outlines the qualitative methodological approach used in this study. In addition to identifying the methods used, this section provides an overview of the study site, a researcher as instrument statement, and study limitations.

In order to better understand male engagement in service-learning, and how that engagement does or does not contribute to the development of socially responsible leadership, a descriptive qualitative methodology was used. As described by Creswell (2014), the goal of qualitative research is to understand the way groups and individuals assign meaning to their lived experiences. As this project focused on the impact of engagement in service on male student leadership development, a qualitative approach in alignment with phenomenological research, was deemed most appropriate. The qualitative approach, in this case individual student interviews, allowed for a deeper look at how undergraduate males engage with service-learning coursework, and the ways these students made meaning of their service-learning experiences, and the phenomenological approach allowed me as the researcher to describe the lived experiences of individuals using the stories and narratives of the participants (Giorgi, 2009).

The social constructivist perspective assumes that individuals have unique experiences and seek to make meaning of the world in which they live (Creswell, 2014). This perspective recognizes that human interactions play a key role in shaping how individuals perceive their circumstance, and that cultural influences play an integral role in shaping the meaning making process (Creswell, 2014).

Study Site

The study was conducted at a large, public, residential university in a Southern state, and the sample of participants came from the undergraduate student enrollment. The campus is situated near a major metropolitan area, and has an enrollment of more than 22,000 undergraduates. Of the undergraduate student population, roughly 51% identify as female and 49% identify as male The institution was selected as the study site because of geographical proximity, as well as the presence of service-learning courses available to undergraduate students. Service-learning at this particular institution is somewhat decentralized, so there is insufficient data to confirm an exact number of service-learning courses available to students.

Sampling Strategy

In order to ensure richness of information in the study, I used stratified purposeful sampling when reaching out to participants. Through this strategy, I identified five undergraduate students, including one senior, three juniors, and one sophomore, to participate in this study. This sampling style allowed for certainty in recruiting participants that met specific criteria needed for the study, in this case, gender and engagement in service-learning. To identify students that fit these criteria, I contacted the

campus's primary office for community engagement programming. This office facilitates service-learning experiences for students beginning in the first year. I used Bringle and Hatcher's (1996) definition of service-learning to identify the courses that qualified for the purposes of the study. This definition states that service-learning is a credit-bearing educational experience in which students participate in an organized 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.

Using this definition and the contact information provided by the office for community engagement programming, I contacted faculty teaching credit-bearing courses that included a hands-on service component designed specifically to meet course learning outcomes and enhance student learning. The students who participated in this study came from two different service-learning courses that took place during the Fall 2015 semester: a leadership course with a 20 hour service requirement, and a course designed specifically as a service course with a 45 hour service requirement.

Participants. The primary qualifications for participation in this study included undergraduate enrollment in a service-learning course with at least 20 required hours of service and identification as a male student. Originally the goal of this study was to interview first year male students engaged in service-learning coursework, but due to the limited numbers of service-learning courses with at least 20 hours of service offered in primarily first year courses, this population was difficult to find. As a result of the small number of first year males engaged in service-learning courses, I expanded the study criteria to include undergraduate males at any point in their academic career. Using this

expanded criteria, I was able to contact a larger number of potential study participants, and increase the diversity of students who participated in the study. After emailing faculty and presenting to a small number of service-learning classes about the opportunity to participate in this study, five students volunteered to participate. Below is a brief description of the participants who took park in this study.

Participant 1, Thomas, was enrolled in the leadership course with a 20 hour service-learning requirement. Thomas is currently a junior and is studying physical therapy while also participating in collegiate athletics. Thomas is white and grew up in a small town located a few hours away from the study site. He enrolled in the leadership course as a part of the leadership studies minor and had not participated in a service-learning course prior to this class.

Participant 2, Stephen, was also enrolled in the leadership course with a 20 hour service-learning requirement. Stephen is a junior in the ROTC program and enrolled in this course to fulfill his leadership minor. Stephen grew up all across the United States due to his family's engagement with the United States Army and identifies as multi-racial with both Hispanic and white heritage. Stephen had not participated in a service-learning course prior to enrolling in this class.

Participant 3, Mike, was enrolled in the service-learning course with a 45 hour service requirement. Mike was born in, and spent the years from birth through middle school, in a Central Asian country before moving to the United States to attend high school and pursue prospective professional sports opportunities. Mike attended high school in the same region as the study site and is currently a sophomore studying finance.

Mike had never participated in community service prior to moving to the United States and this course was his first service-learning course.

Participant 4, Nathan, also took the service-learning course with a 45 hour service requirement. Nathan is a junior studying environment and sustainability for his undergraduate major and had participated in one other course with a service-learning requirement prior to enrolling in this course. Nathan is white and grew up in both a small town a few hours south of his undergraduate institution as well as a large city in the northeast of the United States.

Participant 5, Joshua, is a senior studying the environment and sustainability who had enrolled in one other service-learning course prior to participating in this class during the fall semester. Joshua is in his fifth year and will be graduating after the spring semester. Joshua is black and grew up in multiple cities in the United States in addition to spending time abroad due to his father's military service.

Data Collection

Data for this study was collected through individual interviews. All individual interview participants were interviewed using the same protocol as a guide with follow-up questions that varied based on participants' responses. The interview protocol used in this study was tested during a pilot study that I conducted as an assignment for a class in my graduate program. The pilot study allowed me to test questions to determine their quality and the extent to which they elicited rich responses from interview participants. Following the pilot study, I refined the interview protocol by removing, rewording, or reordering questions. Please refer to Appendix X for a full copy of the interview protocol.

As this study uses Astin's I-E-O framework and Kolb's Theory of Experiential Learning to assess both individual input characteristics and specific student learning styles, the interviews began with a focus on input factors including students' previous service experience, family background, and educational experience. A few of the questions focused on input factors included: Could you tell me a little about where you grew up? When you think back to high school, what mattered most to you? Can you describe a time before college when you considered yourself a "leader"?

After exploring some of the ways input factors contributed to the students' experiences, I asked participants to discuss their current college experience with service in order to learn if, and how, academically based service contributes to male student development of socially responsible leadership. Examples of questions that focused on the way academically based service contributed to their leadership development included: What have you learned about yourself through your service experience? What, if any, challenges did you face during your service experience? What did you learn about your community through your service experience?

All interviews took place in a private meeting room on campus to ensure the confidentiality of interview responses and participants' identities. Each interview was digitally recorded using a recording app on a cell phone, and transcribed by me into a Microsoft Word document. All interview records were securely stored in accordance with Institutional Review Board requirements.

Data Analysis

Since this research project was conducted using a social constructivist perspective, which assumes that individuals have unique experiences they use to make meaning of the world, and examined how undergraduate students assigned meaning to their service-learning experience, I made notes about individual interview transcripts before looking at the sample as a whole. By considering each student's transcripts individually before comparing them with the group, I was able to understand the way each of the students used their stories to assign meaning to those events and experiences. I began coding each transcript by reading through it and underlying quotes, words, or phrases that stood out. At the end of each interview transcript, I listed all of the underlined quotes in a separate and secure document, and began to place those quotes into categories like "leadership" and "identity."

Once interview notes for each participant were read thoroughly and coded independently, I compared notes across transcripts to identify themes and categories that were relevant and stood out across the sample population. To do this, I made a list of statements that related across all interview transcripts and looked for what was common about each quote and a unifying theme for those quotes in the list. This strategy was also consistent with that recommended by Miles and Huberman (1994) for observing social phenomena.

Trustworthiness. In accordance with Gibbs's (2007) methods for qualitative research validity, I used a number of techniques to ensure the validity of data during and after the process of data analysis. First, I used member checking to confirm that participants felt that the themes and descriptions from interview transcripts were accurate

(Creswell, 2014). In order to be consistent with the assumptions of the social constructivist perspective, which states that students interpret and make meaning of situations differently based on their individual lived experiences, allowing study participants to review my interpretation of the interviews provided them with an opportunity to provide feedback on the extent to which the findings appropriately represented their experiences. I randomly selected two of the study participants and emailed them an example of the coding for feedback and confirmation of my interpretation of the interviews. Each of these students provided positive feedback on my interpretation of their stories and lived experience.

In addition to member checking, I acknowledged my own lens and experience around service-learning going into the research project. As a professional working in service-learning for five years, I have worked with a variety of student leaders and read a significant amount of material on how specific populations experience service, as well as how specific forms of privilege may affect the frequency with which students are involved in these opportunities. This lens added perspective to the interviews and strengthened the discussion of participant experiences in the context of the larger service-learning environment.

Finally, I used an external auditor to spot check a few interview transcripts to provide an additional objective opinion on the data (Creswell, 2014). The external auditor I selected is a faculty member in my graduate program who has a strong research and professional focus on both student leadership and service-learning. I selected this individual to serve as the auditor in order to add an additional perspective to the

categories and themes identified during coding and to bring an additional lens to the data interpretation process. All identifying information for the interview participants was removed before the external auditor saw the data.

Researcher as Instrument Statement

The nature of a descriptive qualitative study does not include a study instrument in the same way that quantitative research does, therefore I, as the researcher, was the instrument for this study (Guba & Lincoln, 1982). As the researcher I am very much a part of the study and my interest in the topic and involvement in the process makes it impossible to remove myself from the data collection and data analysis. For these reasons I will provide a brief overview of my background and experiences as they relate to this research.

I am pursuing a master of arts in interdisciplinary studies at George Mason University (Mason), and plan to graduate in May, 2016. Over the course of my almost 10 years working in higher education, with five years specifically working on community engagement and leadership programs, I have developed a strong interest in the connection between service engagement and leadership development. The focus of much of my research during graduate school has been on the role of service-learning in developing leadership and academic abilities in undergraduates. In addition to researching the impact of service engagement on college students, I am currently teaching an undergraduate service-learning course with a leadership-based curriculum, and serve as a graduate assistant in the Orientation and Family Programs and Services office at Mason.

Before enrolling at George Mason in the fall of 2014, I earned a bachelor's degree from Baldwin Wallace University. I spent one year as an AmeriCorps VISTA volunteer coordinating programs in the Center for Civic Engagement at the College of Charleston, and four years as the director of the Institute on Philanthropy and Voluntary Service, an academic internship program for undergraduate students in Washington, D.C. In addition to my professional work, I serve on the board of directors for the IMPACT Conference, which focuses on student civic engagement, and also served as the conference's coordinator for three years. This combination of personal and professional experience has equipped me with a passion for student civic engagement, and learning through service-learning.

My background and experiences with service-learning and undergraduate student development prior to conducting this study allowed me to understand first hand some of the types of experiences students have when participating in service, as well as the challenges that students sometimes face during these types of experiential learning opportunities. This enhanced understanding enabled me to ask relevant questions and strengthened my ability to interpret and add meaning to the stories and experiences shared by students over the course of the study.

Prior to conducting this research, I have been interested in applications of Astin's I-E-O model and gaining a greater understanding of the way student input factors inform experiences and thereby contribute to shaping the student outcomes. This interest and academic focus contributed to developing a study that was grounded in theory and that considered student characteristics and experiences when determining outcomes.

Limitations

Even with carefully designed methodology, there are limitations to the scope and feasibility of this study. One of the primary limitations of this study is selection bias as many male students enrolled in service-learning courses may already be more engaged in their community and have an understanding of how their actions affect others. Therefore, the population of students currently enrolled in service-learning may already demonstrate a number of behaviors that are characteristic of socially responsible leadership. For these reasons, understanding the behaviors, intentions, and values of students prior to enrolling in their service-learning course was critical to understanding benefits that resulted from participation in service learning courses.

Similarly, the number of undergraduate males enrolled in service-learning courses is relatively small. For this reason, there were far fewer available participants for this study than I had originally anticipated, which made recruiting study participants both challenging and time consuming. Due to the small sample size, I shifted the focus of this study away from first year engagement in service-learning for undergraduate males, to a more general look at undergraduate male engagement in service-learning.

In spite of these limitations, one of the principal strengths of this study is that it contributes to a new and growing area of research on how students experience service-learning based on demographic factors. Few studies, specifically qualitative studies, have looked at how male college students experience service-learning and how that contributes to the development of socially responsible leadership during college. Additionally, I was able to use my findings to develop a model that outlines barriers to student engagement in

service-learning, critical experiences during service-learning, and outcomes of service-learning. Although this model is new and requires additional research for further understanding, it does provide a framework for understanding the inputs, experiences, and outcomes related to collegiate service-learning. As emerging research points to the benefits of meaningful community service for developing ethically minded and socially responsible leaders, understanding the experiences of male students, who tend to participate in service less, and also report less growth from their participation, is critical to graduating the types of leaders that are prepared to step in and address today's most pressing social issues.

The following chapters will present the findings and overarching themes of this study and a model for understanding the way students engage with and experience service-learning. The final chapter will situate those themes in the context of current research on higher education and service-learning and discuss implications for policy, practice, and research in higher education.

CHAPTER FOUR

Introduction

The focus of this study was inspired by existing literature demonstrating the differences in engagement with service-learning between undergraduate students who identified as female and those who identified as male, as well as positive correlations between service-learning participation and student learning and development (Astin & Sax, 1998; Eyler & Giles, 1999; Dugan & Komives, 2010). For these reasons, the primary purpose of this study was to understand the ways undergraduate students who identify as male experience service-learning and how that experience may impact the development of socially responsible leadership behaviors using a descriptive qualitative approach.

The themes that emerged throughout the course of student interviews identified outcomes of participation in service-learning, critical experiences that occur during service-learning, as well as barriers to engagement in service-learning. The findings highlighted the experiences of students during service and were less related to the input factors, like gender, that may have mitigated the way students experienced service-learning classes. The four main themes, or outcomes of service-learning, that emerged over the course of this study include identity awareness, understanding difference, leadership development, and social responsibility. All five of the students who

participated in this study articulated either growth or increased understanding in each of these areas.

Comparably significant to these four themes was the positive relationship that both student reflection and interactions with diverse students in service-learning courses had on encouraging development in identity awareness, understanding difference, leadership development, and social responsibility. The other consistent finding that emerged during analysis of interview data is that undergraduate students face what can be significant barriers to participating in service-learning courses that affect both participation and the outcomes experienced as a result of engagement in service-learning courses. The following chapter will present the significant findings and themes that I identified through the narratives of the participants in the study.

Critical Components of Service-Learning

Significant research on service-learning has identified this pedagogy as a high impact practice with notable positive effects on student learning and development (NSSE, 2012). The results of this study are consistent with previous research that suggests benefits of service-learning participation for student development and also emphasize two critical components of service-learning pedagogy for their influence on personal and professional development: reflection and interactions with diverse others.

Reflection. According to Hatcher and Bringle (1997), reflection is the "intentional consideration of an experience in light of particular learning objectives" (p. 153). Previous research on service-learning points to the positive effects of student reflection on enhancing learning of course material and deepening one's sense of self

(Frederickson, 2000; Hatcher, Bringle, & Muthiah, 2004; NSSE, 2012). Consistent with the results of earlier quantitative research, students who participated in this study identified specific experiences with reflection and how it shaped their learning. When asked to talk about the types of reflection activities he participated in during the service-learning course, Joshua had the following to share about his experience:

> We started doing reflections in this class, and I think the reflections were really beneficial, I'd never had that experience before, being so introspective. It showed me a lot, I guess it showed me why I made the choices I did with changing my major and with the way I acted and live my life. It was very reaffirming.

Thomas also described a specific reflection activity and how it contributed to his learning:

> I looked at individual leadership styles and relating what I believe in to what they do. Like I said, I'm big on servant leadership, and when you really look into it in depth you see the small things the leaders do throughout the day…the little things that they do that our professor made us reflect on, it really made a difference in how I viewed leadership styles. I realized that I need to start innovating more, which I identified as one of my weakness areas.

Even though the types of activities that students engaged in to reflect on their experiences varied, my findings suggest that participating in intentional reflection contributed to student learning, more specifically identity and leadership awareness which will be analyzed in greater depth in the following sections.

Interactions with Diverse Others. Also essential to each student's experience in their service-learning course was the opportunity to interact with students from different backgrounds and experiences in both the classroom and at the student's service site. All five of the students interviewed for this study mentioned how important the different voices in the room were to their development and to the discussions that occurred during class. More than one student was able to identify specific individuals and the way in which those individual stories affected their learning. Joshua had the following to say about the diverse perspectives of the class:

> First, diversity is amazing and an amazing conversation guide. That we were such a diverse group and one person's experience was so completely different from someone else's, that opens up different conversations and topics that wouldn't have been brought up if we were all the same person, same race, same major, and same class… I've never had a class where discussion was that fluid- so much so where people are willing to be like- hey this is some sensitive moment of my life I'm sharing with you and I don't care because you are going to do the same or I feel safe enough to do it.

Mike also discussed the diversity of his class and pointed to its impact on his learning and development:

> I learned a lot from them. I really like how there was a girl, how she would travel the USA and help with the Black movement. And we'd hear how she'd participate and help, that was really interesting to hear. Really interesting, I wish I could visit

and see how it was. And there was another girl who helped in [a nearby city] working with poor people, and I actually want to volunteer with them.

Reflection and interactions with diverse others are two experiences that appeared to be a cornerstone to each of the students' course and service experience. From allowing students to see issues that other students are passionate about, to facilitating spaces that allow difficult conversations to flourish, participants identified positive effects of interactions with diverse peers. The following discussion of the four primary themes that emerged as outcomes of student engagement in service-learning are in many ways a product of the interaction of reflection and intergroup relations with the overall experience of service-learning.

Identity Awareness Development

Previous research on how students experience service-learning has in some cases been limited by lower participation rates by males. Such low participant rates create significantly smaller sample sizes and make finding significance, particularly in quantitative studies, more challenging. In their 2014 study, Pelco et. al. found it difficult to explain the differences in undergraduate male and female experiences with service-learning for this reason, but did find that gender was the only input factor that moderated the positive effects of service-learning engagement. Similarly, Stewart and Alrutz (2014) found that male undergraduate honor students experienced significant decreases in their personal sense of self-efficacy after participating in service-learning courses. Although it is difficult to identify the specific reasons these students experienced either less growth, or decreases in self-efficacy, such results suggest that the students may have been

challenged or forced to reconsider their skillsets and strengths as a result of their academic and service experiences.

Even though measuring self-efficacy and comparing growth from service based on input factors was not the primary purpose of this study, student growth as it relates to a developed sense of self and identity awareness was a significant and common theme across participants in this study. This apparent identity awareness manifested in two primary categories: confirmation of major or career interest and challenging perceptions of self. For example, when asked about what he learned about himself through his service-learning, Nathan said, "I see reassurance in myself, kind of knowing that I'm on the right path and I know what I'm doing and that it is good and for a good cause." Joshua experienced similar transitions as he considered what he learned about himself and his identity through his service-learning:

> And it showed me a lot, I guess why I made the choices I did with changing my major and with the way I guess I acted and live my life. It was very reaffirming and that I'd made like a good decision for myself in switching majors and going to school and doing a lot of other things…It did reaffirm a lot of the decisions I made and a lot of the thoughts I already had about myself, if anything it made me more self confident in who I was.

Like Nathan and Joshua, Thomas also shared career and major affirmation through his engagement with service-learning:

> It was perfect just because I've been debating so much- I have a 4.0 and everybody has always told me, "you need to go to PT (physical therapy) school,

> you need to get your doctor's in physical therapy." And I think yeah, I could do that, and I might do that, but I think my passion is really around helping athletes develop, and you know a coach might not make $120,000 that a DPT does, but you know from going through my community based learning placement, I realize that if that truly is my passion, it would mean a greater deal to me.

The only student who did not experience career confirmation or analyze his future career interests as a result of his service experience was Mike. There are numerous cultural circumstances that likely contributed to this difference. Mike did not participate in any kind of community service or volunteering until arriving in the United States and describes community service as something that his home country never participated in. More specifics on the cultural differences will be outlined in Chapter 5, but some of the differences in development may be due to different definitions of volunteering and cultural understandings of community engagement. which will be outlined in detail in chapter five.

In addition to identifying career aspirations and confirming student interest in specific academic majors, most of the students who participated in this study challenged their own perceptions of self or identified new skillsets they had not previously explored. One of the most memorable self-reflections came from Stephen:

> This service had opened up, I don't want to say a more caring side, of me, but a more nurturing side, it's kind of weird. I never thought about this kind of part before. A less aggressive side of me? A lot more caring, more willing to give back, more selfless side would be the best way to put it. So as a teenager and

> young 20-year-old I was like, ok, have to be be hard, I can't have this kind of weakness in me. But definitely going through this it showed me it's not weakness, and it's necessary to have that if you are going to be an effective leader.
>
> Especially in such a stressful kind of life like that, when you're caring for people.

Thomas also engaged in reflection on his identity that revealed areas of growth he was most interested in achieving through his service placement:

> I think just realizing that I need to start innovating more, which obviously we had one section of our class which was designated on one of our weakness areas, which was innovating and risk taking for me. And at my [community based learning] I learned to just go ahead and trust that knowledge that I have and take that information and really, just don't be afraid to innovate it.

Mike experienced new understanding of himself and areas of skill development through his service placement. However, unlike Thomas and Stephen, whose new understandings of themselves and areas for growth came largely from personal reflection, Mike's awareness came from reaffirmation from his service site supervisor:

> The thing I gained is how hard working I am. Because the owner of my site, she would always tell me how good of a job I am doing. She would always comment on that. It was really interesting to not only find out things about yourself, but to find out things about other people too.

The new understandings and reassurance of self that the students indicated was a result of their service experience are prominent findings for a number of reasons, one of which is how they relate to the individual level of the Social Change Model (SCM) of Leadership

Development. As discussed in Chapter 1, the SCM is one of the most utilized models of socially responsible leadership, and at the individual level identifies consciousness of self, congruence, and commitment as key characteristics (Astin & Astin, 1996). Chapter 5 will provide a more in depth discussion of how these findings relate to the SCM and socially responsible leadership.

Leadership Development

In addition to developing a deeper awareness of identity, more specifically career interest and skill sets, leadership was a primary theme throughout the course of each of the student interviews. The majority of participants in this study struggled to identify specific moments prior to college when they considered themselves to be a leader or demonstrate leadership. The students who were able to identify moments before college in which they were a leader were those students who participated in organized athletics and had experience as a team captain or leading their group towards a specific goal. Of particular note, the two students, Joshua and Stephen, who both spent their adolescent years in various cities demonstrated the most challenge in recognizing a time before college in which they characterized themselves as a leader. Stephen shared the following reflection on his leadership before college:

> I was not as outspoken and confident growing up, just because moving around so much, you don't get into a group that easily. But by about, probably senior year of high school, it was really starting to step up within friend groups and organizations that I was a part of on campus. Leadership really waited until college for me to really blossom.

Joshua disclosed parallel experiences with leadership as a result of moving during such formative years:

> Well I think to be a leader you kind of have to be a follower first. Bouncing around from place to place and school to school, and community to community, I don't think I was in a position to do that for awhile until maybe, maybe not even within high school would I consider myself a leader.

The similarities in lived experience, most specifically leadership development, for both Stephen and Joshua invites further question regarding the leadership development of adolescents who live in multiple communities during the course of their developmental years.

Positional authority vs. leading by example. One observation that was analogous across the majority of interview participants was that their observed definitions of leadership prior to enrolling in college, and even prior to enrolling in this service-learning course relied on positional power. As Stephen and Joshua were unable to identify leadership before college, Mike chose to describe a time in which he held significant positional authority. Mike shared his experience with leadership before college by offering the following experience:

> When I got to fifth grade I had a new assigned teacher and advisor for the whole class. She named me president of the class and I was president for a year, and after that year I wasn't anymore because I missed a couple meetings.

Nathan and Thomas shared experiences of leadership through their athletic team involvement, but provided stories that were not focused on positional authority but it

centered around leading their respective teams by example and through hard work. Nathan provided an experience from his time as a high school athlete:

> We used to do a lot of weight room practices and I did disc and shot put because our offensive line coach needed more people for that…and it ended up working out because we would be in the same time lifting as my football program. And it was good from a leader standpoint…it was nice being used as an example, look at Nathan, he's playing a second sport, he's playing a spring sport and he still can come out to off season conditioning.

Similar to Nathan, even though Thomas held a leadership position both within his high school sports teams as captain, but also as class president, he chose to describe his leadership in college based on hard work:

> The one that really stands out to me is servant leadership. So obviously you know, doing a lot of dirty work, leading by example, hard work to get people to follow suit…you know, as opposed to an authoritative type leadership style. So definitely within my baseball team specifically, trying to lead the way through hard work as opposed to firmly or just through a position was the biggest thing for me as a leader in high school.

There are a variety of possible reasons for the variance in how each of the students experienced leadership prior to enrolling in both college and their service-learning experience that likely include cultural differences, community, and other varied input factors. However, each student's understanding of leadership after participating in a service-learning course became far less focused on positional power and more focused on

mentoring, coaching, and leading by example. When Stephen was asked to describe how he views leadership after participating in his service-learning course he shared the following insight:

> Well, being in ROTC it's not necessarily when the roles are thrust upon you, it's when you've got the younger people coming to you for advice from just from they look to you, not necessarily as a standard bearer, but "hey, I want to be like you"…I think that really helped when I think about blossoming myself. A lot of my focus became a lot less arbitrary standards and reading off the podium to more of individual consideration, being more of a coach and a mentor as opposed to a director.

Joshua, who had also struggled to identify leadership prior to enrolling in college, offered his experience after college and participating in his service-learning course:

> And now sports has been a huge leadership position for me because, after my first year I really wanted to be captain and to be in charge, but then, I didn't get it, people who were more well known and who were older than me did. That was fine because that gave me room to grow under them, so I think that was really eye opening, in reinforcing that you need to follow before you can lead. And then the next year, I didn't so much care whether I got it or not because essentially at that point I could say things, and it wasn't that I needed to be in a formal position, but I could just consult with people so I was fine with that kind of round table thing that was going.

Though Nathan and Thomas already came to college with an understanding of their ability to lead by example, they both shared experiences that demonstrate service-learning as reinforcing their definition of leadership. Nathan explained how his definition of leadership, and his distinction between being a leader and a boss, was reinforced through his service-learning participation with the following example:

> I've always kind of had the outlook that I'd rather be a leader than a boss. I would like to be the one in a group of people making change rather than someone telling, "you need to do this." If everybody just plays their part than we should be all right, but it takes a leader to kind of make all that happen.

Thomas shared a similar experience with having his understanding of leadership strengthened through his service-learning enrollment. When asked to describe any changes in the way he views leadership as a result of his service-learning, Thomas said:

> Um, so definitely within like my baseball team specifically, trying to lead the way through hard work as opposed to firmly or just through a position was the biggest thing for me as a leader in high school. I admire [a past player] so much because of how hard he worked. And you know, he was a leader, but he was very level headed, he didn't take a position of power and abuse it, so that really shaped my belief in the servant leadership style, and that's really carried throughout. So I'd say it didn't change, it just kind of confirmed, you know in the sport realm that that kind of seems to be the most powerful leadership style.

Using these examples from students, engagement in service-learning has positive impacts for students at various points in their own personal developmental journey. This

pedagogy was transformative for some students, and allowed others to deepen their values and existing commitments.

Understanding Difference

In the same way that identity awareness and leadership development emerged not only as themes from the interviews, but as outcomes of participation in service-learning, understanding difference was woven throughout each of the students' interviews as a common thread and theme. As mentioned above, one of the experiences within service-learning that had the greatest impact on student experience and growth was interactions with diverse others both in class and at the service site. There is evidence that these interactions with diverse others reinforced all of the themes that emerged through the interviews, but interaction with diverse others was perhaps most influential as it relates to understanding difference.

Possibly the most frequently referenced subset of the larger theme of understanding difference was the idea of perspective. Each of the students reflected on the ways their interactions with other students and other individuals at their service site encouraged them to consider perspective and the lived experiences of others rather than simply applying a judgment or observation based on their own assumptions. In reference to his work with veteran populations, Stephen shared the following observation, "You couldn't really tell where someone's been or who they were just by looking at them, you actually have to sit down and hear someone's story."

Stephen also opened up about a general experience of learning perspective and understanding individual differences and experiences as a result of his service participation:

> Everyone is going to go through challenges and other people are going to see them differently, not everyone is on the same scale of measurement of what stresses them out, of what's a setback. But you need to understand that everyone is having their own setbacks and everyone works at their own pace to deal with those kind of issues. So you need to be respectful of that… It's just a lot of, I use the word perspective so much, but you have to get perspective on the different scenarios that people have to deal with. I'm a lot less judgmental would be the best way to say it. I'm a lot less caring of what people do with their daily lives as long as you're not hurting anybody, as long as you're not messing anything up with the system, as long as everything is [running] smooth, you're good.

Joshua identified similar change as it reflects understanding difference:

> It's helped me understanding people's actions more. So, that's nice. Because then instead of being like, "wow, you're really rude for doing something," and instead I'm like, "oh well I guess you did that because of that," or I think about why people are doing stuff more, or I'll try to think about their reason why more so than, "oh well why'd you do that." I guess it's like a deeper thought process.

Other students who participated in the study explained that learning other students' passions, and issues they were committed to addressing in society, really opened their eyes to the different types of experiences that people have and how those can have a

significant bearing on the way individuals live their lives. Nathan identified a specific classmate and discussed the way her passions, though very unique from his own, inspired him to continue working towards improvement:

> I learned from the others in the classroom. I was kind of rooting for [Karen] the whole time. Just seeing all the different aspects of her work, it kind of made me happy knowing that people really care about things….[Karen] -- her small steps were kind of big. She might not be doing much, but at least she's doing something.

For Nathan, his experience in the service-learning course was a transformational experience for understanding that even his small steps towards social change had an important impact on society. Nathan's transformation was partially a result of learning from diverse others in the classroom and listening to other's experiences and perspectives.

Differences in perspective based on gender. This idea of perspective was one of the first to initiate reflection on the differences that gender may or may not have on the way male undergraduates experience service-learning. Thomas shared a difference between the way females in the class participated with the coursework and males by sharing the following example:

> A lot of males in our class rarely spoke about their community based learning. Which, I think a lot of the females look at a lot of social issues. I don't really know the neuroscience behind it, but females, you know obviously have a lot of emotion towards these social issues. There was one girl particularly who looked at

> girls who had been abused and the emotional tie there is very strong. I feel like with females especially, when they get an emotional tie with something, you know they are invested in it. Which seems unlike males, they may kind of just view this as "hey, just let me get through this. Let me get it done with," and don't really find the emotional tie.

Stephen disclosed a related observation based on perceived gender differences from his service experience:

> I notice a lot more of my male friends dominate more towards physical activity. They would rather go do intramural sports or they would rather go hiking. Whereas a lot of my female friends are more interested in being a part of an active group that does something. Not just sitting or having a fun activity, but making a change.

These observations from Thomas and Stephen are consistent with research that suggests male students who hold a great deal of privilege may sometimes struggle to connect with social justice issues based on that apparent privilege and other gender identities (Stewart & Alrutz, 2014). These differences may also be a product of previously developed and understood gender stereotypes that influence the way students in this study notice the perceive interactions and differences in opinion and involvement in service.

Such statements similarly reinforce one of the themes present in this study which indicates interest level and relevance to major may play an important role in how undergraduate males experience, and benefit from, service engagement. Each of these ideas will be explored in greater detail throughout chapter 5.

The importance of understanding difference, whether the difference is related to gender, life experience, or simply seeking to understand the way someone responds to situations, is an overarching theme throughout each of the student's individual narratives. During chapter 5 this idea of understanding difference as it relates to socially responsible leadership development will be explored using the group level of the SCM as a reference point.

Social Responsibility

The final outcome of service-learning that emerged throughout the course of student interviews, which is also one of the most resounding themes of this study, is that exposure to service through a service-learning course has a positive effect on developing students' sense of social responsibility. Using the SCM as the theoretical grounding for this study, social responsibility is achieved through developing the eight C's that comprise the SCM which include consciousness of self, congruence, commitment, common purpose, controversy with civility, citizenship, and change (Dugan & Komives, 2010). Citizenship, collaboration, and commitment were subthemes that emerged with regard to the way each of the students discussed their social responsible behaviors.

Citizenship. The SCM defines citizenship as a responsible connection between the individual or group and society, and recognizes the interdependence of all who are involved in this change (Astin & Astin, 1996). The model also suggests that individuals and groups must work for positive social change in collaboration with and on behalf of others (Astin & Astin, 1996). Each of the students who participated in this study referenced an acknowledgement of their role in the community and the demand of

citizenship to maintain thriving communities. When asked about how his service-learning influenced his identity development, Nathan shared his experience by offering:

> I guess what I've learned about my identity is that you know, when it comes to volunteer work, somebody has honestly got to do it, somebody has got to do the grunt work, and honestly, it's okay if it's me doing it, if it's benefitting someone else.

This insight from Nathan demonstrates an understanding of the necessity of collaboration and individual efforts towards a larger group goal to strengthen our communities. Joshua also shared his new view on community as a result of his service-learning and acknowledged the commitment that each of us has to community improvement, "And even if you're not really getting anything out of it, it's a nice feeling to help someone else and I guess advance the people around you and the community around you." All of the students referenced some kind of relationship between themselves and their communities which displays an understanding of the interconnectedness outlined in the SCM.

Collaboration. In addition to revealing a greater sense of citizenship as a result of their service-learning coursework, the participants indicated an understanding of the collaboration and shared responsibility that is required to achieve social change. Collaboration is defined in the SCM as working with others towards a common effort and emphasizes using the different talents of group members to achieve this goal (Astin & Astin, 1996). Mike reflected on both his experience with community in the United States and his experience in his home country using his service-learning experience and provided this understanding of community:

> I know that for the particular community there are different things that they want to achieve, but there is always a common goal to better the community. That's what I learned. And I figured that out in America, that they would do it and do it as long as it takes to achieve it. That's what I learned.

This understanding of community from Mike represents an acknowledgment of collaboration and common purpose which exist on the group level of the SCM. Nathan had a similar realization through his service-learning:

> I also realize when everybody contributes to something, not only does it look good, but when we all do small community service events, even just cleaning the highway in front of the school, it serves a purpose I guess now. It serves more of a purpose than just doing hours.

Nathan demonstrated an increased understanding of the connection between even the small, one time, community service events and being a member of a larger community whose work can be enhanced when all members are actively engaged.

Lifelong commitment to service. Perhaps the most notable outcome of social responsibility for the participants as a result of service-learning using the ideas of collaboration and citizenship is that they developed a commitment to service that they believe will outlast both their service-learning classes and their undergraduate careers. Commitment is defined in the SCM as energy that motivates an individual to serve and to propel collective efforts towards positive social change (Astin & Astin, 1996). Commitment is also highlighted as the vehicle for understanding self and congruence, which without commitment contribute little to larger societal improvement.

One of the most memorable responses in regards to how participation in service-learning has affected decisions and lifelong ambitions came from Stephen. When asked about how his experience with his service-learning affected him, Stephen shared this revelation:

> Probably that I know whenever I do get out of the Army at some point, I know that I do want to go back to some sort of organization that can give back to that kind of community, for wounded veterans. I don't want to go work at a bank or do something of that sort. I want to give back and really work with wounded veterans afterwards, regardless of the capacity that I can do that in.

For Stephen, this realization of a desire to contribute to a community he cares deeply about was new and a result of his exposure to the community through his service-learning experience. As mentioned previously, Thomas developed similar realizations to Stephen that combined his lifelong commitment to improving society, as well as a clarification of his career aspirations. Prior to his service-learning, Thomas was torn between pursuing career avenues that would provide more power and more financial security, but decided his impact working with athletes was more important:

> But at the same point and time I think my passion is really around helping athletes develop… I realize that if that truly is my passion, and there's ways that I can work around having a lower salary, so obviously the social impact that would happen means a greater deal to me than making more money.

The idea that service-learning participation has the potential to create, or deepen, a life-long commitment to positive social change is a promising outcome of service-learning that I will further discuss in Chapter 5.

Barriers to Participation in Service-Learning

The purpose of this study was to understand the ways that undergraduate male students experience service-learning and how that experience contributes to the development of socially responsible leadership behavior. Although the study findings demonstrate the various ways in which participation in service-learning contributes to the development of skills that are congruent with those outlined in the SCM, it is also critical to consider a secondary finding of this study which relates to the barriers that undergraduates often face prior to engaging in service-learning coursework.

Previous research on service-learning identified lower numbers of undergraduate males participating in service-learning as compared with female peers (Pelco et al., 2014; Stewart & Alrutz, 2014) and similar studies also identified differences in the ways students experience growth. The students who participated in this study offered their story and involvement with service-learning and further shared stories of the barriers to participation they faced which fall into four primary categories: relevance to major, type of service, convenience, and whether the service was required or selected by the student.

Relevance to major and required service. Before presenting the findings as they relate to the relevance to major barrier, it is important to note that for both of the service-learning courses in which students in this study participated, the students were able to select the organization where they completed their hours. This is one possible reason that

the barrier between students and engaging in service did not play a major role in determining how students benefited from their service experience. When comparing this experience to previous service engagement, Thomas offered this insight:

> I'm not being pushed toward a certain issue, so being able to choose my interest specifically, not to say that I wasn't interested in other issues in the world, but being able to focus with my knowledge, what I can do to hopefully impact people who I relate to well, is something I've begun to do here.

In the same way that Thomas identified finding service that was relevant to his interest areas and knowledge set, Joshua also felt more inspired by service in college when he has been able to chose how he completed his hours:

> I appreciate it more in college. Because before, it was a requirement, or you need to have this many hours of tutoring or this many hours for National Honor Society, and while that kind of got me into service, that was more like a chore than something like now where I could pick what I wanted to do.

These reflections from participants showcase the benefit of providing students with service-learning experiences that are relevant to learning and consistent with student interest. Each of the student's reflections above show an appreciation for intentional learning and outcomes that are connected to both the course and their major of study.. These findings are consistent with and build upon previous literature (Hatcher, Bringle & Muthiah, 2004; Lockeman & Pelco, 2013) which will be discussed in further detail in the next chapter.

Convenience. In the same way that student interest in service presented itself as a barrier to engagement, convenience and the presence of service opportunities that fit into students' unpredictable and changing schedules was something that multiple students mentioned during the course of the interviews. Mike suggested that based on his academic schedule he needed to find a weekend volunteer site in order to complete the hours for his 45 hour service requirement. Joshua shared a story from a previous service requirement in which he was not able to find one consistent site that fit into his schedule and how that challenge affected his participation and overall experience:

> I enjoyed working in the greenhouse before my internship and doing different things with the food forest and with my other internship site, but just scrambling around and trying to find hours, that was the worst part because there were a lot of times people invited me to do something but that overlapped with something I was doing. So fitting things into the schedule was really difficult and made finding service hours both hard and like a chore. And I think that kind of took away from my willingness to do it and the positive feelings that I got afterwards.

Nathan also faced challenges in finding service that would fit into his schedule and used his participation in his fraternity to deepen his commitment to service because his leadership in planning events allowed him to consider student schedules and find opportunities that better matched the times that students were available. Before being able to do that, Nathan shared his frustration with finding volunteer opportunities that would be compatible with his schedule:

> I wish it was easier to just go throw yourself into that. I used to be a part of Volunteer Now and things like that- websites that tell you when things are. But a lot of times it didn't match up with my schedule.

The reflections from students in this section highlight the busy schedules of college students that can make participating in additional student involvement activities challenging. Even if the service is relevant to learning, students may not grow from their service experiences in the same way if they are struggling to fit the hours into their schedules.

Type of service activity. In my earlier discussion of my findings on "understanding difference" I shared a quote from Stephen regarding the difference in the way he saw female students and male student students not only engage with community service, but involve themselves on campus and in activities in general. Stephen remarked that he felt his male friends were more interested in physical activity and his female friends demonstrated greater interest in being a member of a group that does something good. Stephen shared this analogy as he considered why his undergraduate male peers may participate in service at lower rates than his female peers. Stephen thought that the perceived notions amongst his male peers of what "service" would be prevented them from becoming more actively engaged in their communities. As Mike discussed his ideas of what his service might be, he offered concern over working with kids or doing some of the activities that he characterized as service based on his lived experience:

> To be honest, when I was looking for my volunteer site, most of them involved kids and I thought that is not going to work for me (laughs). And then it came

upon me and I couldn't find anything else so I thought, let me try this. I tried the environmental site and really liked it. Nice people.

Mike continued to share how much he enjoyed working in the site he selected because he was able to learn a new skill, be active, and work hard during his service. Mike's answers were similar to other students in the study as multiple students shared the value of completing a task during their service, or finding an activity where they could actively work towards project completion and see the benchmarks along the way. Developing an understanding of the types of service activities that students are more interested in provides a similar insight to learning of the importance of activities that are relevant to program of study. During chapter 5 I will discuss the worth of removing barriers to participation in order to invite students to get involved in service and perhaps initiate engagement with a student experience that is high impact for student learning and contributes to developing skills like social responsibility, leadership development, identity awareness, and understanding difference.

Overview of Findings

Over the course of this study students offered reflections on their experiences with community service and leadership programs beginning in high school and leading up to the service-learning course they took during the Fall of 2015. These interviews explored the way these students got involved in service, how they experience service, and the outcomes that are a result of engagement with service. Although the experiences of each of the students that participated in this study varied greatly due to the uniqueness of each of their backgrounds and involvement, my findings suggest that reflection and

interactions with diverse others are critical components of quality service-learning and intensify the outcomes related to service.

The outcomes of students' service participation were also similar across participants. The stories shared by every student, though different, demonstrated individual growth with respect to identity awareness, leadership development, understanding difference, and socially responsible behavior. Using the SCM as a tool for assessing student's development of socially responsible leadership behaviors, the outcomes associated with these students' experiences with service-learning address components of the model that exist at the individual, group, and community level.

However, in spite of the positive outcomes associated with participants' service-learning experiences, the students shared barriers that they faced throughout their high school and collegiate experience which either prevented them from participating in community service activities or affected the way they engaged with community service. These barriers, which include required service, convenience, type of activity, and relevance to major or interests, were challenges to participation to many of the students at various points along their academic journeys.

Previous research on student involvement and student leadership development has produced models including Astin's I-E-O framework and the SCM, that explain the ways students interact with college and their education, as well as the ways in which students develop as civically engaged leaders (Astin & Astin, 1996; Astin, 1991). However, there are few models that look specifically at the way students engage with community service work based on their inputs, experiences, and outcomes, and even fewer, if any, that

examine this phenomenon from the perspective of male undergraduates. As the purpose of this study was to learn more about the ways undergraduate males experience service-learning and how that experience contributes to the development of socially responsible leadership behaviors, I propose the following model as an example of the barriers, critical experiences, and outcomes associated with male engagement in service at the collegiate level.

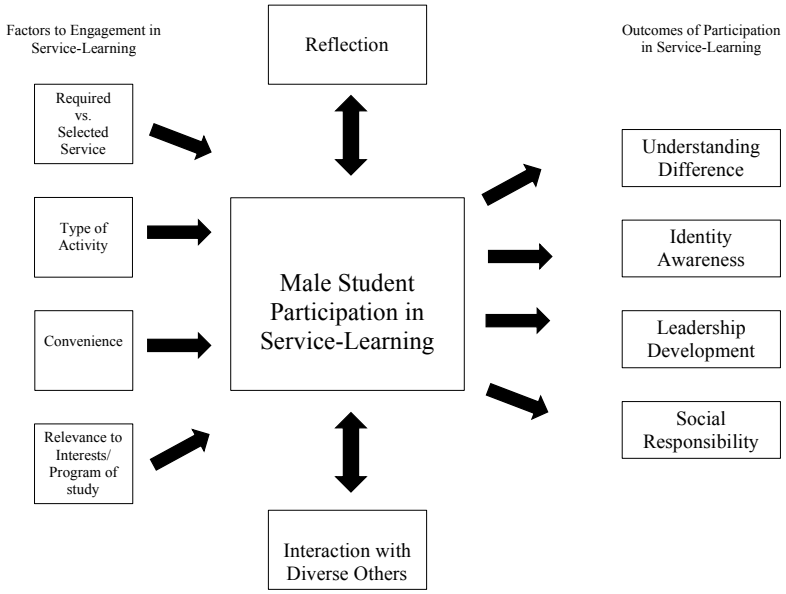


Figure 1. Model of Student Engagement in Service

The Model of Student Engagement in Service

The model outlined in Figure 1 is a visual representation of the experiences shared by students throughout the course of this study. The stories that each of the

students shared highlighted the barriers students face to participating in service-learning, the critical experiences associated with service-learning, and the outcomes associated with service-learning. As each of these themes emerged, it became clear that the insights could create an informative and valuable model for understanding the way students experience service-learning. This model focuses specifically on the experience of service-learning and the factors that may have contributed to whether or not the student chose to participate in a service-learning experience. As explained below, I used Astin's I-E-O model and the SCM to create my model.

Astin's I-E-O. It was Astin's I-E-O model that first identified student input factors as critical to understanding the way students engage with college, and emphasized the many ways input factors inform student experiences (1984). This model was one of the most influential theoretical frameworks that informed this study and the creation of the model outlined in Figure 1. Using Astin's I-E-O model as a guideline, the barriers to student engagement in service-learning are both informed by student input factors and also exist as input factors when students do engage in service activities. The students in this study identified required service, type of service, convenience, and relevance to major as barriers to participating in service-learning, but also identified these four areas as factors that mitigated growth through service. The meaning that students associated with service and learning outcomes associated with service were lower when students struggled to fit hours into their schedules, when the learning was not relevant to their career or major interests, and when the service was something they found either boring or not stimulating. Using this model as a guideline for engaging students in service, may

provide faculty with a toolkit for understanding student engagement in service and the ways barriers to participation not only prevent students from engaging in high impact practices (NSSE, 2012) but also affect the way students engage with an experience (Astin, 1984).

The second component of Astin's (1984) I-E-O model is environment, which according to Astin accounts for the experiences a student has during college. In my model, the second section -- reflection and interactions with diverse others -- includes critical experiences for students interacting in service-learning courses. Using the stories of the students in this study as an example, the outcomes related to service-learning were largely due to the learning and transformation that occurred during reflection and interactions with diverse peers both in the classroom and at the service site. .

Social Change Model. The second theoretical framework that provides guidance for the creation of this model is the SCM. Published in 1996 by Astin and Astin, the SCM provides a model for student leadership development that is based on individual (consciousness of self, congruence, commitment), group (collaboration, common purpose, controversy with civility) and community (citizenship) values. The outcomes of service-learning participation depicted in this model are related to the "8 Cs" of the SCM. Identity awareness and leadership development are essential parts of the individual spheres of the SCM, while understanding difference is a critical component of the group level, and social responsibility is the ultimate outcome of larger community values (1996). The SCM provides administrators with a theoretical framework for developing socially responsible leaders, and my model extends the framework by narrowing in on the

ways engagement in academic service-learning can contribute to student development and social responsibility (Astin & Astin, 1996).

Summary

The model that I have developed based on my findings provides a theoretical framework for developing students with socially responsible leadership behaviors using a specific pedagogical model, service-learning. The themes and major findings in this study demonstrate the power of engagement in service-learning for student learning and development, but also identify the significant barriers to engagement that students often must overcome to engage in these types of student experiences. The following chapter will contextualize the stories and experiences of the students in this study, and situate the findings in a larger body of research within the fields of service-learning and higher education.

CHAPTER FIVE

As higher education continues to explore ways to engage students, increase student learning, and develop socially responsible graduates, additional research on the high impact practices that best contribute to the development of these skills and that reflect the uniqueness of individual student experiences is imperative. It was for these reasons that I examined the way undergraduate males experience service-learning and how their engagement in service-learning affects their development of socially responsible leadership behaviors. A descriptive qualitative approach was used for this study in order to build upon existing research that suggested differences in engagement among undergraduate males and females. This approach also enabled me to use the narrative of individual experiences to expand upon quantitative data that suggests male students participate in service less and experience growth with respect to academic, social, and leadership development at lower rates than females.

This study highlighted three primary categories of findings related to the student experience of service-learning. The first of these three categories suggests that reflection and interactions with diverse others are critical components of service-learning. The second category of findings identified four outcomes of service learning which include identity awareness, leadership development, understanding difference, and social

responsibility. The final set of findings underscored the barriers to engagement that students often face prior to participating in community service activities during college.

In contrast to the results of my earlier pilot study, gender privilege and the intersection of multiple identities did not present as overarching themes throughout the interviews. Students in this study offered their observations on the differences between undergraduate male and female engagement with service-learning, but those differences did not seem to play a significant part in determining the outcomes of student service participation. The importance of student inputs, environments, and outcomes as well as connections to the SCM were recurring themes and provided theoretical grounding for study findings.

The following chapter will include a discussion of my findings and will situate them in the context of current higher education research and practice. This chapter also includes implications for institutional policy in higher education, recommendations for practice, and areas for future research on service-learning and student engagement.

Critical Components of Service

Reflection. A significant body of research on the importance of critical reflection in service-learning has positioned reflection as influential for enhancing student learning through service (Hatcher & Bringle, 2007; Hatcher, Bringle, & Muthiah, 2004). The results of this study not only confirm the ways in which reflection contributes to developing student identity awareness and leadership competency, but also suggest that reflection is both affected by the student's service experience and affects the student's service experience (Hatcher et al., 2004). The stories shared by each of the students

regarding their experience with reflection shows the way this kind of learning is dynamic and in continual development over the course of the semester making it difficult to separate the reflection from the service. In this way, reflection is an integral part of both the meaning-making process and the outcomes associated with service-learning including socially responsible behaviors (Dugan & Komives, 2010; Hatcher et al., 2004).

Similarly, the stories shared by each of the students demonstrate the power of reflection for encouraging students to develop their values at the individual level of the SCM (Astin & Astin, 1996). Students began to establish deeper awareness of self and commitment to their work in the community as a result of their reflective practice throughout the courses (Astin & Astin, 1996).

Interactions with diverse others. In his 2005 study, Kiely presented a model for understanding the transformational learning that occurs during service-learning. Kiely (2005) identified "contextual border crossing" as one of the ways in which diversity interacts with a student's service and learning experience (p. 8). The results of my study also demonstrate the effectiveness of exposing students to border crossing with respect to their individual lived contexts, but build upon Kiely's findings to showcase the value of discussion and interactions with diverse others throughout the duration of the service experience.

My findings reveal the significance of student interaction during service-learning courses. The students I interviewed learned from their peers in the course and used those discoveries to inform their experience at their service site and their connections with course materials. In much the same way that the relationship between service-learning

and reflection is both informed by and informing, this study enriches existing literature (Kiely, 2005; Hatcher et al., 2004) by showing that the same relationship exists between interactions with diverse others and service-learning, and suggests that it is necessary for service-learning faculty and administrators to see the student experience with service as an experience that is informed by interactions with diverse others, while also informing interactions with diverse others.

Outcomes of Service-Learning Participation

Perhaps the most important category of findings from this study is the student outcomes related to service-learning. Through the stories shared by each the study participants, it is possible to see the way participation in service-learning affects development with respect to identity awareness, leadership, understanding difference, and social responsibility. Some of the earliest published studies on service-learning, including Astin & Sax's 1998 study on how students are affected by service-learning, demonstrate that participation in service-learning has positive associations with academic development, leadership development, and student retention (Astin et al., 2000; Eyler & Giles, 1999). These early studies also found that one of the student input factors (Astin, 1984) that most consistently predicts engagement in service among undergraduate students is identification as female, so even amidst such promising findings on the outcomes of service-learning related to student development, the lower rates of participation among students who identified as male made it challenging to develop themes or models of participation for those students.

By focusing exclusively on undergraduate males in this study, I was able to begin to identify the ways males demonstrate growth from service-learning and highlight positive gains in identity development, with a specific focus on career understanding and readiness. Findings from this study also showed how engagement in service reinforces individual leadership development and introduced students to a less positional approach to leadership. A perspective of leadership that is less positional may allow students to view their work in the community as more substantial and begin to break down some of the "gendered" notions of service as posited by Stewart & Alrutz in their 2014 study. Feedback from students in this study suggests that as students develop awareness of their identity and leadership they are able to facilitate a deeper understanding of the value of their individual efforts and develop long-term commitments to creating positive change in their communities. These developments are consistent with the individual level of the Social Change Model (Astin & Astin, 1996).

Also important to note are the ways in which students described their development as it relates to understanding and even appreciating difference amongst their peers and in the communities in which they serve. All of the students in this study identified specific ways their understanding of different opinions and perspectives was increased due to their involvement in service-learning. Results from Jones and Hill's (2001) study show that service-learning can facilitate face to face interactions with diverse others that encourage empathy and compassion, and encourage students to appreciate diversity. These findings demonstrate the way that student input factors can be

mitigated through intentional and high impact student environments to develop desired outcomes like understanding diversity (Astin, 1984; Jones and Hill, 2001).

Each of these outcomes comes together to support the final outcome of service-learning identified by this study, which is that participation in service-learning fosters an understanding of individual citizenship and encourages social responsibility. Using the values of the Social Change Model as the primary definition of social responsibility, students in this study develop: an understanding of themselves, skills in collaboration, and an appreciation of work with diverse others, and a long-term commitment to positive social change (Astin & Astin, 1996). These qualities are all a core components of the Social Change Model and underscore the capacity of service-learning for developing socially responsible college graduates (Dugan & Komives, 2010).

Barriers to Engagement

In addition to the promising outcomes of service-learning discussed above, participants' stories about engagement in service-learning suggested noteworthy barriers to engaging in service that should not be ignored as one of the most significant findings of this study. The barriers, which include convenience, type of service, whether service is required or selected, and relevance to major, inhibited students from participating in service-learning. My findings showed that required service that is inconsistent with course goals and outcomes was perhaps more of a detriment to the positive outcomes of service than it was effective for developing student outcomes. Understanding the difference in student experience between students who elected to participate in service

compared to those who were required to participate helps to understand the variance in growth discovered in Pelco et al.'s 2014 study.

In their study, Pelco et al. (2014) found that the largest differences in growth from service existed in undergraduate males who were required to participate in service. In another similar study, Planty et al. (2006), found that students who engaged in community service work during high school and identified their motive for participating as voluntary instead of required remained engaged in service at higher rates that students who described their high school community service as required. The findings from McLellan and Youniss' (2003) study on required service compared with voluntary service suggest that one of the main ways to eliminate this difference in growth is by selecting service that is closely and clearly connected with course learning and outcomes instead of simply allowing students to select any kind of service.

Identifying the outcomes of participation in service-learning allows higher education practitioners to continue developing programs and student learning experiences that are designed to maximize learning and student growth. The potential for service-learning to encourage student growth in long-term ways that have positive implications for community should be of great interest to both higher education administrators and faculty members. The following section will identify implications for policy, practice, and research as they relate to the findings from this study and other relevant research.

Implications for Policy, Practice, and Research

This study identified three primary categories of findings related to undergraduate student participation in service-learning which include critical components of service,

outcomes of service, and barriers to participation. The positive outcomes of service-learning as indicated by this study as well as previous research (Dugan & Komives, 2010; Astin & Sax, 1998; Astin, et al., 2000) position service-learning as a powerful pedagogy for enhancing student learning and development. The following section will outline specific implications for policy, practice, and research to provide tools for both institutional support of service-learning and faculty engagement in service-learning practice.

Implications for policy. Even though the positive outcomes of service-learning have been well documented in research (Eyler & Giles, 1999; Astin & Sax, 1998; Lockeman & Pelco, 2013) there is still institutional resistance to large scale support of service-learning and relatively few faculty implementing service-learning pedagogy in their classrooms (Abes & Jackson, 2002). Some critics of service-learning argue that these limitations are due to the complex nature of assessing the effects of service-learning as faculty, community, community partners, and students are all a part of such multi-faceted collaborations (Chadwick & Pawlowski, 2007). Other research on the factors that either motivate, or deter, faculty incorporation of service-learning into their teaching suggests that many institutions lack the types of institutional support structures that encourage, or even incentivize, adopting a high impact practice like service-learning, even with its many benefits for student learning (Abes & Jackson, 2002; Banerjee & Hausafus, 2007; Darby & Newman, 2014).

Faculty incentives for service-learning. As research on student growth and development from service-learning continues to support the many ways in which service-

learning pedagogy enhances the student experience institutions must begin to build the kind of support structures that encourage faculty and administrators to incorporate service-learning into their course design. Research on the barriers to faculty engagement with service-learning (Bringle & Hatcher, 1997; Pribbenow, 2005) highlight institutional structures that do not incentivize, and in some cases inhibit, faculty from developing service-learning in their courses. In particular, research highlights the lack of support for service-learning in the tenure process and little, if any, financial resources designated for these types of projects.

In order for more faculty to integrate service-learning, senior academic administrators must provide institutional support and incentives for service-learning. One way in which administrators could support faculty in designing service-learning curricula would be to provide funding for an administrative position that can work side by side with faculty members and facilitate critical components of service like community partner outreach and reflective practices (Bringle & Hatcher, 1996). If an institution does not have the funding necessary for developing a new position, an alternative solution would be to allocate a smaller sum of funds towards professional development and training for service-learning curriculum design (Bringle & Hatcher, 1996).

Administrators should also develop structure within the tenure process that both supports and incentivizes faculty to design service-learning opportunities. In the same way that institutions incentivize teaching, service, and research, providing similar encouragement for engaging with service-learning allows faculty to designate time towards developing a service-learning syllabus with clear and intentional learning

outcomes that can enhance student learning and development (Bringle & Hatcher, 1997). Because service-learning is a high impact teaching practice (NSSE, 2012) and by its very design engages faculty in service through interactions with community partners, incentivizing engagement in service-learning can also be well positioned in existing tenure models as an opportunity to encourage both faculty teaching excellence and service to the community.

Cross-unit collaborations. As this study illustrated the effect of engagement in service-learning on the development of career aspirations and skill awareness, university administrators should explore university-wide collaborations for service-learning initiatives. The outcomes of service-learning are not only academic or individual, but involve community improvement, civic understanding, and career readiness. By inviting individuals from academic divisions, student life, and the community to the table to discuss civic initiatives, institutions can potentially develop stronger and deeper partnerships that contribute to developing civic minded and socially responsible student leaders.

Implications for practice. In this study, I analyzed the way undergraduate males experience service-learning as it relates to the development of socially responsible leadership, and my findings can be used to both develop best practices for involving undergraduate students, specifically males, in service-learning and to support the case for funding academic community engagement in higher education. Using the individual student narratives from this study and combining my findings with previous research on service, the following section will explore five implications for practice that could

enhance the student experience with service-learning. These implications for practice include recognizing cultural differences, high quality reflection, dialogue around diversity, understanding barriers to engagement, and connecting service to course and career outcomes.

Recognizing cultural differences in definition of service. As described in chapter four, one of the students who participated in this study was born, and spent the majority of his childhood, outside the United States and as a result had not participated in community service until he arrived in the United States and fulfilled a high school graduation requirement. Throughout my findings, Mike was the primary outlier and experienced service differently from his other male undergraduate peers. These differences may be due to different cultural understandings of service and should inform the way faculty design service-learning orientation and pre-service training to include discussion around definitions of service and the history of volunteerism in the United States in order to lay a foundation for the purpose of the work.

High quality reflection. The students in this study engaged with individual reflection, written assignments, group dialogue, and class presentations as different styles of reflection. Based on previous research (Hatcher et al., 2004) on reflection and the experiences shared by each of the students, the meaning making process and critical thinking that can be facilitated through reflective process demands variance in the type of activity and should exist at both the individual and group level to provide students with time to learn from others in the class as well as their own experience.

In addition, previous research on designing effective reflection in service-learning has proven that the quality of reflection can predict the quality of the learning environment in service-learning (Hatcher, Bringle, & Muthiah, 2004). According to Hatcher et al. (2004), reflection needs to be structured, regular, and offer opportunities for students to clarify values. The findings of this study are consistent with those of Hatcher et al. (2004), and underscore the importance of high quality reflection in offering students time to connect learning to their career and academic goals, while providing students with an opportunity to explore their identities as individuals, as members of a group, and as members of society. These levels of exploration allow students to consider their personal and civic values, understand their strengths and areas for improvement when working alone or as members of a team, and develop lifelong commitments to social responsibility and positive change.

Faculty and professionals who seek to improve reflective practice in their service-learning coursework should incorporate activities that challenge students to link their learning to their values, civic attitudes, and goals (Hatcher et al., 2004). This kind of personal exploration through reflection can be done with individual written assignments or in small group activities, but can only happen when faculty are willing to ask students difficult questions that explore students' obstacles, challenges, and the lessons they have learned. Institutions should consider developing specific trainings that provide faculty with the opportunity to both experience high quality reflections and learn about designing these types of activities.

Further, whether reflections are individual or in small groups, faculty should ask questions that relate to student values, career interests, civic duty and commitment, and understanding others. In addition to providing students the opportunity to explore their values through reflection, previous research (Hatcher et al., 2004; Hatcher & Bringle, 1997) recommends engaging students in reflective practice frequently and using repetition. Faculty should implement reflective practice at various points throughout the course and should not wait for a final project or assignment to capture learning over the entire course.

Dialogue around difference. Equally important to recognizing cultural differences in defining service and facilitating high quality reflection is engaging students in dialogue around understanding difference and appreciating diversity. Regardless of whether a class has diversity in student enrollment or not, the importance of engaging students in dialogue around difference and in activities that facilitate the kind of perspective shifting that was demonstrated in this study is critical to enhancing student growth through service-learning. In many cases, engaging with students in class and with individuals at the students' service sites will provide students with opportunities to challenge preconceived notions about specific populations and potentially contradict any previously held stereotypes. In their 2001 study, Jones and Hill found that sustained dialogue through service-learning initiatives allowed students to develop connections between understanding diverse others and learning about themselves. Similar to the students in this study, the participants in Jones and Hill's study developed an appreciation of diversity and an awareness of individual experiences and perspective.

Drawing upon my findings and other research on the importance of engaging students in dialogue around difference, faculty and administrators should identify activities in courses that provide opportunities to discuss difference and diversity and build upon the experiences students are having at their service sites. Based on the guidelines for effective reflection developed by Hatcher et al. (2004), these activities should begin at the beginning of the semester, occur consistently throughout the course, and probe students to answer and explore deep questions and connections between personal identity, group identity, and community values.

The individual, group, and community levels of dialogue that I recommend are consistent with the three levels of the SCM (Astin & Astin, 1996) and studies demonstrate support for this theoretical framework that can contribute to developing socially responsible leaders. By engaging students in service-learning coursework that is structured to include dialogue around diversity and difference, faculty can engage students in individual and group reflections that enhance self-discovery and understanding of others, while simultaneously involving students in their communities and creating larger positive social change.

As higher education responds to current issues in our society, leveraging service-learning as a pedagogy not only for student learning, but for appreciating diversity and encouraging collaboration, controversy with civility, and an understanding of shared purpose and values (Astin & Astin, 1996) could help bridge individual differences and cultural divides.

Understand barriers to engagement. Using Astin's (1984) I-E-O model, higher education professionals have been encouraged to consider a student's input factors and their environments as those relate to potential outcomes of the college experience. The findings of my study reinforce this interaction of students and their environments and shed light on the factors that may motivate, or deter, students from participating in service-learning during college. Knowing the perceived and actual barriers to engagement and student development as they relate to service-learning can help administrators and faculty design programs that have the greatest potential to magnify student growth and commitment to positive social change.

Although it is impossible to know through this study if the identified obstacles are unique to male undergraduates or would be shared by their female peers, the barriers to engagement offered by the students can begin to provide researchers and practitioners with ideas for responding to both perceived and actual barriers to engagement in service-learning. According to students, convenience, type of service, whether service is required or selected, and relevance to major are all factors that can motivate students to participate or inhibit their engagement.

Based on these findings, faculty and staff seeking to engage students in service must consider how easily the service can fit into student schedules that are unpredictable and often include both on- and off-campus commitments. This is especially true for engaging off-campus student populations and low income student populations who are more likely to hold jobs off campus that can make finding time to complete service hours challenging (Tinto, 1987). In addition, in order to address the sometimes negative

perceptions that students have of required service, faculty should make the learning outcomes and relevance to student major explicit and assist students in making those connections instead of assuming that students will make the connections themselves. Faculty can encourage students to make connections both up front in the syllabus and through reflection activities (Hatcher et al., 2004). Faculty should also allow students to play a role in selecting the sites where they will complete their service hour requirement. The students in both classes included in my study commented on how important it was to them to find a site that matched their career and academic interests. Allowing students to select their own site or project may also facilitate an understanding of course outcomes and the purpose of a service-learning requirement.

Connect service to course and career outcomes. My final recommendation for practice is related to career outcomes based on the student's service-learning experience. Given that student engagement in service is connected to course, career, or major-related outcomes, there are opportunities for both faculty and administrators to intentionally connect these pieces throughout service-learning courses. As my findings demonstrate, the students who participated in this study saw significant gains in identity awareness, including confirming career and major interests. These gains are consistent with findings from previous research (Prentice & Robinson, 2010) which compared the learning outcomes for students engaged in service-learning with learning outcomes for students who did not participate in a service-learning course and found that students in service-learning courses saw increased learning outcomes on multiple measures, including career connections.

Finally, faculty and administrators involved in the design of service-learning courses should consider the career connections that are possible through students' individual service placements. Similarly, universities with career related courses that are specifically designed to facilitate student understanding of career interests should consider adding a service-learning component in order to deepen student learning and enhance career connections (Prentice & Robinson, 2010).

Implications for future research. The findings from this study add to the narrative around engaging undergraduates in service-learning and build upon previous research in developing best practices for this high impact pedagogy. Understanding the way students experience particular elements of higher education is increasingly complex as the demographics of undergraduate students are constantly changing and because the student experience is informed by student input characteristics and environments which uniquely affect outcomes. For these reasons, my research provides a start in understanding the difference between undergraduate male and female experiences with service-learning, and also provides a rich context for future research to build upon my findings. Future research should be focused on four primary areas: a comparison study between undergraduate males and females; interviewing students at multiple points during their service-learning experience; exploring student experiences with service at the high school level; and exploring faculty engagement and experience with service-learning.

Comparison between undergraduate males and females. Although the initial purpose of this study was to understand the way undergraduate males engaged with

service-learning differently from their female peers, my findings point toward outcomes and experiences that could be similar for female students. With this in mind, it would be useful to develop a comparison study interviewing both undergraduate males and females using the same protocol that I used for my study. Such a study may better identify differences and similarities in the way students experience service-learning and highlight additional implications for practice based on unique student characteristics.

Multiple interviews during service-learning experience. The students in this study completed one interview at the conclusion of their service-learning course. Understanding that students who persist past barriers to engagement and participate in service-learning experiences may already have a deeper understanding of their identity, leadership, difference, and social responsibility, future research should focus on interviewing students at the beginning, middle, and end of their service-learning course to provide a deeper look at development that is a result of service-learning as compared to the characteristics of individuals who engage in service. Likewise, interviewing students who chose not to participate in a service-learning course and would shed light on the factors that either discourage, or are barriers to, participation in service.

High school engagement in service-learning. Astin and Sax's 1998 study explored both how students are affected by service and also identified the demographic features and student experiences that best predicted whether a student would participate in community service during college. Astin and Sax (1998) found that identifying as a female was the primary predictor of engagement in service during high school and that students who participated in community service in high school, regardless of whether

they identified as male or female, was another one of the top predictors of participation in service during college. In order to better understand the impact of service on student development, future research should continue to take into consideration the input factors students bring with them to college (Astin, 1991), including prior participation in service-learning during high school.

Faculty experience with service-learning. As research continues to demonstrate service-learning as a powerful pedagogy that affects student learning and development, there is still resistance among faculty and college administration to widely implementing and funding service-learning (Bringle & Hatcher, 1997). Much of the research to date has examined how students develop from service-learning (Astin & Sax, 1998; Eyler & Giles, 1999) and best practices for implementing service-learning (Bringle & Hatcher, 1996), but perhaps additional research should be conducted on the way faculty engage with and benefit form service-learning. Such research would better position administrators to argue on behalf of funding and tenure incentives for engaging in service-learning work.

Previous studies that examined how to implement service-learning suggested that faculty might benefit from service-learning by rethinking the way they teach material and having more opportunities to develop meaningful relationships with students (Bringle & Hatcher, 1997; Bringle & Hatcher, 1996). Pribbenow (2005), for example, found that there are significant and relevant benefits to faculty teaching and learning through service-learning integration. Pribbenow identified six prominent themes that epitomize the way faculty are impacted by service-learning: more meaningful engagement in and

commitment to teaching; deeper connections and relationships with students as learners and individuals; enhanced knowledge of student learning processes and outcomes; increased use of constructivist teaching and learning approaches; improved communication of theoretical concepts; and greater involvement in a community of teachers and learners.

By building on research by Pribbenow (2005), faculty and staff can develop a greater understanding of both the student and faculty experience with service-learning, which may help leverage this pedagogy and encourage its implementation.

Summary

The purpose of this study was to explore the way undergraduate male participation in service-learning contributes to the development of socially responsible leadership behaviors. Research on service-learning continues to illustrate that this pedagogy is a high impact practice with significant positive effects on student learning and development (Astin & Sax, 1998; Eyler & Giles, 1999; Lockeman & Pelco, 2013), and one of the critical experiences for developing socially responsible leaders (Dugan & Komives, 2010). Although such promising findings should encourage student participation in service-learning and faculty engagement with this pedagogy, undergraduate males continue to participate in service-learning at lower rates than their female counterparts (Astin & Sax, 1998), and there remains work to be done with respect to engaging faculty in service-learning (Pribbenow, 2005).

Although my findings did not show significant differences in the way undergraduate males experience service-learning as compared to what is known about the

way undergraduate females experience service-learning, the unique experiences shared by each of the students in this study contributed to the creation of a model for understanding the way students experience service-learning, and the outcomes connected to service. As higher education researchers and practitioners continue to look for ways to enhance student learning and development, such models provide valuable resources and information for better engaging students in these experiences and deepen our consideration of the barriers and obstacles students sometimes face when considering participation in these kinds of student experiences.

Although there is still a need for additional research that facilitates understanding of the way unique student experiences inform and affect the way students engage with higher education, the promising findings of this study, and other research on service-learning, situates service-learning as a transformational learning experience with significant contributions to student development, most specifically developing socially responsible leaders who understand their identity and leadership, appreciate diversity, and are committed to creating long-term positive social change.

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APPENDIX

Appendix A: Solicitation for Interviewees

Good afternoon,

I hope this email finds you well! My name is Kristen Wright and I'm a graduate student here at George Mason in the Higher Education program. For my graduate thesis I am exploring the impact of engagement in service-learning on male undergraduate students.

Participants in this study must: identify as male, have participated in a service-learning course this semester, and be willing to sit down for a one-hour interview regarding your experiences. If this applies to you, please respond to kwrigh22@gmu.edu if you would be willing to participate in this research study.

You will receive a $5 gift card for participating and will be a tremendous help in advancing this research study.

Please see below for more information regarding the study, your expectations, and scheduling information.

Background of this Study
Through this study, I am hoping to gain a better understanding of how you are experiencing service-learning coursework, and how this experience might contribute to your leadership development. As a student who participated in _____ course, your perspectives are invaluable.

Scheduling
Interviews will take place during the weeks of November 23, November 30, and December7 at the conclusion of your experience in service-learning. All interviews will take place on campus in a meeting room and will be scheduled at your convenience. At the conclusion of the interview you will receive a $5 Starbucks gift card for participating.

IRB Information
This project is IRBNet number 828485-1, and Dr. Amy Swan is serving as my supervisor and principal investigator.

Your participation in this study would be greatly appreciated. Please let me know if you have any questions about the study and also if you would be available to participate. You may also reach out to Dr. Amy Swan at aswan2@gmu.edu with any questions about this study.

APPENDIX B: Interview Protocol

Participant:

Date:

Introduction: Thank you for taking the time to speak with me today! Through this study, I am hoping to gain a better understanding of how you are experiencing service-learning coursework, and how this experience might contribute to your leadership development. As a student who participated in _____ course, your perspectives are invaluable. Your participation in this interview is completely voluntary, and you may choose to not answer any of the questions I pose today. There are no right or wrong answers. I am most interested in hearing about your experiences, your perspectives, your beliefs, and your stories. (Ask participant to read and sign consent form, review any questions regarding confidentiality, and ask permission to tape record the interview). Do you have any (other) questions before we begin?

1. Previous Educational Background and Service Experience
    a. Could you tell me a little about where you grew up?
        i. What, if anything, did you like about your hometown(s)?
        ii. What comes to mind when you hear the word "community"?
    b. When you think back to high school, what mattered most to you?
    c. Can you describe a time before college when you were a "leader"?
        i. What did that mean to you?
    d. Can you describe a time since beginning college when you were a "leader"?
        i. Is there anything different about the two experiences?
    e. Can you describe your first time doing community service?
        i. How did you get involved? Did someone invite you to participate? Organized experience?
        ii. Can you tell me about how you felt after your initial experience with community service?
    f. How would you describe your engagement in community service prior to enrolling at [name of institution]?
        i. Frequency?
        ii. How did you get involved?
    g. How would you describe your engagement in community service prior to enrolling in this service-learning course?
2. Service-learning course experience
    a. Is this your first service-learning course?
    b. Is your service learning course an elective or a requirement for your degree?
        i. If elective- why did you decide to enroll in this course?

    ii. If required- how did you feel when you found out this was a required course for your degree?
c. Tell me about your experience in the course so far
    i. What have you enjoyed about it?
    ii. Have you faced any significant challenges, if so, what have they been?
    iii. What have you learned about yourself through your service experience?
    iv. What have you learned about classmates through your service experience?
    v. What have you learned about your community through your service learning experience?
    vi. What kinds of reflection activities did you take part in through your service-learning course?
d. In what ways, if any, has your opinion of yourself changed throughout your service experience?
    i. Pre-college to college?
    ii. Pre-college to now?
    iii. From the beginning of the semester until now?
e. Did you learn anything about your personal identity through your service experience?
f. In what ways, if any, has your opinion of your leadership changed throughout your service experience?

Appendix C: Participant Consent Form

Male Engagement in Service-Learning and Socially Responsible

Leadership Development

INFORMED CONSENT FORM

RESEARCH PROCEDURES
This research is being conducted to learn more about the experiences of undergraduate students in service-learning and its contribution to leadership development. If you agree to participate, you will be asked to participate in a one hour interview, discussing your experience with your current service-learning course. Please note that interviews will be audio recorded.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no other benefits to you as a participant other than to further research in service-learning and student development.

CONFIDENTIALITY
The data, which includes a transcribed version of the audiotape will only include your name on an excel spreadsheet corresponds to the number of the transcribed document that will only be privy to thesis chair and principal investigator, Dr. Amy Swan, and myself. The committee consists of 3 Mason professors. This information will be kept on a non-public Mason computer for the required 5 years. Copies of the audio will be stored on a Mason computer until it can be transcribed. It will then remain on this computer for 5 calendar years, after this point it will be deleted from the computer and hard drive in its entirety.

PARTICIPATION
You must be 18 years or older to take part in this study. Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. All digital audio files and transcripts will be destroyed upon your withdrawal from the study. There are no costs to you or any other party.
You will receive a $5 gift card after completing the interview.

CONTACT
This research is being conducted Kristen Wright, graduate student in the MAIS Higher Education program at George Mason University. She may be reached at 716.864.9189 for

questions or to report a research-related problem. Dr. Amy Swan is serving as thesis chair and faculty advisor for this study and can be reached by phone at 703.993.5243 with any questions. You may contact the George Mason University Office of Research Integrity & Assurance at 703.993.4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT
I have read this form, all of my questions have been answered by the research staff, and I agree to participate in this study.

_____
Name

_____
Date of Signature

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BIOGRAPHY

Kristen Wright graduate from East Aurora High School, in East Aurora, NY in 2005. She received her Bachelor of Arts from Baldwin Wallace University in 2009. Kristen was an AmeriCorps VISTA with South Carolina Campus Compact from 2009 – 2010 and then accepted a position with the Institute on Philanthropy and Voluntary Service where she served as Program Director. In the fall of 2014 she began the Master of Arts in Interdisciplinary Studies at George Mason University and started as the Graduate Assistant for Family Programs and Services where she has been the past two years. She received her Master of Arts in Interdisciplinary Studies in 2016.