

**INVESTIGATING THE PERCEPTIONS OF THE STUDENTS AND
COMMUNITY ORGANISATIONS INVOLVED IN SERVICE LEARNING IN
A CERTIFICATE PROGRAMME IN THE AFRICAN CONTEXT**

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Declaration

I, Cebisa Nkatu, declare that the work presented in this thesis is my own work. Any work that is not my own has been acknowledged and referenced properly. This thesis is submitted in partial fulfilment of a Master's degree in Educational Psychology at the University of KwaZulu Natal, Pietermaritzburg. This thesis has not been submitted before for any degree or examination at any university.

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Dedication

This thesis is dedicated to my late mother, *Mandisa Evelyn Nkatu*. You will forever remain in my heart.

Abstract

Over the years, there has been an increase in the implementation of service learning around the globe. This increase has largely been attributed to the presumed benefit it affords students, universities and community organisations. Service learning is a widely used pedagogy which has been proposed as a strategy through which universities can be responsive to societal problems and produce students who are civic minded and cognisant of issues that affect wider society, becoming active agents of change in their communities. Although service learning has become widely popular, there are challenges associated with this form of pedagogy. Advocates of service learning have argued that the challenges within the field of service learning ought to be addressed if service learning is to reach its full potential. The field of service learning has been criticised for neglecting to provide evidence of the benefits of service learning from the perspectives of community organisations. Furthermore, African scholars within this field have argued for an indigenous perspective of service learning, one which takes into consideration the diverse nature of the African context. The current study sought to investigate the perceptions of the benefits of service learning from the perspectives of students and community organisations in the African context. A total of 121 participants , 70 students and 51 community organisation representatives from Kenya, Lesotho and Zimbabwe were sampled for the study. An independent sample t-test analysis indicated that student and community organisations' perceptions of the benefits of service learning were similar. However, there was a significant difference in the perception of extra human capacity as a benefit for community organisations. Furthermore, the independent sample t-test indicated that students were not as open as they thought they were during the service learning experience. An ANOVA analysis in the student sample indicated that there was a statistically significant difference in students' perceptions of the expectations of service learning.

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List of acronyms and abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ANC	African National Congress
ANOVA	Analysis of Variance
CBO	Community Based organisations
CBWCY	Community Based Work with Children and Youth WY
CHESP	Community Higher Education Service Partnership
CP	Certificate Programme
DoE	Department of Education
HEI	Higher Education Institutions
HIV	Human Immune Virus
JET	Joint Education Trust
NRF	National Research Foundation
NGO	Non-government organisation
RDP	Reconstruction and Development Programme
REPSSI	Regional Psychosocial Support Initiative
SL	Service learning
SPSS	Software Package for Social Sciences
UKZN	University of KwaZulu Natal
US	United States

Chapter 1

Introduction

1.1 Introduction

Over the years there has been an increase in the introduction and implementation of service learning programs by university faculties all over the world (Bringle & Hatcher, 2002). More and more university departments are introducing service-learning programs into their curricula (Blouin & Perry, 2009; McCrickard, 2011; Hammersley, 2012). Such a shift has been attributed to the need for universities to become more responsive to the needs of their respective communities (Bender & Jordaan, 2007). Universities around the world are consistently being called upon to respond to societal problems and to become forerunners in developing solutions to the problems facing our societies. Moreover, universities are tasked with producing graduates who are aware of these societal issues. Students are urged to not only become active citizens but to become active agents in the transformation of society.

Service learning has been conceived as one way in which this can be achieved (Bender & Jordaan, 2007). This pedagogy was initially developed in the United States (US). A large proportion of the literature on service learning has been consistent in providing empirical evidence of its benefits to partners involved. However, research conducted within the field of service learning has mainly focused on studying student perceptions in service learning, while neglecting to study those of communities (Blouin & Perry, 2009). Many authors have called on research agendas which focus on community perspectives of service learning.

Within the African context, scholars within the field of service learning have been vocal about the need to develop indigenous perspectives of service learning. Consequently, researchers are called upon to develop these African perspectives that are cognisant of the diverse nature of societal problems facing Africa. South Africa has been perceived as the country that could be the forerunner in the development and advancement of African perspectives of service learning. Collaboration between African countries is one way in which this can also be achieved. This study sought to investigate the perceptions of service

learning of students and community organisations. This study sampled students who were enrolled in a Certificate Programme (CP) and community organisation personnel who hosted the students during their service learning placements.

As stated above this research was based on students and community organisations personnel who were involved in a distance learning Certificate Programme (CP). The certificate programme was developed as a direct result of the adverse social circumstances that are prevalent in Sub-Saharan Africa (Killian, 2012). These conditions include the HIV/AIDS pandemic, the large number of untrained community caregivers and a need to provide quality education and training to community caregivers who work within the HIV/AIDS field (Killian, 2012). The United Nations Children's Fund (UNICEF) and the Regional Psychosocial Support Initiative (REPSSI) sought the assistance of academics from the University Kwa-Zulu Natal (UKZN) "to develop, pilot and quality assure the CP in Community Based Work with Children and Youth (CBWCY)" (Killian, 2012, p. 57). Five hundred and fifty-three students from Lesotho, Malawi, Namibia, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe were piloted for the CP during its first cycle (Killian, 2012). The result of the pilot studies was an 18 month CP which covers six modules: Personal and professional development; Introduction to human rights-based approaches; Child and youth development; Care and support of children at risk, Integrated community development; and a service-learning project. This research focuses on the service learning aspect of the CP.

1.2 Aims and objectives of the study

The aims of this study were:

- To investigate the perceptions of students involved in service-learning
- To investigate the perceptions of community organisation personnel involved in service-learning
- To compare the two groups' perceptions of service-learning.

1.3 Research questions

This research investigated the following questions:

- What are student perceptions of service-learning?

- What are community organisations' perceptions of service-learning?
- Are there any differences in students' and community organisations' perceptions of service-learning?
- What are these differences?

1.4 Methodological approach

This study was informed by the positivistic research paradigm. The study sampled students and community organisations involved in the Community Based Work with Children and Youth (CBWCY) Certificate Programme. A non-probability sampling technique was used to sample 70 students and 51 community organisation personnel that hosted students during their service learning. SPSS data analysis procedures were used to compute the descriptive statistics of the study samples. An independent samples t-test was used to compare the means of the students with the means of the community organisation sample. An ANOVA was used to determine if there was any variance within the student sample using some of their demographic information.

1.5 Outline of the study

Chapter one introduced the background, motivation, aims and objectives of the study. The research questions were also introduced in this chapter. Chapter two provides a literature review which outlines research which has been conducted in the field of service learning. Chapter three discusses the methodology followed conducting this research study. This includes research design; sampling; sampling procedures; data collection; data analysis; and reliability, validity and rigor. The last section in chapter three discusses the ethical considerations relevant to this study. In chapter four the results of the study are provided; this includes the demographic details of the sample and comparison of means between the two groups. Chapter five covers the discussion of results as they relate to the service learning literature. The conclusions and limitations of the research are discussed in chapter six.

Chapter 2

Literature review

2.1 Introduction

Over the years, service-learning has been viewed as a successful tool which has been used by higher education institutions to respond to issues faced by wider society. This chapter provides an in-depth discussion on service-learning and the research which has been conducted in the field of service-learning internationally and in the African context. The discussion starts by providing background on how service-learning came about, this will be followed by the international development of this pedagogy. Thereafter, the focus is on the development of service-learning within the African context and more specifically the South African context. Government policies that have been linked to the development of service-learning have been discussed as well. Following this a discussion of the research which has been conducted regarding perceptions of service-learning for both students and community organisations is presented.

2.2 Background to service-learning

A well-functioning democracy has citizens who are involved in civic matters (Bringle & Steinberg, 2010). Globally universities are being called upon to address some of the challenges faced by communities by providing solutions to social problems (Tagoe, 2014). Higher education institutions (HEIs) are called upon to generate knowledge that is socially responsive to the needs of society (Bringle & Steinberg, 2010). Furthermore, they are tasked with developing socially conscious students (Department of Education, 1997; Bringle & Steinberg, 2010; Hammersley, 2012). The Department of Education's White Paper 3 urged for the transformation of higher education to respond to the needs of communities (DoE, 1997). Thomson, Smith-Tolken, Naidoo and Bringle (2011) assert that higher education is undergoing change "as societies endeavour to align the local context to national priorities and global pressures" (p. 216). According to Thomson et al. (2011) contemporary societies are increasingly becoming vocal about the need for universities to generate knowledge that is useful to society. Moreover, universities ought to produce graduates that are not only aware of societal problems, but also contribute towards the resolution of these problems.

Community engagement thus plays a critical role in higher education (Kruger, Nel & van Zyl, 2015).

Service-learning, as a strategy for community engagement, is considered as an important tool to address some of the challenges faced by modern society (Bender & Jordaan, 2007). The recognition of the social value of service-learning has been increasing over the past few decades (Mtawa & Wilson-Strydom, 2018). Service-learning has its roots in the United States in the 1960s (Stanton & Erasmus, 2013). The initial development of service learning has been attributed to questions that arose regarding the nature of how knowledge was being created at the time. According to Stanton and Erasmus (2013) the pioneers of service-learning were driven by the desire for social change and social justice in relation to universities and their communities. Many authors have argued that there has been an increase in the introduction of service-learning as a form of experiential pedagogy in higher education institutions (Eby, 1998; Bender & Jordaan, 2007; Butin, 2006; Weiler et al., 2013). Consequently, there is a reported increase in the number of institutions involved in service-learning programs (Ward & Wolf-Wendel, 2000, Weiler et al., 2013). According to Tagoe (2014) the accelerated rate at which service-learning has been developing over the years has been attributed to the benefits it offers students, communities and faculties. Furthermore, Joseph, Stone, Grantham, Harmananglu and Ibrahim (2007) assert that there is an increased interest across academic disciplines to explore the effectiveness of service-learning as a teaching tool. Consequently, empirical research is needed to provide evidence of its effectiveness across countries and in diverse community contexts.

2.2.1 Defining service-learning

Service-learning lacks a single definition (Bowie & Cassim, 2016). According to Saltmarsh (1996) the term service-learning was coined in the 1960s. The development of service-learning is described as a way through which higher education could address concerns regarding how education was serving society, what the purpose of education was in a democratic society, and whether there was a relationship between service and social change (Greenwood, 2015). Saltmarsh (1996) argues that service-learning as a pedagogy can be traced to the writings of John Dewey. He proposed for a new form of education that was

progressive and took into account the context in which the process of learning was taking place. Dewey (1938) argued that the form of education taught at the time was static; thereby resulting in discontentment with traditional education (Dewey, 1938). Dewey (1938) argued for an organic connection between education and experience (Dewey, 1938). However, Dewey maintained that not all experience was educative, certain conditions ought to be met in order for that experience to be educative (Dewey, 1938). According to Dewey (1938) the conditions which result in an educative experience are continuity and interaction. Continuity is based on the idea that there are different educative experiences and it is the responsibility of the teacher to direct experiences in this continuum (Dewey, 1938). Interaction refers to the transaction between an individual and his or her environment (Dewey, 1938). Thus, Dewey introduced the idea of the importance of experience in education.

Saltmarsh (1996) maintains that “Dewey’s writings inform service learning through a philosophy of education, a theory of inquiry, a conception of community and democratic life and a means for individual engagement in society towards the end of social transformation” (p. 13). Bowie and Cassim (2016) maintain that John Dewey “argued for an education that had the potential for social and ultimately, political transformation” (p. 5). Additionally, Bowie and Cassim (2016) assert that the theory on which service-learning is grounded on can also be traced back to Boyer’s writings on the scholarship of engagement. Boyer (1990) asserted that “the work of the academy must relate to the world beyond the campus (p. 75). Furthermore, Boyer believed that faculty obligations ought to transcend beyond the classroom (Boyer, 1990). He believed that the aim or purpose of education was not only to generate new knowledge, but to use new knowledge in humane ways (Boyer, 1990). According to Steinberg, Hatcher and Bringle (2011) Boyer challenged university institutions to make imperative changes in university missions and infrastructure, student engagement in community based learning, and the relationship between communities and students. Furthermore, Boyer challenged higher education to consider forms of scholarships that transcended beyond traditional understanding of academic work. Boyer proposed a school of engagement which entailed utilising university resources to address important social problems (Mitchell, 2017). Boyer’s scholarship of engagement proposes that universities become forerunners in the resolution of societal problems (Dodd, 2017). Policies on

service-learning are grounded on discourses of reciprocity, partnership and engagement (Castle & Osman, 2006).

Service-learning has its roots in the work of volunteering, however early practitioners of service-learning differed from volunteering services in that they evoked the concept of reciprocity (Stanton & Erasmus, 2013). Service-learning offered a different perspective in comparison to volunteering in that it introduced the idea that all those involved in the service-learning relationship ought to benefit from that relationship. Thus, the idea of mutual benefits and reciprocity was introduced. Service-learning highlights reciprocal learning (Thomson et al., 2011). As the many definitions below highlight, service-learning involves reciprocity, reflection and the development of active citizenship. Hammersley (2012) maintains that the premise of service-learning as mutually beneficial is a defining feature of the pedagogy. Any service-learning initiative ought to meet the needs of both communities and higher education institutions (Greenwood, 2015).

Bringle and Hatcher (1996) define service-learning as “a credit bearing educational experience in which students participate in an organised service activity that *meets identified community needs* and reflect on the service activity in such a way as to gain further understanding of course content, a broader sense of civic responsibility” (p. 222, emphasis added). Saltmarsh (1996) defines community service-learning as a “pedagogy of reflective inquiry linking student’s involvement in community service with their intellectual and moral development” (Saltmarsh, 1996, p. 14). Joseph et al. (2007) define service learning as a form of teaching and learning that incorporates community service with academic activities. Ward and Wolf-Wendel (2000) posit that mutuality and reciprocity are the cornerstones of service-learning. Casperz and Olaru (2015) maintain that service-learning embodies the principles of reciprocity. It also forges a reciprocal learning relationship between students and community organisations (Casperz & Olaru, 2015). Bushouse (2005) argues that the concept of reciprocity distinguishes service-learning from using communities as laboratories. Rather, communities are viewed as equal partners in the relationship. Petri (2015) maintained that in order to have a true reciprocal relationship between communities and universities it would mean “finding relevance, prioritizing and respecting partnerships, supporting faculties who seek them out, and recognizing

communities as co-teachers” (p. 96). d’Arlach, Sanchez and Feuer (2009) posit that service-learning aspires to increase student’s civic engagement and narrow the gap between universities and communities. Moreover, service-learning calls for knowledge to be local and co-created with communities (d’Arlach et al., 2009).

Reflection is regarded as central to the service-learning process. This crucial component in service-learning can foster the development of a critical self, which is able to challenge the status quo (Tagoe, 2014; Casperz & Olaru, 2015). Without reflection, service-learning would be the same as volunteering (Isaacs, Rose & Davids, 2016). Dodd (2017) described reflection as the process of integrating theory and practical experience. It is “the intentional consideration of an experience in light of particular learning objectives” (Bringle & Hatcher, 1999, p. 180). Furthermore, Bringle and Hatcher (1999) maintain that reflection activities bridge the gap between the community service activities and the educational content of the course. Theory taught through the service-learning course is used to understand the experience gained. Through reflection, students can better understand the communities in which they work and gain new perspectives. Isaacs et al. (2016) posit that the goal of service-learning is also to create citizenship, which entails being an active member of society who understands and contributes to addressing wider societal problems. According to Bringle and Hatcher (1999) developing civic mindedness in students is an intentional objective in service-learning. They argue further that civic mindedness is about learning to serve and assuming responsibilities that may lead to the betterment of communities.

Therefore, service learning is a form of experiential education that attempts to transform universities and communities through partnerships between universities, students and communities. These partnerships are informed by reciprocity, wherein community members are co-teachers and co-creators of knowledge. Dewey proposed that this form of pedagogy had the potential for social and ultimately political transformation. The potential transformation power of service learning within communities is acknowledged by advocates of service learning.

2.3 The development of service-learning internationally

Steinberg et al. (2011) posited that service learning in the US was associated with the need for the development of civic responsibility, active citizenship and the construction of a democratic society. Furthermore, Steinberg et al. (2011) assert that service learning is associated with a renewed interest in HEIs becoming relevant and responsive to their local communities. During the initial development of service-learning, there was a critique of higher education on the passive and impersonal nature of instructional methodologies (Stanton & Erasmus, 2013). Mtawa (2017) asserts that in the 19th and 20th century, questions arose regarding the crucial role of education and how knowledge was constructed. Traditional forms of education were considered limited. There were calls for a pedagogy that was more active and involving (Hatcher & Erasmus, 2008). Furthermore, there were calls for higher education institutions to take public roles and responsibilities (Hatcher & Erasmus, 2008). Such roles entailed being actively involved in communities and being able to respond to the needs of those communities. Universities were required to develop students who were cognisant of societal problems and become actively involved. Service-learning was proposed as being the strategy that could be used to achieve the aforementioned objectives. During that time, the theoretical underpinnings of service-learning were informed by philosophical and educational thinkers (Mtawa, 2017). According to Bringle, Hatcher and Clayton (2007) there has been an increase of service-learning in higher education in the USA over the last 25 years. The growth can partly be attributed to the work conducted by Campus Compact (Hatcher & Erasmus, 2008). Campus Compact is “a national coalition of over 1000 college and university presidents supporting student education for responsible citizenship” (Hatcher & Erasmus, 2008, p, 49). Learn and Serve America is credited for funding programs and providing grants for course development in service-learning (Hatcher & Erasmus, 2008). In the United States service-learning programs are reported to be in many institutions of higher education across all disciplines (Hatcher & Erasmus, 2008).

2.4 The development of service-learning in South Africa and Africa

Hatcher and Erasmus (2008) argue that service-learning in South Africa is a state mandated initiative that was aimed at transforming higher education post-apartheid. Mtawa (2017)

maintains that prior to democracy, higher education institutions were used as philosophical apparatus to maintain and sustain colonial and apartheid policies. Post-apartheid, the South African higher education system was characterised by inequitable access and opportunities to resources (Doughty, 2016). During this time, the main areas that required radical transformation included “systems and structures, equity, equality and social responsiveness” (Mtawa, 2017, p.4). There was a need to transform education post-apartheid to address the disparities that were inherent in the education system at the time. Radical education transform was a necessity. The increase in service-learning courses offered at universities may be seen as a direct reaction to government policies that called for universities to be socially responsive to community needs and the involvement of students in civic engagement (Bender & Jordaan, 2007). According to Lazarus (2007) service-learning in South Africa was relatively unknown until the late 1990s. The development of service-learning has been traced back to the call for transformation within higher education post-apartheid (Stanton & Erasmus, 2013). The ruling party at the time prioritised policies that were driven by restructuring the higher education system (Doughty, 2016). Thomson et al. (2011) maintain that the democratically elected African National Congress (ANC) government instituted a higher education transformation plan with the intention of changing racially divided higher education institutions. The Education White Paper 3 called for transformation within higher education (Stanton & Erasmus, 2013). Doughty (2016) posits that the three pillars of the White Paper 3 were broadening democratic partnerships, responsiveness to societal changes and inclusive partnership building and cooperation. According to White Paper 3 “part of the purpose of higher education is to contribute to and support the process of societal transformation outlined in the Reconstruction and Development Programme (RDP)” (Department of Education, 1997, p. 3). Furthermore, the goal of higher education is “to promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service” (Department of Education, 1997, p.10). Additionally, higher education institutions ought to promote partnerships between institutions and all sectors of wider society (Department of Education, 1997). The White Paper 3 identified community engagement as an integral part of higher education (Thomson et al., 2011).

In response to White Paper 3, the Ford Foundation granted funding to the Joint Education Trust (JET) to conduct research on community service in the South African context (Lazarus, 2007; Stanton & Erasmus, 2013). This research found that whilst many higher education institutions emphasised community service in their university mission, very few had a policy or strategy to operationalise the community service components of their mission. The study also found that “most of the institutions had a wide range of community service projects and generally, community service projects were initiated by innovative faculty members, students and staff, and not as deliberate institutional strategies” (Stanton & Erasmus, 2013, p. 74).

Consequently, the Ford Foundation granted funding to JET to establish the Community Higher Education Service Partnership (CHESP) (Stanton & Erasmus, 2013). CHESP was tasked with implementing service-learning as a community engagement initiative (Mouton & Wildschut, 2005; Thomson et al., 2011; Stanton & Erasmus, 2013). The CHESP initiative funded over a 100 service-learning courses in eight institutions of higher education (Thomson et al., 2011). Hatcher and Erasmus (2008) explain that early practitioners of service-learning in South Africa were assisted by US practitioners to institutionalise service-learning. Stanton and Erasmus (2013) and Mouton and Wildschut (2005) maintain that the practice of service-learning in South Africa differed from that of the United States in that it highlighted the importance of community voices. Furthermore, CHESP included community members in the service-learning triad (Stanton & Erasmus, 2013).

Community organisations, university faculties and students are regarded as the beneficiaries of SL programmes. Preece (2013) asserts that there has been a shift in focus on perceiving service-learning as a pedagogy for students to viewing it as a form of community engagement for communities, to which students can contribute. Research in this field has been consistent in providing empirical evidence on the benefits of SL for students. However, the same cannot be said regarding community perspectives. Research has almost exclusively focused on student benefits while neglecting community outcomes. Mtawa and Wilson-Strydom (2018) maintain that literature on service-learning makes claims regarding the pedagogy’s contribution towards community transformation “although relatively little research has been undertaken to backup these claims” (p. 250). According to Lazarus (2007)

service-learning is practised in 23 public universities in the South African context. Considering the widespread implementation of SL programmes in higher education institutions, it is imperative that research focuses on both students and communities in order to better understand the implementation and benefits of SL for all parties involved. Hammersley (2012) calls for research agendas that explore the benefits of service-learning for both students and communities. Furthermore, African perspectives on SL are limited in the field (Tagoe, 2014; Mitchell, 2017). Accordingly, in the African context there is a need to explore both student and community perspectives. Consequently, the development of indigenous perspectives of service learning have not been explored.

2.4.1 Service-learning in Africa

Few studies have explored Community Service-learning (CSL) within the African context (Mitchell, 2017; VanLeeuwen, Weeks & Guo-Brennan, 2017). Consequently, this may present a challenge for individuals working in the CSL field within the African context (VanLeeuwen et al., 2017). The term Community Service-learning is often used to emphasize the community aspect of the service-learning pedagogy. According to Tagoe (2014) service-learning in Ghana continues to be informal and ad hoc. Thomson et al. (2011) assert that service-learning is seldom mentioned as a university core function in Congo. Mitchell and Dabysing (2016) further assert that research on distance service-learning is limited in the African context. Most of the service-learning research in Africa is from South Africa (Mitchell, 2017). Therefore, it can be argued that there is a need to build literature on service-learning in the African context, especially since the large portion of literature in the field is from western countries. Furthermore, the development of indigenous perspectives may contribute to the development of solutions to societal problems that are prominent in Africa, by individuals who are cognisant of the unique characteristics of the African context.

2.4.2 Service-learning research

Ward and Wolf-Wendel (2000) highlight the need for education to transcend beyond the boundaries of the classroom to impact on social action and progress. Ward and Wolf-Wendel (2000) argue further that there has not been enough attention given to the critical role that community members have in ensuring that the goals and benefits of service-

learning programs are met. It is thus important to focus on the benefits for community members involved in service-learning. Research has tended to focus on research that is based on doing for/to the community instead of doing with the community (Ward & Wolf-Wendell, 2000). Thus, it can be argued that community members are not seen as collaborating members, rather, they are seen from a deficit perspective. Service-learning literature has focused on student benefits rather than on both student and community organisation benefits (Ward & Wolf-Wendell, 2000). Rhoads (1997, as cited in Ward & Wolf-Wendell, 2000) argued for a “critical community service that is rooted in multiculturalism, mutuality, community, building connections between classroom and community, social change and democratic education (p. 771). Such a view introduces a shift away from viewing communities as beneficiaries towards viewing them as equal partners in the service-learning endeavour. Over the years, the partnership between universities and communities has grown (Naidoo & Devnarain, 2009). However, there are still barriers to the partnership related to how universities are organised and the history of the unequal partnership between universities and communities (Naidoo & Devnarain, 2009). Authors have argued that for service-learning to uphold its fundamental basis, community organisations ought to be viewed as equal partners in the relationship. This entails consultation with community organisations from the onset of any service-learning project (Bingle & Hatcher, 1999). Hammersley (2012) argues that “if learning in service-learning is seen as a reciprocal exchange, it is important to understand what community partners learn, how they learn, and whether there are any transformative impacts for them” (p. 105). As such, it can be argued that although SL has grown over the years in terms of research and implementation, there is still limited research that expands on community perspectives of service learning worldwide and more specifically, in the African context.

2.4.2.1 Student outcomes of service-learning

Much of the research on service-learning has focused on student perspectives. Greenwood (2015) maintains that service-learning can influence students’ personal and interpersonal skills. Bender and Jordaan (2007) argue that it is important to investigate student perspectives and their knowledge of service learning in order to prevent placing uninformed students with negative perceptions of service learning at community sites.

Joseph et al. (2007) conducted a study amongst 150 university students to explore the benefits of service-learning programmes. The study found that students believed that the college experience prepared them for the job market, it enhanced critical thinking and the experience emphasized community thinking upon graduation (Joseph et al., 2007). Casperz and Olaru (2015) surveyed 248 students to assess their perceptions of service-learning. The study found that students valued the opportunity that service-learning provided to experience personal growth (Casperz & Olaru, 2015). Casperz and Olaru (2015) also found that students reported that being involved in service-learning provided them with practical skills for the working environment, enhanced their leadership skills, enabled them to establish relationships and allowed them to gain a deeper understanding of cultural and racial differences (Casperz & Olaru, 2015). Moreover, Casperz and Olaru (2015) found that there was a gender difference in the perceptions of service-learning.

A study by Naidoo and Devnarain (2009) in five South African universities reported that the benefits of service-learning for students included professional development, learning about different community backgrounds, providing opportunities for students to give back to their respective communities. Furthermore, students reported that service-learning gave them an opportunity to integrate theory and practice, and afforded students with the opportunity for self-reflection and personal development (Naidoo & Devnarain, 2009).

A study by Peck, Furze, Black, Flecky and Nebel (2010) in the US to assess perceptions of community engagement among students and university employees reported benefits of service-learning. Their study reported that the benefits of community engagement included increased awareness of societal conditions and personal responsibilities to help address these problems (Peck et al., 2010). Furthermore, participants also reported that they experienced a shift in perspective as a result of being involved in these programs; students were empowered and felt that they were change agents in their communities (Peck et al., 2010).

Tagoe (2014) surveyed 380 students from the University of Ghana who were involved in a service-learning programme. Tagoe (2014) found that a significant number of students

surveyed had no previous involvement in community service. Students perceived community service-learning as beneficial (Tagoe, 2014). According to Tagoe (2014) students felt that service-learning provided them with the opportunity to bridge the gap between theory and practice; it would improve their career development.

Kruger, Nel and van Zyl (2015) surveyed 792 students from the University of Free State to explore their perceptions of service-learning. They found that students valued service-learning, and that students reported that they could put knowledge into practice. Kruger et al. (2015) reported that as a result of being involved in service-learning, there was improvement in sensitivity towards other cultures, their self-confidence, interpersonal communication skills and problem-solving skills were improved. According to Kruger et al. (2015) students also reported availability of resources and communication difficulties as some of the challenges of service-learning.

Prinsloo (2015) conducted a qualitative study on 12 students registered for postgraduate studies at a South African university. This study aimed to ascertain students' reflection on their service-learning experience at a correctional service facility. Prinsloo (2015) found that students expected to gain insight into the integration of theory and practice, and to contribute to community development as a result of the service-learning experience. Furthermore, students reported that they benefitted from the service-learning endeavour because the experience increased their level of motivation, citizenship and social responsiveness (Prinsloo, 2015).

Isaacs et al., (2016) study conducted in the Western Cape reported that students discovered that they were not as active as they thought they were in their communities, and that being involved in service-learning also allowed them to be more involved in their communities.

Mitchell and Dabysing (2016) conducted a qualitative study among 11 students from an African distance service-learning course to explore their experiences of the course. The study found that some of the benefits of the distance service-learning course were affordability of this type of learning, independent learning and the research opportunities offered through the course (Mitchell & Dabysing, 2016). The challenges that the students

faced were the lack of academic and financial resources, addressing competing roles, and establishing a trusting relationship in the communities (Mitchell & Dabysing, 2016).

Service-learning outcomes for students have therefore been well documented in the service-learning literature. Joseph et al. (2007) maintain that service-learning teaches civic responsibility. Joseph et al. (2007) argue further that the benefits of service-learning for students includes self-reflection, self-discovery acquisition and comprehension of values and skills and knowledge.

2.4.2.2 Community outcomes of service-learning

Research on service-learning has largely focused on student perspectives (Bringle & Steinberg, 2010). There is a lack of research on community perspectives of service-learning (Budhai, 2013, Mtawa, 2017). Service-learning is based on the fundamental principle of reciprocity and collaboration. From this perspective, parties involved ought to be seen as equals and given equal attention. However, this has not been the case. Much of the literature on service-learning has tended to focus more on student perspectives while ignoring community perspectives. Service-learning is conceptualised as a reciprocal and collaborative endeavour between universities and community organisation; however, literature seems to indicate that universities and students have taken up most of the attention in the literature. Authors have argued further that community organisations are hardly consulted prior to the implementation of service-learning projects for their inputs (Bringle & Hatcher, 1999). Therefore, this does not reflect its collaborative relationship between parties involved (Hammersley, 2012). The lack of research into community partner experiences means that little is known about whether service-learning initiatives meet the needs of the community (Hammersley, 2012). d'Arlach et al. (2009) assert that recipients of service-learning are more likely to provide a true reflection of the success of a service-learning initiative. According to Miron and Moely (2006) there is limited empirical work that assesses community perspectives on service-learning. Existing research does not sufficiently explain the reasons community organisations perceive benefits from participating in service-learning programs (Bushouse, 2005; Miron & Moely, 2006).

Ferrari and Worrall (2000) conducted a study with 30 supervisors from community-based organisations (CBOs) to evaluate their perceptions of students placed at the various sites. Results from their study indicated that CBO representatives perceived student placement at sites as beneficial (Ferrari & Worrall, 2000). Students were able to build relationships, they were respectful towards clients and had a positive attitude (Ferrari & Worrall, 2000). Miron and Moely (2006) interviewed 40 community organisation supervisors to learn about their perceptions of university-based service-learning programs. The study found that the perceived benefits of service-learning predicted the agency members' perceptions of the university as a whole (Miron & Moely, 2006). Community organisation who perceived themselves as having a close relationship with university partners reported favourable perceptions of the benefits of service learning. These perceptions included positive interpersonal relationships, community organisations were satisfied with the service-learning experience. Moreover, Miron and Moely (2006) found that community agencies benefitted more from the service-learning program if they were involved in the planning of that service-learning programme.

Worrall (2007) conducted a qualitative research study among 12 community organisations to understand a service-learning programme offered by DePaul University. Worrall (2007) states that the study found that CBOs saw themselves as engaged in and committed to student education through the service-learning initiative. Additionally, the benefits of being involved in a service-learning program outweighed the challenges (Worrall, 2007). These benefits included access to volunteers, additional organisational resources and students who acted as role models (Worrall, 2007). Worrall (2007) also found that some of the challenges with service-learning were the limited time constraints and students' inconsistency during the service-learning initiative.

d'Arlach et al. (2009) conducted interviews with nine community members who were involved in a service-learning language exchange program. They found that community members were genuinely transformed by the service-learning experience (d'Arlach et al., 2009). d'Arlach et al. (2009) also found that reflections on current social issues "allowed community members to admit to themselves they had worthwhile information to

contribute” (p. 13). Thus, community members saw themselves as collaborative partners in the relationship.

Budhai (2013) conducted a qualitative study to explore the perspectives of community partners involved in service-learning among 14 community organisations. The study found that there were benefits for communities although there were inherent challenges (time constraints) that could be fixed (Budhai, 2013). Service-learning was also found to strengthen the partnership between communities and universities (Budhai, 2013).

Prentice, Robinson and Patton (2012) report on a study conducted by Horizon partners which surveyed 95 community partners who worked with 3502 college and university students in the United States. The study found that 84% of community partners felt that student placement at sites increased their capacity to meet the needs of the community (Prentice et al., 2012). Prentice et al. (2012) state that this study also found that 97% of community partners reported that students provided a valuable service within their communities. Furthermore, 93% of Horizon partners reported that they were interested in continuing with university/college partnerships. (Prentice et al., 2012). This study also found that there were challenges with these partnerships, which were lack of communication and incomparability of student skills with community organisation needs (Prentice et al., 2012).

Petri (2015) conducted a qualitative study with 24 community partners from midwestern USA, to assess the benefits of service-learning, with a focus on reciprocity. The study found that community partners felt the relationship was reciprocal only when they had something valuable to contribute to the relationship (Petri, 2015). Furthermore, the study found that the way in which institutions of higher education recognised and supported service-learning was of importance to community partners (Petri, 2015). Community partners felt that there was more to service-learning than just having extra hands to address community needs (Petri, 2015). Community partners from this study stated that some of the challenges they faced with regards to service-learning were related to unrealistic expectations set by students for their projects; lack of follow up post completion of service-learning projects; as well as a lack of feedback from universities regarding student outcomes and what organisations could do to enhance student learning during placement at sites (Petri, 2015).

Lopez Torres (2017) conducted qualitative interviews with members of the community to analyse their perceptions on the impact of service learning in their organisations in Ecuador. The study found that community organisations were satisfied with the service learning programme offered to them (Lopez Torres, 2017). Participants in this study also highlighted the importance of achieving engagement with parties involved (Lopez Torres, 2017). Furthermore, Lopez Torres' study found that good communication, shared responsibility, appropriate feedback and respect for different values were important factors for a successful service learning endeavour.

According to Ward and Wolf-Wendel (2000) "if service-learning is truly a way to put higher education in real world problem solving, then community must be an integral and active partner in these efforts" (Ward and Wolf-Wendel, 2000, p. 780). Ward and Wolf-Wendel (2000) argue further that there is a lack of "critical attention to motivations, intentions, and outcomes of service-learning from the community perspective" (p. 770).

2.4.2.3 Community and student outcomes of service-learning

Smith-Tolken and Bitzer (2017) conducted a study to explore the benefits of service-learning among students, academic staff and community organisation representatives. The study interviewed seven module coordinators, 17 students and 20 community members. Smith-Tolken and Bitzer (2017) reported that the study found that there was an interchange of information and knowledge between students and community partners; students brought fresh ideas to community organisations, and community organisation representatives shared their practical expertise and experience with students. Furthermore, students reported a change in attitudes regarding communities, and community members accepted access to knowledge from students and contributed to the development of enabling activities and products that create learning (Smith-Tolken & Bitzer, 2017). Based on these findings, it can be argued that students and community organisations saw themselves contributing equally in the relationship. While students provided access to knowledge, community organisations provided students with the necessary opportunities and conditions to accomplish students' service-learning objectives.

2.4.3 Challenges in service-learning

There is no doubt that the benefits of service-learning are well documented in the literature. However, Eby (1998) argued that the positive perceptions of service-learning that have dominated the service-learning field have concealed the challenges that are inherent in the pedagogy. According to Tryon and Stoecker (2008) there has been growing dissatisfaction with service-learning since the late nineties from the community perspective. Naidoo and Devnarain (2009) posit that service-learning presents with certain challenges which need to be addressed. Eby (1998) argues further that if service-learning is to reach its full development and maturity, there are barriers to the university-community partnership. Castle and Osman (2006) posited that some of the challenges within the field are related to theoretical foundations and definitional issues.

A study by Tryon and Stoecker (2008) with 67 community representative staff found that there were challenges related to the service-learning partnership. These included communication, building relationships, and the management and evaluation of students (Tryon & Stoecker, 2008). Furthermore, their study found that community organisations were not satisfied with the short-term nature of service-learning programs as they did not yield enough benefits for both students and communities (Tryon & Stoecker, 2008). Thus, it can be argued that research on community and student perspectives would assist in addressing some of the challenges inherent in this pedagogy. Mtawa (2017) reported that the challenges of service-learning were related to design and implementation. He asserted that the challenges related to design and implementation include power differentials among service-learning partnerships and the lack of sustainable service-learning programs due to time constraints. Although service-learning is widely established, there are still challenges that are related to how the programs are designed and implemented. Mitchell and Rautenbach (2005) assert that community development is an intended goal of service learning. The partnerships developed through service learning are a way through which community development can be achieved. Mitchell and Rautenbach (2005) argue that although service learning is founded on the concept of reciprocal partnerships, there has not been enough attention that has been given to these partnerships in order to understand

them. They argue further that power plays a critical role in how these partnerships are constructed (Mitchell & Rautenbach, 2005). Students and universities often bring resources to the partnerships, while community organisations often operate with limited resources. As such, universities often have the power to decide on which kinds of interventions introduced in communities. In such circumstances, community organisations are often seen as little brothers in the partnership. Consequently, community challenges of service learning may not be brought forward in these partnerships (Mitchell & Rautenbach, 2005). Therefore, it can be argued that challenges related to the design and implementation of service-learning may directly affect the fundamental premise of service-learning as a pedagogy aimed at changing the way knowledge is created. Furthermore, the power dynamics in the partnerships may have an effect on the evaluation of the effectiveness of service learning for all parties involved.

2.5 Relevance of this study

As stated earlier, the bulk of knowledge that has been produced in the field of service-learning is from western countries. Thus, it can be argued that more often service-learning is understood from a western perspective. VanLeewen, Weeks and Guo-Brennan (2017) maintain that in order to understand service-learning globally, an indigenous perspective is required. Such a perspective would reflect the contextual and historical issues which characterise the African context (VanLeewen, Weeks & Guo-Brennan, 2017). Although service-learning is a public priority, few studies have explored service-learning within the African context (VanLeewen, Weeks & Guo-Brennan, 2017). Mitchell and Dabysing (2016) argue further that African perspectives on service-learning are unaccounted for, as such, there is a dearth of research that explores service-learning from an indigenous perspective. VanLeeuwen, Weeks and Guo-Brennan (2017) contend that without an indigenous perspective in service-learning, the power of service-learning would be lost. Thomson et al. (2011) assert that there is a gap in the literature on how service-learning is construed in non-western contexts, thereby highlighting the need for indigenous perspectives on service-learning (VanLeewen, Weeks & Guo-Brennan, 2017). Moreover, research on community perspectives on service-learning would improve the implementation of service-learning programmes (Budhai, 2013). Further research on service-learning especially in the African context will contribute towards this view.

Preece (2013) argues that it would be beneficial for the South African community to engage with more collaborative partnerships within the African context in order to advance the scholarship of community engagement. She argues further stating that South Africa can play a pivotal role in advancing community engagement and service-learning. Doughty (2016) argued for more research that uncovers indigenous models of community engagement.

2.6 Conclusion

This study sought to investigate student and community organisation perceptions of service learning in the African context. This is informed by the notion that although service learning research has been advancing worldwide, the focus has largely been on student perspectives of service learning while community perspectives have been ignored. Additionally, this study intended on addressing the limited literature on indigenous perspectives of service learning in the African context. This study sought to sample both students and community organisations in three African countries.

Chapter 3

Methodology

3.1 Introduction

This chapter describes the methods that were followed to conduct the research. The research design is described first followed by the sampling method used. Thereafter, the data collection method and data analysis are discussed. The last section outlines the ethical guidelines that were considered.

3.2 Research design

This study utilised a quantitative approach. A quantitative research design follows a positivistic tradition. According to Krauss (2005) the positivistic paradigm is based on the idea that knowledge is discovered through direct observations and measurement. A quantitative research design may be defined as a type of study that seeks to describe social phenomenon through systematic numerical methods (Wagner, Kawulich & Garner, 2012). Furthermore, it emphasises precise measurement of variables (Neuman, 2011).

3.3 Sampling

Sampling refers to the process of using any proportion of the population as a representation of that population (Neuman, 2011). This study was informed by a non-probability sampling technique in order to obtain a sample. According to Neuman (2011) non-probability sampling is a sampling technique in which the probability of sampling cannot be accurately determined. Purposive sampling falls within a non-probability sampling technique, this was used in the study. The participants that were selected were purposively selected because they met the sampling criteria that were used. Primarily, individuals were enrolled in a certificate programme offered by REPSSI in collaboration with UKZN which provided community caregivers with a tertiary qualification. As part of the certificate programme, students had to complete a service-learning module. Part of the requirements for the service-learning module was a reflection assignment on the service-learning projects they undertook in their respective community organisations. Individuals who submitted their

reflective assignments and community organisation personnel that hosted the students during their service-learning aspect of the programme were included in the study.

3.3.1 Sampling procedure

The participants in this study were from Lesotho, Kenya, and Zimbabwe. Therefore, due to the geographical distance of the participants, communication was made through the mentor leaders of each mentor group. Once students had submitted their final assignments for the service-learning module, their assignments were sent back after marking to them with information sheets, informed consent forms, and questionnaires for both students and community host organisations. Only individuals who signed their consent forms and completed the questionnaires were included in the study. A total of 70 students and 51 community representatives were included in the study. At the time of data collection, data pertaining to the population size was not available. Thus, data regarding population size is not known.

3.4 Data collection

Data were collected in June 2016 using a four point Likert like scale questionnaires (see Appendices 2 & 4). A questionnaire that was developed by the American Association of Community College (AACC) and Broadening Horizon Project (Broadening Horizon Project, 2017) was used as the basis for the instruments used in the current study (see Appendix 6) questionnaire. The AACC questionnaire was published in 2004 and is freely available from the internet and has been used widely in the United States within the field of service-learning (Prentice, Robinson & Patton, 2012). Through brainstorming sessions by Dr Mitchell, Dr Hlela and the researcher, the original questionnaire was adapted and unique questionnaires relevant to the African context were developed. The initial questionnaire included a pre-service learning questionnaire and a post service learning questionnaire. The pre-service learning questionnaire comprised of questions regarding student expectations of service learning prior to the commencement of the service earning experience; the post service learning questionnaire was based on student experiences of service learning after

completion of the service learning experience. There was no questionnaire regarding community organisations involved in service learning. The following changes were made.

During the adaptation of the questionnaire, a decision was made to use a four point Likert scale instead of a five point Likert scale in an attempt to ensure that potential participants were not inclined to choose a median answer. At the time of the adaptation of the questionnaire students had already commenced with their service learning projects. Therefore, a decision was made to include both pre-service learning expectations and post service learning experiences in one questionnaire. Furthermore, the questionnaires were adjusted to be suitable to community organisation representatives. The types of community organisations that were listed in the AACC questionnaire were changed since some of them were not relevant to the African context. The adaptation of the AACC questionnaire is the first one that the research team was aware of, the adaptations were based on experience and expertise in the field of service learning.

The questionnaires were distributed to the respective countries through the assistance of REPSSI. Upon arrival in each country, mentors were asked to inform the students of the purpose of the questionnaires and the research endeavour. Each student was asked to read through the information sheet, sign the informed consent form, complete the questionnaire and return it via their mentors. The students were further asked to give the respective questionnaire to their host community organisations where the same procedure was followed, although a variety of options were presented for returning the questionnaires. As stated in the preceding paragraph , the population size is not known. As such, the response rate for the study is not known.

3.5 Data Analysis

Data were analysed using Statistical Package for the Social Sciences (SPSS 25.0) (IBM, 2017). SPSS is “a computer software used to analyse quantitative data in the social sciences (Bryman, 2012, p. 354). Participant responses were coded before the data were entered on SPSS. However, before any data analysis procedure was conducted, data cleaning needed to be done. With the assistance of a colleague, it was decided that any response that was

previously coded with a zero be replaced with a blank to allow for accuracy in the analysis procedures. Furthermore, instances of no responses were also left blank.

One of the variables was related to the type of area the participants were from. Participants had to choose between urban, rural or both. However, the researcher discovered that some participants wrote the name of the area instead of the type of area. In such instances, a google search based on the name provided was used to ascertain whether it was urban or rural. Once the description was found, changes were made in the relevant sections.

Another variable was “level of education”. The countries that the sample stemmed from use a different education system from the one that is used in South Africa. As such, some of the qualifications that were provided by participants were unfamiliar. A google search was used to gain further understand of the different qualifications. Based on the information gained, the variable “level of education” was coded according to four levels; primary, secondary, tertiary, and certificate. A certificate qualification was understood as a higher level than primary or secondary, but lower than a tertiary qualification. A diploma and degree qualification were coded under the tertiary level.

Data analysis included obtaining descriptive statistics of the sample. The descriptive analysis includes the calculation of the mean and standard deviation of students’ age, the distribution of the sample per country in the student and community organisation sample, gender distribution of the student sample. An independent samples t-test was used to compare the mean scores of the two groups. Any difference indicated a possible difference in the perceptions of service-learning from the two groups. An analysis of variance procedure (ANOVA) was conducted to ascertain if there was any variance within the student sample based on some of the demographic information.

3.6 Reliability, validity and rigor

Reliability is related to the consistency of the measurement (Bryman, 2012). It seeks to confirm whether or not a measure will yield the same results if it were to be administered again. In this study, no pilot study was conducted due to time constraints at the time that the data were being collected. As such, there is no test for reliability and validity.

Validity refers to the idea of whether or not the measure measures what it intends to measure (Wagner, Kawulich & Garner, 2012). There was no pilot study on the questionnaire. However, the questionnaire does seem to have face validity in that the questions seek information that would answer the research questions.

Rigor is achieved by following the research design strategies relevant to quantitative research methodology. The use of a non-probability sampling technique dictates the decisions made in order to get the sample. These decisions are informed by the study's research questions. Initially a pre and post-test design was envisioned, with a pre-service-learning questionnaire and a post service-learning questionnaire was to be administered to the sample but logistical constraints prevented this. This kind of research would have enhanced the strength of the results. However, the current study did allow for the comparison of different samples perceptions from different countries, which allowed the research question to be addressed.

3.7 Ethical considerations

There are key ethical guidelines that need to be considered in weighing up the ethics of research. This section will describe the ethical considerations relating to the current research study. These are collaborative partnerships, social value, scientific validity, fair participant selection, risk-benefit ratio independent ethics review, informed consent and ongoing respect for participants.

3.7.1 Collaborative partnership

According to Wassenaar and Mamotte, (2013) collaborative partnership "encourages researchers to develop studies in collaboration with the target community or population and the relevant stakeholders" (Wassenaar & Mamotte, 2013, p. 14): Permission to conduct the study was also obtained from REPSSI. Participants were informed about the study during the process of obtaining informed consent. The aims and objectives of the main study were made explicit to the participants before they signed their informed consent forms.

3.7.2 Social value

According to Wassenaar and Mamotte (2013) research "should address questions that are of value to society or particular communities in communities" (p. 15). Neither the students

nor the community representatives sampled in this study benefited from participating in this study. However, their participation has hopefully contributed to the generation of new knowledge. As stated above, within the field of service-learning there is consensus among researchers that research that focuses on both students and communities is limited. As such, this study intended to contribute to the generation of new knowledge in the field. Research findings will be made available through the university library system and the National Research Foundation (NRF) research outputs system.

3.7.3 Scientific validity

The study was informed by a quantitative research design. A non-probability sampling technique was used to obtain the sample because the sample had to meet predetermined criteria in order for them to be included in the study, purposive sampling was used to get a sample and a Likert scale questionnaire was used to collect the data. SPSS is used to analyse the data. Descriptive statistics, correlation and ANOVA are used from SPSS to analyse the data.

3.7.4 Fair participant selection

Participation in the study was voluntary. Although the sample had to meet specific criteria in order to be included in the study, participants were informed that they could withdraw from the study at any time. Participant selection was informed by the aims of this study.

3.7.5 Risk-benefit ratio

This study carried no risks to participants. No harm to participants as a result of being part of the study was encountered. There was no direct benefit to participants, participants will be contributing to the generation of new knowledge. Participants were informed that there no direct benefit for participating in the prior to consenting to participant.

3.7.6 Independent ethics review

According to Wassenaar and Mamotte (2013) “an independent and competent REC should subject all proposals to independent ethics review prior to commencement of data collection” (p. 18). Ethical approval for data collection was obtained in 2016 from the UKZN Human Social Science Research Ethics Committee (see Appendix 5). Furthermore, in 2017 permission was sought from the UKZN HSS REC for independent ethics review to use the

data which was collected in 2016. This study received full ethical approval with protocol reference number HSS/0982/017M (Linked to HSS/0858/016CA).

3.7.7 Informed consent

Prior to administration of the questionnaires, participants were provided with information sheets regarding the aspects of the study. Thereafter, they were asked to sign informed consent forms giving consent to participate in the study. Only individuals who returned the questionnaires with signed informed consent forms were included in the study.

3.7.8 Ongoing respect for participants

The autonomy of the participants was maintained throughout the course of the study. Participants were informed that they could withdraw from the study at any point during the course of the study if they wished to do so with no negative consequences. Anonymity was maintained through ensuring that participants did not provide any identifying information on their questionnaires. Furthermore, each individual's signed consent form was separated from their questionnaire in order to maintain anonymity. Electronic data was protected with passwords. The data will be kept for five years in a locked filing cabinet with the researcher's supervisor.

3.8 Limitations

The design of the current student study presented certain limitations. Firstly, the student and community sample were self-selected. In the instance of the student, those who volunteered out of the student cohort may have different characteristics to those who did not, particularly as their participation involved feedback from their community sites. i.e. the students who chose to participate also gave their community sites the opportunity to feedback on them; thus those who performed poorly at the sites may have chosen not to participate, and this would have affected the results. There was however no other way to recruit the community sites, as the students had sourced their own placements. Secondly, there was no pilot study to test the reliability and validity of the questionnaire and the variables in the questionnaires were not clearly defined, and may have been a bit vague or unclear. Thirdly, it would have been useful to include questions regarding the demographics

of the students placed on the site on the community questionnaire as this would have allowed more comparison, i.e. there was no way to know whether sites reported more positive experiences for students who were more mature, or had more experience. The use of a four point Likert scale instead of a five point may have affected the distribution of responses. Additionally, the geographical distance between participants and researcher may have affected the number of participants that were ultimately included in the study.

3.9 Conclusion

This chapter outlined the methods used to conduct this research. The first section described the research design, this was followed by the sampling method and procedures used. Thereafter, the data collection method was described followed by data analysis procedures used. Issues regarding reliability, validity and rigor were discussed. The last section focused on discussing the ethical considerations relevant to this research. These were collaborative partnerships, social value, scientific validity, fair participant selection, risk-benefit ratio, independent ethics review, informed consent and ongoing respect for participants. The limitations of the design were also discussed. The next chapter provides the results of the research.

Chapter 4

Results

4.1 Introduction

This chapter presents the results of the data analysis. The first section outlines the demographic details of the student and community organisation samples. Thereafter results from an independent samples t-test are presented. Results from this analysis are divided into three sections: expectations of service-learning, perceptions of the benefits of service-learning, and challenges of implementing service-learning projects in communities. Other findings of interest are presented in the last section.

4.2 Demographic information

4.2.1 Student demographic information

Table 4.1
Descriptive statistics for the student sample (N = 70)

	Minimum	Maximum	Mean	SD
Age (years)	20.0	57.0	37	8.1
Volunteering (years)	1.0	25.0	6.7	5.1

Ninety seven percent of the student sample reported their age and 3% did not report their age. The mean age of the student sample was 37 years (SD 8.1). The youngest participant was 20 years old and the oldest participant was 57 years old. The mean for the number of years volunteering in communities was 6.7 years (SD 5.1). The minimum years volunteering was one year, and the maximum was 25 years. In terms of gender, 77% of the sample comprised female participants and 23% of the sample was comprised male participants.

Table 4.2
Descriptive of gender for student sample (N = 70)

Gender	Male	Female
Percentage	23%	77%

Overall, most of the participants both students and community organisation representatives, were from Lesotho (62.8%), followed by Kenya (20.7%). Zimbabwe had the

lowest number of participants (16.5%). In Lesotho 58% of the participants were students. In Kenya 60% of the sample comprised of students. In Zimbabwe 55% of the sample was made up of students. Thirteen-point six percent of the students in Lesotho reported that their host organisations were in a rural area, in Kenya 3.7% of the student sample reported that the host organisations were from a rural area. About 9.1% of students in Zimbabwe also reported that their host organisations were from a rural area. Furthermore, students reported the composition of host organisations in urban areas as 61.4% in Lesotho, 40% in Kenya and 72.7% in Zimbabwe. About 25% of the students from Lesotho did not respond to the question regarding the type of area from where they were placed; in Kenya 56% of the student sample did not respond to this question. In Zimbabwe, 18.2% of the student sample described their placement sites as both urban and rural.

Table 4.3
Distribution of students per country

Country	Students	
	%	N
Lesotho	58	44
Kenya	60	15
Zimbabwe	55	11

4.2.2 Community organisation demographic information

Table 4.4
Distribution of community organisations per country

Country	Community organisation	
	%	N
Lesotho	42	32
Kenya	40	10
Zimbabwe	45	9

In the entire Lesotho sample, 42% of the sample was made up of community organisations. In Kenya, 40% of the sample were community organisations. In Zimbabwe, 45 % of the sample was made up of community organisations. In Lesotho, 8% of the community sample was from the rural area, in Zimbabwe 18% of the community sample were from a rural area.

In Lesotho, 57% of the community sample was from an urban area. In Kenya, 27% of the community sample reported coming from an urban area, in Zimbabwe, 16% of the community sample were from an urban area.

4.3 Overall mean scores

Table 4.5
Distribution of mean scores from independent sample t-test

	Groups					
	Students			Community		
	M	SD	N	M	SD	N
Expectations of service-learning						
Local knowledge	3.96	0.58	70	3.78	0.83	51
Site practices	3.89	0.81	70	3.71	0.78	51
Community context	3.84	0.72	70	3.71	0.78	51
Research	3.91	0.76	70	3.78	0.76	51
Learn about the self	3.70	0.91	70	3.57	0.90	51
Learn about theory	3.37	1.14	70	3.51	1.05	51
Application of theory	3.74	0.72	70	3.67	0.77	51
Citizenship	3.27	1.06	70	3.35	1.13	51
Benefits of service-learning						
Extra human capacity	3.36	0.58	59	3.59	0.54	44
Awareness	3.66	0.63	62	3.44	0.63	43
New ideas	3.59	0.56	63	3.66	0.48	44
Research skills	3.28	0.76	61	3.36	0.57	45
Evaluation skills	3.28	0.74	58	3.23	0.68	44
Activism	3.28	0.63	54	3.24	0.65	45
New community intervention.	3.45	0.78	58	3.43	0.59	44
Respect local knowledge	3.77	0.46	61	3.71	0.51	45
Student personal attributes						
Openness	3.74	0.44	62	3.52	0.51	45
Humility	3.72	0.49	60	3.53	0.51	45
Positive attitude	3.85	0.36	62	3.73	0.45	44
Respect	3.88	0.33	66	3.79	0.41	47
Perseverance	3.59	0.36	62	3.48	0.55	44
Challenges						
Time demand	3.08	0.86	59	3.00	0.92	44
Short-term interventions	2.95	0.93	62	2.74	0.94	47
Unrealistic expectations	2.42	0.91	59	2.34	0.86	44
Broken bonds	2.37	1.19	54	2.30	0.95	44
Dependency	2.27	0.94	59	2.16	0.94	44
Different ideas	2.19	0.78	59	2.19	0.82	43
Relationship difficulties	1.89	0.85	56	1.93	0.93	44

The table above presented the summary for all mean scores obtained from the analyses conducted regarding the expectations of service learning, the benefits of service learning,

and the challenges of service learning during placement. Observations of these mean scores indicates that the scores were relatively high for the expectations of service learning and benefits of service learning, considering that a four point Likert scale was used.

Consequently, it can be stated that participants were generally in agreement with the statements presented in these sections. The section which presented the challenges of service learning yielded relatively low mean scores, thereby indicating lack of agreement with the statements presented. The two highest mean scores in this section were regarding time demands and short term interventions. Both students and community organisations felt that time demands and the short term nature of the interventions during the service learning experience presented as challenges.

4.4 Independent samples t-test analysis results

An independent sample t-test analysis was conducted to compare the means between students and community organisations. This section is divided into three sections which are expectations of service-learning; perceptions of the benefits of service-learning and student personal attributes as benefit for community organisations.

4.4.1 Expectations of service-learning

This section provides results from the comparison of what students expected to learn from the service-learning experience, and what community organisations thought students hoped to learn from the service-learning experience. A summary table is presented first, thereafter a detailed explanation follows.

Table 4.6
Results of t-test and Descriptive Statistics for expectations of service-learning for students and community organisations

Expectations of service-learning	Groups						95% CI for Mean Difference	t	df
	Students			Community					
	M	SD	n	M	SD	n			
Local knowledge	3.96	0.58	70	3.78	0.83	51	-.541, .264	1.35	119
Site practices	3.89	0.81	70	3.71	0.78	51	-.111, .471	1.23	119
Community context	3.84	0.72	70	3.71	0.78	51	-.541, .264	1.00	119
Research	3.91	0.76	70	3.78	0.76	51	-.150, .410	0.92	119
Learn about the self	3.70	0.91	70	3.57	0.90	51	-.198, -.461	0.79	119
Learn about theory	3.37	1.14	70	3.51	1.05	51	-.541, .264	-0.68	119
Application of theory	3.74	0.72	70	3.67	0.77	51	-.193, .345	0.56	119
Citizenship	3.27	1.06	70	3.35	1.13	51	-.479, .316	-0.41	119

4.4.1.1 Local knowledge

The distribution for the expectation to learn about local knowledge did not meet the assumptions for homogeneity of variance ($F(1,277) = 10.29, p > .05$). There was no significant difference in the expectation to learn about local knowledge for students ($M = 3.96, SD = 0.58$) and for community organisations ($M = 3.78, SD = 0.83; t(119) = 1.35, p = .179$). As such, students expected to learn about local knowledge and community organisations thought that students hoped to learn about local knowledge

4.4.1.2 Site practices

The distribution for the measurement of learning about site practices which is considered as an expected benefit of service-learning for students through the service-learning experience, met the assumption for homogeneity of variance ($F(1,23) = 0.31, p > .05$). There was no significant difference in the expectation to learn about site practices for students ($M = 3.89, SD = 0.81$) and for community organisations ($M = 3.71, SD = 0.78; t(119) = 1.23, p = .223$). Students expected to learn about site practices and community organisations thought that students hoped to learn about site practices.

4.4.1.3 Community context

The distribution for the measurement of learning about community context which is considered as an expected benefit of service-learning for students through the service-

learning experience, met the assumptions for homogeneity of variance ($F(1.00) = 2.23$, $p > .05$). There was no significant difference in the expectation to learn about the community context for students ($M = 3.84$, $SD = 0.72$) and for community organisations ($M = 3.71$, $SD = 0.78$; $t(119) = 1.00$, $p = .319$). Therefore, students expected to learn about the community context and community organisations thought that students hoped to learn about the community context.

4.4.1.4 Research

The distribution for the measurement research which is considered as an expected benefit of service-learning for students through the service-learning experience, met the assumptions for homogeneity of variance ($F(.92) = 0.94$, $p > .05$). There was no significant difference in the expectation to learn about research for students ($M = 3.91$, $SD = 0.76$) and for community organisations ($M = 3.78$, $SD = 0.76$; $t(119) = 0.92$, $p = .360$). Thus, students expected to learn about research and community organisations thought that students hoped to learn about research.

4.4.1.5 Learn about the self

The distribution for the measurement of learning about self which is considered as an expected benefit of service-learning for students through the service-learning endeavour, met the assumptions for homogeneity of variance ($F(.79) = 0.45$, $p > .05$). There was no significant difference in the expectation to learn about self for students ($M = 3.70$, $SD = 0.91$) and for community organisations ($M = 3.57$, $SD = 0.90$; $t(119) = 0.79$, $p = .431$). Students expected to learn about self and community organisations thought that students expected to learn about themselves.

4.4.1.6 Learn about theory

The distribution for the measurement of learning about theory which is considered as an expected benefit for students through service-learning experience, met the assumptions for homogeneity of variance ($F(-.68) = .42$, $p > .05$). There was no significant difference in the expectation to learn about theory for students ($M = 3.37$, $SD = 1.14$) and for community organisations ($M = 3.51$, $SD = 1.05$; $t(119) = -0.68$, $p = .497$). Students expected to learn about

theory and community organisations thought students hoped to learn from the service-learning experience.

4.4.1.7 Application of theory

The distribution for the measurement of application of theory which is considered as an expected benefit for students through the service-learning, met the assumptions for homogeneity of variance ($F(0.23) = 1.47, p > .05$). There was no significant difference in the expectation to learn about the application of theory for students ($M = 3.74, SD = 0.72$) and for community organisations ($M = 3.67, SD = 0.77; t(119) = 0.56, p = .576$). Thus, students expected to learn about the application of theory and community organisations thought that students hoped to learn about the application of theory.

4.4.1.8 Citizenship

The distribution for the measurement of citizenship which is considered as what students expected from the service-learning experience and what community organisations thought students expected to learn from the service-learning experience, met the assumptions for homogeneity of variance ($F(-0.24) = 1.41, p > .05$). There was no significant difference in the expectation to learn about citizenship for students ($M = 3.27, SD = 1.06$) and for community organisations ($M = 3.35, SD = 1.13; t(119) = -0.41, p = .685$). Thus, students expected to learn about citizenship and community organisations thought that students hoped to learn about citizenship.

4.4.1.9 Ranking of expectations of service-learning

The mean scores obtained from the independent samples t-test were used to rank expectations of service-learning from students' perspectives and community organisations' perspectives. The evaluation of the mean scores for students indicated that the ranking of students' expectations from highest to lowest expectations was as follows: local knowledge; research, site practices, community context; application of theory; learning about the self; learn about theory; citizenship.

For community organisations, the ranking (from highest to lowest) of what community organisations thought students expected to learn was as follows: local knowledge; research; community context; site practices; application of theory; self; learn about theory; citizenship.

Evaluation of the means scores indicates both students and community organisations placed importance on the expectation to learn about local knowledge through the service-learning experience. Furthermore, the expectation to learn about citizenship was ranked lowest by both students and community organisations.

4.4.2 Perceptions of the benefits of service-learning

This section details results from the comparison of perceptions of how students thought community organisations benefited from their placement at community sites; and how community organisations thought their community sites benefited from students being placed at the sites. A summary table is presented before the results of the comparison are reported.

Table 4.7
Results of t-test and Descriptive Statistics for perception of the benefits of service-learning for students and community organisations

Benefits of service-learning	Groups						95% CI for Mean Difference	t	df
	Students			Community					
	M	SD	n	M	SD	n			
Extra human capital	3.36	0.58	59	3.59	0.54	44	-.458, -.012	-2.11*	101
Awareness	3.66	0.63	62	3.44	0.63	43	.118, .454	1.86	103
New ideas	3.59	0.56	63	3.66	0.48	44	-.277, .133	-0.63	105
Research skills	3.28	0.76	61	3.36	0.57	45	-.343, .189	-0.57	104
Evaluation skills	3.28	0.74	58	3.23	0.68	44	-.236, .333	0.34	100
Activism	3.28	0.63	54	3.24	0.65	45	-.221, .288	0.26	97
New comm interv.	3.45	0.78	58	3.43	0.59	44	-.262, .295	0.12	100
Respect local know	3.77	0.46	61	3.71	0.51	45	-.128, .247	0.63	104

* $p < .05$.

4.4.2.1 *Extra human capacity*

The distribution for the measurement of extra human capacity which is considered as a benefit of service-learning for community organisations, met the assumptions for homogeneity of variance ($F(-2.09) = 0.25, p > .05$). There was a significant difference in the perception that community organisations benefitted from extra community difference for students ($M = 3.36, SD = 0.58$) and for community organisations ($M = 3.59, SD = 0.54; t(101) = -2.09, p = .039$). This means that there was a significant difference in the mean scores of students and community organisations regarding the perception that community organisations benefitted from extra human capacity as a result of the service-learning programme. Thus, community organisations believed that they benefitted from the extra human capacity of students more than the students did.

4.4.2.2 *Awareness of contextual issues*

The distribution for the measurement of awareness of contextual issues which is considered as a benefit of service-learning for community organisations, met the assumptions for homogeneity of variance ($F(1.86) = 1.48, p > .05$). There was no significant difference in the perception that community organisations benefitted through students' awareness at sites during placement for students ($M = 3.66, SD = 0.57$) and for communities ($M = 3.44, SD = 0.63; t(103) = 1.86, p = .066$). Students believed that they brought awareness on issues relevant to their sites. Community organisations believed that students brought about awareness and hence benefitted from this.

4.4.2.3 *New ideas*

The distribution for the measurement of new ideas which are considered as benefits of service-learning for community organisations, met the assumptions for the homogeneity of variance ($F(0.10) = .25, p > .05$). There was no significant difference in the perception that community organisations benefitted from new ideas for students ($M = 3.59, SD = 0.56$) and for community organisations ($M = 3.66, SD = 0.48; t(105) = -0.69, p = .490$). Thus, students and community organisations thought that they benefitted from the introduction of new ideas as a result of student placement at the sites.

4.4.2.4 Research skills

The distribution for the measurement of research skills which is considered as a benefit of service-learning for community organisations, met the assumptions for homogeneity of variance ($F(0.32) = 1.00, p > .05$). There was no significant difference in the perception that community organisations benefitted from research skills for students ($M = 3.28, SD = 0.76$) and for community organisations ($M = 3.36, SD = 0.57; t(104) = 0.57, p = .568$). This means that students believed that community organisations benefitted from their research skills and community organisations also perceived that one of the benefits of student placement at their organisations was their research skills.

4.4.2.5 Evaluation skills

The distribution for the measurement of evaluation skills which is seen as a benefit of service-learning for community organisations, met the assumptions for homogeneity of variance ($F(0.34) = .21, p > .05$). There was no significant difference in the perception that as a result of the service-learning endeavour, community organisations benefitted from evaluation skills for students ($M = 3.28, SD = 0.74$) and for community organisations ($M = 3.23, SD = 0.68; t(100) = 0.34, p = .735$). Students believed that community organisations benefitted from the evaluation skills they offered at the placement sites. Community organisations believed they benefitted from the evaluation skills offered by students at the placement sites.

4.4.2.6 Activism at sites

The distribution for the measurement of activism at sites which is considered as a benefit of service-learning for community organisations, met the assumptions for homogeneity of variance ($F(0.26) = 0.001, p > .05$). There was no significant difference in the perception that community organisations benefitted through activism as a result of student placement at sites for students ($M = 3.28, SD = 0.63$) and for community organisations ($M = 3.24, SD = 0.65; t(97) = 0.26, p = .795$). Both students and community organisations believed that they benefitted through students' activism as a result of student placement at their sites during the service-learning experience.

4.4.2.7 *New community intervention projects*

The distribution for the measurement of new community intervention projects which are considered as a benefit of service-learning for community organisations, met the assumptions of homogeneity of variance ($F(0.117) = 3.64, p > .05$). There was no significant difference in the perception that as a result of the service-learning endeavour, community organisations benefitted from new community intervention projects for students ($M = 3.45, SD = 0.78$) and for community organisations ($M = 3.43, SD = 0.59; t(100) = 0.12, p = .903$). Both student and community organisations believed that the introduction of new intervention programmes was a benefit from the service-learning endeavour.

4.4.2.8 *Respect for local knowledge*

The distribution for the measurement of respect for local knowledge which is considered as a possible benefit of service-learning programs for community organisations, met the assumptions for homogeneity of variance, ($F(0.629) = 1.32, p > .05$). There was no significant difference in the perception that community organisations benefitted from the service-learning endeavour through students' display of respect of local knowledge for students ($M = 3.77, SD = 0.46$) and for communities ($M = 3.71, SD = 0.51; t(100) = 0.12, p = .531$). There was no difference in the perception that community organisations benefitted from students display of respect for local knowledge. Students and community organisations believed that students' display of respect for local knowledge benefitted the respective placement sites. From the results presented above, it can be concluded there was a significant difference in the mean score of students and community organisations regarding extra human capacity as a benefit through the service-learning experience. Community organisations felt that the organisations benefitted from student placement at sites. Furthermore, the results indicated that students believed that community organisations benefitted from student placement at sites from their research skills, extra human capacity, new ideas, new community intervention projects, evaluation skills, activism, awareness and respect for local knowledge. Similarly, community organisations believed that they benefitted from students' placement at their sites through their research skills, extra human capacity, new ideas, new community intervention projects, evaluation skills, activism, awareness and respect for local knowledge.

4.4.2.9 Ranking of perceived benefits of service-learning

The mean scores obtained from the calculations of the independent samples t-test were used to rank the perceptions of the benefits of service-learning based on the value of the mean score for each question. For the student sample, the ranking of the perceptions of the benefits of service-learning was as follow: respect for local knowledge; awareness; new ideas; new community project interventions; extra human capacity; research skills; evaluation skills; activism at sites. For community organisations, the ranking of the perceptions based on the value of the mean scores for each question ranked was as follows: respect for local knowledge; new ideas; extra human capacity; awareness; new community intervention projects; research skills; activism at sites; evaluation skills. Evaluation of the ranked mean scores for students and community organisations indicated that both students and community organisations ranked respect for local knowledge highest.

4.4.3 Student personal attributes as benefits for community organisations

The following results outline student and community organisation perceptions of the benefits of students' personal attributes during the service-learning experience.

Table 4.8
Results of t-test and Descriptive Statistics for perceptions of student personal attributes as a benefit of service-learning

Student personal attributes	Groups						95% CI for Mean Difference	t	df
	Students			Community					
	M	SD	n	M	SD	n			
Openness	3.74	0.44	62	3.52	0.51	45	.031, .407	2.37*	104
Humility	3.72	0.49	60	3.53	0.51	45	-.011, .377	1.87	103
Positive attitude	3.85	0.36	62	3.73	0.45	44	-.028, .283	1.63	104
Respect	3.88	0.33	66	3.79	0.41	47	-.047, .230	1.31	111
Perseverance	3.59	0.36	62	3.48	0.55	44	-.118, .344	0.97	103

* $p < .05$.

4.4.3.1 Openness

The distribution for the measurement of openness considered as part of students' personal attributes that benefit community organisations did not meet the assumptions for homogeneity of variance ($F(2.37) = 12,86, p < 0.5$). the variances are not equal. There was a

significant difference in the perception that community organisations benefitted from students' openness during placement for students ($M = 3.74$, $SD = 0.44$) and for community organisations ($M = 3.52$, $SD = 0.41$; $t(104) = 2.37$, $p = 0.02$). Community organisations did not feel that they benefitted from students' openness as much as students thought they (community organisations) did.

4.4.3.2 Humility

The distribution for the measurement of humility considered as part of student personal attributes that benefit community organisations, met the assumption for homogeneity of variance ($F(1,83) = 4.62$, $p > .05$). There was no significant difference in the perception that community organisations benefitted from students' humility during placement for students ($M = 3.72$, $SD = 0.49$) and for community organisations ($M = 3.53$, $SD = 0.51$; $t(103) = 1.87$, $p = .064$). There was no significant difference in the perception that community organisations benefitted from students' humility for both students and community organisations. Students and community organisations believed that they benefitted from students' humility during placement.

4.4.3.3 Positive attitudes

The distribution for the measurement of positive attitudes considered as a benefit for community organisations from students' personal attributes, met the assumptions for homogeneity of variance ($F(1,63) = 10.40$, $p < .05$). There was no significant difference in the perception that community organisations benefitted from students' positive attitudes for students ($M = 3.85$, $SD = 0.36$) and for community organisations ($M = 3.73$, $SD = 0.45$; $t(104) = 1.63$, $p = .106$). Both students and community organisations believed that students' positive attitudes benefitted the organisations during the service-learning endeavour.

4.4.3.4 Respect

The distribution for the measurement of respect considered as part of student personal attributes that may benefit community organisations, met the assumption of homogeneity of variance ($F(1,31) = 6.83$, $p > 0.5$). There was no significant difference in the perception that community organisations benefitted from students' display of respect during placement for

students ($M = 3.88$, $SD = 0.33$). And for community organisations ($M = 3.79$, $SD = 0.41$; $t(111) = 1.31$, $p = .193$). There was no significant difference in the perception that community organisations benefitted from students' display of respect. Both students and community organisations believed that the respective organisations benefitted from students' display of respect during the service-learning experience. Overall, student and community organisations believed that community organisations benefitted from student's display of their personal attributes.

4.4.3.5 Perseverance

The distribution for the measurement of perseverance, which forms part of students' personal attributes perceived as a benefit for community organisation, met the assumptions of homogeneity of variance ($F(0.969) = 0.001$, $p > .05$). There was no significant difference in the perception that community organisations benefitted from students' perseverance during placement for students ($M = 3.59$, $SD = 0.62$) and for community organisations ($M = 3.48$, $SD = 0.55$; $t(103) = 0.97$, $p = .335$). Students believed that community organisations benefitted from their perseverance during the service-learning experience. Community organisations believed that they benefitted from students perseverance.

4.5 Differences in the perceptions of community benefits of service-learning

There was a significant difference in the perception that community organisations benefitted from extra human capacity during the service-learning experience. The results from the independent sample t-test indicated that community organisations believed more that they benefitted through the extra human capacity on sites than did students, as evidenced by the mean difference (-0.24). Furthermore, the independent samples t-test also indicated that there was a difference in the perception that community organisations benefitted from student openness during the service-learning period. Students believed that community organisations benefitted more from their openness than did community organisations, as evidenced by the mean difference (0.22).

4.6 Other findings

Analysis of the possible challenges faced during the service-learning experience indicated that there were no significant differences for students and community organisations. The mean scores regarding the challenges associated with the service-learning experience were in the lower extreme of the Likert scale. Overall, students and community organisations did not agree with the perceptions that the challenges community organisations and community organisations face during the service-learning experience are related to unrealistic expectations, dependency, different ideas, time demands, relationship difficulties, broken bonds and short term interventions.

4.7 One-way ANOVA

In this section, results obtained from a between group one-way ANOVA are presented. As described previously, an ANOVA is a statistical analysis that is used to determine whether there are any statistically significant differences between the means of two or more independent groups (Dancey & Reidy, 2011). For the current study, a between group one-way ANOVA was conducted to determine whether students' level of education had any effect on: 1. Expectations of service learning; 2. Perceived benefits of service learning; 3. Personal attributes perceived as benefits of service learning for community organisations. Students' country of origin and years of experience volunteering in community settings were also assessed using ANOVA. Results from this analysis are presented below, ANOVA descriptive statistics are presented first. It is important to note that in the variable 'level of education' primary education was not included in this analysis because there was only one participant in this category; a post hoc analysis requires a minimum of two participants. Therefore, it would not have been possible to run the post hoc analysis with this category included.

4.7.1 ANOVA descriptive statistics

Table 4.9

Descriptive statistics from an ANOVA analysis measuring the effect of students' level of education on their expectations of service learning

Expectations	Level of education	N	M	SD	95% CI for means	
					Lower bound	Upper bound
Learn about theory	Secondary	14	3.36	1.01	2.78	3.94
	Tertiary	24	3.33	1.40	2.78	3.93
	Certificate	24	3.54	1.02	3.11	3.97
Application theory	Secondary	12	3.79	0.69	3.38	4.19
	Tertiary	24	4.04	0.36	3.89	4.19
	Certificate	24	3.58	0.83	3.23	3.93
Local knowledge	Secondary	14	3.93	0.48	3.65	4.20
	Tertiary	24	4.08	0.58	3.84	4.33
	Certificate	24	3.92	0.65	3.64	4.19
Community context	Secondary	14	3.64	0.63	3.28	4.01
	Tertiary	24	3.88	0.85	3.52	4.23
	Certificate	24	3.96	0.62	3.69	4.22
Site practices	Secondary	14	3.57	0.76	3.13	4.01
	Tertiary	24	4.00	0.93	3.61	4.39
	Certificate	24	4.00	0.72	3.69	4.31
Research*	Secondary	24	3.36	1.15	2.69	4.02
	Tertiary	24	4.08	0.58	3.84	4.33
	Certificate	24	4.08	0.58	3.84	4.33
Self	Secondary	14	3.43	1.02	2.84	4.02
	Tertiary	24	3.83	0.91	3.45	4.22
	Certificate	24	3.71	0.96	3.31	4.11
Citizenship	Secondary	14	3.36	0.84	3.48	3.91
	Tertiary	24	3.00	1.35	2.43	3.57
	Certificate	24	3.50	0.98	3.09	3.91

In the preceding table, ANOVA descriptive statistics for the evaluation of the influence of students' level of education on their expectations of service learning were presented. The category for no responses and total are not included in the table.

4.7.2 ANOVA analysis assessing students' level of education and expectations of service learning

The result presented below are from an ANOVA analysis which assessed whether students' level of education affected their reported expectations of the service learning programme.

4.7.2.1 Learn about theory

There was no significant effect of the level of education on student expectations to learn about theory during the service learning experience at the level $p < .05$ for the three conditions [$F(3,65) = 0.415, p = .742$]. Results from the analysis indicated that students' level of education did not have an effect on their expectations to learn about theory during placement.

4.7.2.2 Application of theory

There was no significant effect on the level of education for the expectation from students to learn about the application of theory during their service learning placement at the level $p < .05$ for the three conditions [$F(3,65) = 2.572, p = .062$]. Thus, it can be said that students' level of education did not influence their initial expectations of service learning to about the application of theory.

4.7.2.3 Local knowledge

There was no significant effect of the level of education for student expectation to learn about local knowledge during their service learning experience the level $p < .05$ for the three conditions [$F(3,65) = 0.832, p = .481$]. Results indicated that students' level of education did not have an effect on students' initial expectations of service learning to learn about local knowledge during placement.

4.7.2.4 Community context

There was no significant effect of the level of education on student expectation to learn about the community context during the service learning placement at the level $p < .05$ for the three conditions [$F(3,65) = 0.646, p = .588$]. These results indicate that students' level of education did not have an effect on their initial expectations of service learning to learn about the community context during their placements.

4.7.2.5 Site practices

There was no significant effect on the level of education on student expectations to learn about site practices during placement at the level $p < .05$ for the three conditions [$F(3, 65) = 1.413, p = .247$]. These results indicate that students' level of education did not have an effect on students' initial expectations of service learning to learn about site practices during placement.

4.7.2.6 Research

There was a significant effect of the level of education on student expectations to learn about research during the service learning experience at the level $p < .05$ for the three conditions [$F(3, 65) = 3.77, p = .015$]. Students' level of education had a significant effect on students' expectation to learn about research during the service learning experience. A post hoc comparison using the Tukey HSD test indicated that the mean for the secondary level of education ($M = 3.36, SD = 1.15$) was significantly different than the tertiary level of education ($M = 4.08, SD = 0.584$). Additionally, the Tukey HSD test indicated that the mean for secondary level of education ($M = 3.36, SD = 1.15$) was significantly different than the certificate level of education ($M = 4.08, SD = 0.584$). Thus students with a higher levels of education expected to learn about research during the service learning experience.

4.7.2.7 Self

There was no significant effect of the level of education on students' expectations to learn about themselves during the service learning placement at the level $p < .05$ for the three conditions [$F(3, 65) = 0.574, p = .634$]. The results indicated students' level of education did not have an effect on their initial expectations about service learning to learn about themselves during placement.

4.7.2.8 Citizenship

There was no significant effect of the level of education on student expectation to learn about citizenship during placement at the level $p < .05$ for the three conditions [$F(3, 65) = 0.907, p = .443$]. The results indicated that students' level of education did not have an effect

on students' initial expectations of service learning to learn about citizenship during their placements.

4.7.3 ANOVA analysis assessing students' level of education and perceptions of service learning

An ANOVA comparison was conducted to assess whether there was any statistically significant difference with students' level of education and their perceptions of service learning. A one-way between group ANOVA indicated that there was no statistically significant difference between students' level of education and their perceptions of service learning. This, students' level of education did not influence their perceptions of how community organisations benefitted from their placement at the different sites during the service learning experience.

4.7.4 ANOVA analysis assessing students' level of education and student personal attributes as benefits for community organisations

An ANOVA analysis was conducted to assess whether students' level of education had an effect on their perceptions of how community organisations benefitted from students' personal attributes. The analysis indicated that there was no statistically significant difference between students' level of education and their perceptions of how community organisations benefitted from their personal attributes during the service learning experience. Thus, students' level of education did not have an effect on students' perceptions of how community organisations benefitted from their personal attributes.

4.8 Conclusion

This chapter presented the results of this study. Analysis of the independent samples t-test indicated that community organisations and students' perceptions of the benefits of service-learning for community organisations were similar. There was a significant difference in the perception that extra human capacity was a benefit for community organisation. Community organisations believed that they benefitted more from extra human capacity at sites than students did. There was also a significant difference in the perception that students' openness benefitted community organisations during the service-

learning placement. Overall, there was some difference in the perception of community organisation benefits of service-learning. An interesting finding from the analysis indicated that students and community organisations did not think that there were challenges related to the implementation of service-learning projects.

A one-way ANOVA was used to determine whether there were any statistically significant differences in the student sample when student demographic information is used in the analysis. This indicated that there was a statistically significant difference in students' level of education and their learning expectations in relation to research, during the service learning experience. Chapter five discusses these results.

Chapter 5

Discussion

5.1 Introduction

This chapter provides a discussion of the findings of the study. The discussion attempts to answer the research questions that informed the study. These were: What are student perceptions of service learning? What are community organisation perceptions of service learning? Are there any differences between students' and community organisations' perceptions of service learning? What are these differences? Each section in this chapter addresses these questions. The last two questions are combined into one section.

In order to ascertain student and community organisation perceptions of service learning, the questionnaire was divided into three sections, which posed questions related to expectations of service learning, benefits of service learning and the challenges associated with the pedagogy. Therefore, expectations of service learning, benefits of service learning and associated challenges are discussed in relation to participants' overall perceptions of service learning. The perceptions of service learning are discussed by order of their mean scores. The fundamental premise of service learning as a pedagogy is that all partners involved in the relationship are equal and ought to benefit equally from the relationship, thereby highlighting the reciprocal relationship (Bushouse, 2005). Petri (2015) posited that a true reciprocal relationship can be realised through prioritising and respecting partnerships. Thus, it can be argued that investigating student and community organization perceptions of service learning may lead to a better understanding of these partnerships.

5.2 Student perceptions of service learning

This section presents a discussion on student perceptions of service learning. As stated in the preceding paragraph, this includes student expectations of service learning during their service learning experiences and how they thought their respective community organisations benefitted from their placement and the challenges experienced during the endeavour.

5.2.1 Student expectations of service learning

Bender and Jordaan (2007) argued for the investigation of student attitudes, perceptions and knowledge of service learning. They stated that such investigations would prevent the placement of uninterested students at community sites (Bender & Jordaan, 2007). McClam, Diambra, Burton, Fuss and Fudge (2008) reported that students expected to gain practical experience and transforming theory into practice during the service learning endeavour. Prinsloo (2015) found that students expected to learn about the integration of theory and practice during the service learning experience. Similarly, students in this current study reported expectations to learn about theory and application of theory. Although there were expectations to learn about the integration of theory and practice, observation of the mean scores from the independent sample t-test indicated that these expectations were not considered as important expectations of service learning by the student sample.

Based on the analysis of the mean scores, learning about local knowledge and site practices was of high importance for the students. These were followed by the expectation to learn about the community context. Muturi, An and Mwangi (2013) reported similar findings, noting that students expected social growth through the service learning. Participants in their study expected to have better social skills. Although the current questionnaire did not specifically ask about social growth, the abovementioned concepts (local knowledge, site practices and community context) could be considered as related to social growth.

The expectation to learn about research was the fourth highest ranked expectation that the students reported. A one-way between group ANOVA analyses indicated that students' level of education had a significant influence on students' expectation to learn about research. Students with a tertiary or certificate level of education yielded a higher mean score in comparison to students with a secondary education.

The expectation to learn about citizenship indicated the lowest mean score. One can argue that there was not much expectation to learn about citizenship. Definitions of service learning highlight the importance of instilling active citizenship among students, wherein they are not only aware of societal problems; they actively contribute towards the

resolution of these problems. The development and implementation of the CP was based on the idea of equipping community caregivers with a formal qualification. One can argue that students enrolled in the CP were aware of some of the challenges facing Africa as they were already working in communities. Considering this background, it can be argued that perhaps students did not consider learning about citizenship, given that they were already actively involved in the resolution of issues facing their respective communities. This is in contrast with Isaacs et al. (2016) where students found that they were not as active as they thought that they were in their communities prior to undertaking their service learning placement. Additionally, Tagoe (2014) found that a majority of the students in their study had no prior experience in community work. Students in the current study had previous experience in working with communities. It should be noted however, that Muturi et al. (2013) argued that prior experience in community work did not influence student attitudes and expectations.

5.2.2 Students' perceptions of service learning

As stated elsewhere, student perceptions of service learning are well documented. Numerous authors have asserted that student benefits of service learning have taken priority in research agendas regarding service learning. However, within the African context there is limited literature on service learning. Mitchell (2017) asserted that most of the research on service learning in Africa comes from South Africa. In order to ascertain student perceptions of service learning, students were asked how they thought community organisations benefitted from their placement at the different sites. Furthermore, students were asked about some of the challenges the students experienced.

Analysis of the mean scores indicated that respect for local knowledge yielded the highest mean, indicating that students believed that communities benefitted from them respecting the local knowledge community organisations provided. Naidoo and Devnarain (2009) reported similar findings. They reported that students felt that they benefitted from service learning because it afforded them the opportunity to learn about the different cultural backgrounds (Naidoo & Devnarain, 2009). Students respecting local knowledge may have possibly enabled community organisations to teach students about the different cultural

backgrounds in their communities. Students in this study were aware of social context, it could not be determined whether this included local culture.

Students felt that they were aware of the social context in which they were placed in, as evidenced by the high mean score. As such, students believed that community organisations benefitted from this. Peck et al. (2010) study on student benefits of service learning found that students had reported an awareness of contextual issues facing the communities. Harrop-Allin (2017) reported similar findings; wherein students reported an increased awareness and sensitivity to diversity. Although this may be viewed as a benefit, proponents of service learning argue that service learning outcomes need to transcend beyond merely creating awareness in students. Rather, they need to create students who actively work towards the resolution of societal problems.

The third highest ranked mean score was students bringing new ideas to their respective community sites. Thus, students believed that community organisations benefitted from the new ideas they brought to the sites. Furthermore, students believed that they brought along new community interventions, and community organisations benefitted from this. Mitchell and Rautenbach (2005) assert that service learning claims to promote community development. In order to promote community development, these new community interventions need to be sustainable long after the students have left the sites. Petri (2015) reported that community organisations reported a lack of follow-up by students post completion of the service learning experience. Tryon and Stoecker (2008) found that community organisations saw a challenge with the short term nature of the interventions brought by students. It can be argued that the short term nature of intervention may not bring about sustainable community development.

Research skills, evaluation skills and activism at site yielded the lowest mean scores respectively in comparison to the other possible benefits of service learning, Peck et al. (2010) reported student activism and empowerment to respond to societal problems as a benefit reported by students. Similarly, citizenship and responsiveness to social issues were reported as student benefit by Prinsloo (2015). These would support the idea that service learning ought to move beyond the development of awareness in students. However, it

would be difficult to measure these concepts post service learning as a way of evaluating sustainability of the interventions. With regards to the current study, although the findings did report that activism was a benefit for community organisations, the low mean score may indicated that activism is not a priority.

5.2.3 Personal attributes as benefits of service learning

Students believed that community organisations benefitted from the respect they demonstrated during placement. Furthermore, students believed that community organisations benefitted from their positive attitudes during placement. Similar findings were reported by Ferrari and Worrall (2000). They found that students were reported to be respectful towards clients and had a positive attitude (Ferrari & Worrall, 2000).

Students believed that community organisations benefitted from their demonstration of openness and humility. This was also reported by Harrop-Allin (2017), where students were found to demonstrate openness to diversity. Openness may have possibly resulted to better communication and interaction between students and community organisations.

Perseverance produced the lowest mean score, indicating that although students believed that community organisations benefitted from their ability to persevere, they were not as confident in their responses as they were with the other personal attributes.

5.2.4 Challenges of service learning

Analysis of the possible challenges of service learning for students found that time demands and the short term nature of the interventions during the service learning experience presented as challenges for students. Difficulties with short term interventions were also reported by Tryon and Stoecker (2008). It can be argued that the short term nature of the interventions may inhibit community development due the lack of their sustainability.

Mitchell and Rautenbach (2005) argued that power dynamics play a pivotal role in how the relationship between universities and community organisations transpires. Mitchell and Rautenbach (2005) argue further that oftentimes universities assume the big brother role. One can argue that these circumstances may inhibit the true revelation of the challenges inherent in the type of pedagogy.

5.3 Community organisations' perceptions of service learning

5.3.1 Student expectations of service learning as reported by community organisations

Community organisations play a pivotal role in the implementation of service learning programmes. Service learning scholars have argued that not enough attention is given to community perspectives of service learning. Hammersley (2012) called for research agendas that focused on uncovering community perceptions of service learning. Community perceptions of service learning are presented below.

Community organisations believed that students expected to learn about local knowledge and research during their service learning experience. Community organisations were in agreement with the statements that students expected to learn about community context and site practices during their service learning placement; as evidenced by the relatively high mean scores. Community organisations felt that students expected to learn about themselves while they were undertaking their service learning placement. Additionally, community organisations believed that students also expected to learn about theory during this time. The expectation to learn about citizenship yielded the lowest mean score. Community organisations did not feel that learnings about citizenship was a strong expectation of students through the service learning experience.

5.3.2 Community perceptions of the benefit of service learning

Understanding community perceptions of service learning may contribute towards a better understanding of the partnerships involved in this form of pedagogy. It is also through empirical research that we can ascertain whether these partnerships are reciprocal. Results from the independent sample t-test indicated that community organisation personnel felt that their organisations benefitted from the service learning experience through students' demonstration of respect for local knowledge. Worrall (2007) reported the same findings. Smith-Tolken and Blitzer (2017) found that community organisations felt that they contributed to knowledge creation through the process of knowledge exchange. When students demonstrate respect for local knowledge, community organisations may feel like they are more equitable partners with valuable knowledge to contribute to the partnership.

Community organisations benefitted from students bringing new ideas to their organisations during placement. Community organisations also believed that they benefitted from the extra human capacity at their sites. Prentice et al. (2012) reported that community organisations benefitted from the increased capacity to meet community demands through the placement of students at the sites. Petri's (2015) study indicated that community organisations felt that there was more to service learning than the extra human capacity afforded by students during their placements. In community organisations with limited resources, it would be difficult to not consider that extra human capacity was an important factor when considering the benefits of service learning.

Community organisations believed that students were aware of societal issues facing their communities, hence this was a beneficial factor for communities. Additionally, they reported benefitting from the new community interventions introduced by students. d'Arlach et al. (2009) reported that community organisations were transformed following the service learning experience. Linda, Mtshali and Engelbrecht (2013) found that community organisations felt empowered through the interventions provided by students during the service learning experience. Research skills, activism and evaluation skills yielded the lowest mean scores in the current study, community organisations did not place as much emphasis on these variables in terms of benefits.

5.3.3 Student personal attributes as benefits for community organisations

Community organisations believed that students' ability to be respectful and display a positive attitude during the service learning endeavour, was a benefit to their respective community sites. Demonstrating respect towards community organisations may also result in the exchange of knowledge between all the parties involved thereby instilling a reciprocal partnership.

Student openness and humility was indicated as a benefit for community organisations. Ferrari and Worrall (2000) reported similar findings from the CBO representatives they interviewed. In the current study, community organisations felt that they benefitted from students' ability to be open during the service learning experience. Perseverance yielded

the lowest mean score from the community organisation sample. Community organisations may not have felt that this personal attribute was an important benefit for their organisation.

5.3.4 Community challenges of service learning

Community organisations reported time demands and short term interventions as challenges inherent in the service learning partnership. Worrall (2007) reported that limited time demands was a challenge for community organisations during the service learning. As stated previously in this chapter, short term interventions introduced by students may pose as a challenge when one considers the need for sustainable interventions

5.4 Differences in perceptions of service learning between students and community organisations

The independent sample t-test was used to determine if there was any significant difference between student mean scores and community organisation mean scores. Any significant difference would indicate a difference in perceptions of service learning between the samples. Results obtained from the independent sample t-test indicated that although the means were different in values, the difference was not statistically significant except for the statement regarding extra human capacity and students' ability to be open.

Extra human capacity as a benefit for community organisations yielded a statistically significant difference between students and community organisations. Community organisations believed that their organisations benefitted from the additional persons placed at their sites. In the current study, students agreed that extra human capacity at the sites was a benefits, however their mean score was lower than the community organisation mean score.

The independent sample t-test also indicated that students were not as open as they thought they were. Community organisations felt that students were not open enough during their placements, as evidenced by the low mean score in comparison to students' mean score. Although students' ability to be open was highlighted as an important attribute

in the service learning endeavour, community organisations felt that the students were not as open as they thought that they were.

Most of the results from this study indicated that there was not a significant difference in the mean scores for students and community organisations. Both students and community organisations believed that there were benefits for the parties involved through the service learning endeavour. Eby (1998) argued that proponents of service learning needed to be honest about the challenges inherent if service learning is to reach its full potential. This honesty may however be difficult for all the parties involved. According to Mitchell and Rautenbach (2005), power may have an influence on the partnerships that exist in this pedagogy. They go on to further state that community organisations are often rendered passive in the relations. Thus, it may be argued that it would be difficult to ascertain the challenges of service learning in community contexts where there is a need for assistance from university through service learning. With regards to the current study, the way in which the data were collected, through the students themselves, may have affected the process of uncovering the challenge community organisations may have faced. Students who may have under performed during their placement might have chosen not to participate in the study and their sites would not have been given the opportunity to respond.

Given the unique challenges that face Africa and the limited resources within these community organisations, it may be argued that community organisations may often find themselves not being vocal about these partnerships and how they may pose as a challenge in their respective communities. The limited time and short term nature of the interventions, which were reported as challenges in this study speak to community organisations' need for student placement at their sites for longer time period. Universities and by extension students, appear to be in a position of power in these service learning partnerships when one considers the dynamics of the service learning programmes in these contexts. Mitchell and Rautenbach (2005) speak of a big brother and little brother relationship when community members described the relationship in their study. Those perceived as big brothers (universities) appear to wield more power and somehow control the dynamics of the relationship. Community organisations do not feel that they are in an

equal and reciprocal partnership. Thus, the idea of a true partnership becomes questionable in these circumstances.

5.5 Conclusion

This chapter provided a discussion on the findings of the study, which were guided by the research questions presented in chapter one. Findings from the current study were similar to the findings found in the service learning literature. Both students and community organisations were in agreement that service learning was beneficial to the community organisations. Of importance to community organisations was the extra human capacity that the experience afforded community organisations. This may be related to the limited resources in the community organisations, highlighting universities and students oftentimes come with a position of power in these relationships. Such power means that they may also determine the kinds of interventions they bring to the communities, which may not be what the community organisations need at the time. However, because these community organisations operate with limited resources, they accept the services provided. As long as these power dynamics exist, a truly reciprocal and mutually beneficial partnership remains questionable. The short term nature of the interventions presented by students at the sites begs the question of sustainability, and ultimately community development through service learning. If these interventions are not sustainable after completion of the service learning programmes, then service learning as an endeavour cannot be assumed to contribute towards community development. Chapter six provides concluding remarks for the study.

Chapter 6

Conclusion

6.1 Introduction

Over the years, service learning has grown tremendously in terms of the development and implementation of service learning programmes across the globe. Much of this growth has been attributed to the reported benefits that service learning affords partners involved in the relationship. Although the benefits of service learning are well documented in the field, there has been criticism regarding the tendency of researchers focusing on providing empirical evidence on student benefits, while neglecting to pay equal attention to researching community benefits of service learning. Within the South African context, the development of service learning programmes is a recent phenomenon, which has been attributed to government policies aimed at transforming higher education post-apartheid. Research on service learning in the South African context is a recent direction. Within the African context, literature on service learning has been reported to be almost non-existent. Moreover, proponents of service learning in the African context have argued for the need of indigenous perspective of service learning. Authors have argued that an indigenous perspective of service learning would be cognisant of the unique societal problems that characterise the African context. This study sought to investigate students and community organisations' perceptions of service learning in the African context. This study sampled participants from Kenya, Lesotho and Zimbabwe, who were involved in a distance service learning programme provided in collaboration between REPSSI and UKZN. This chapter provides conclusion remarks of the study, which include discussing the strengths of the study, limitations of the study and suggestions for future research.

6.2 Main findings

Supporters of service learning as a pedagogy have been vocal about the need for further empirical literature regarding the benefits of service learning from community organisations' perspective. This study sampled both students and individuals from community organisations that hosted students during their service learning experience. As seen in the literature review, there were limited studies which sampled both student and

community organisation in the same study. Thus, this may be considered as contributing towards this gap. VanLeeuwen et al. (2017) argued for an indigenous perspective in the field of service learning. This study sampled participants from three African countries, namely Kenya, Lesotho and Zimbabwe. This is unique, given that most of the research on service learning in the continent comes from South Africa. The use of a questionnaire enabled the researcher to reach participants from geographically distant locations, while also sampling a relatively large sample size. The participants in the study were from a distance service learning programme which forms part of a six module curriculum for a CP. Moreover, students registered for this CP were required to possess experience in volunteering work within their respective communities. This presented a unique characteristic in the student sample because, typical university students do not necessarily need to have volunteering experience in order to register for service learning modules in higher education institutions.

Mainly, the findings from the independent samples t-test indicated that there was a significant difference in the perception that extra human capacity at community sites was a benefit. Community organisations felt that they benefitted from extra human capacity at their respective community organisations. However students did not feel that community sites benefited from their placement at sites. Furthermore, findings indicated that students felt that they were more open than community organisation personnel did. Community organisation personnel did not feel that students were open towards them. The ANOVA analysis demonstrated that students' level of education influenced their expectation to learn about research. Students with a tertiary education expected to learn about research than students with a secondary and certificate level of education.

6.3 Limitations of the study

The strength of a quantitative research design is the ability for probability sampling techniques to sample a large portion of participants from the population. From the sample, the research is able to generalise research findings. Although the current study was informed by the positivistic research paradigm, the nonprobability sampling technique prohibits generalisation of research findings. Furthermore, the sample size of the study is not large enough to allow the researcher to generalise findings. A questionnaire was used to collect data that was developed by the supervisor of the study. However, there was no pilot

study conducted in order to test the questionnaire. Therefore, this may be viewed as a limitation. The questionnaire used was an adaptation of a questionnaire used in the US, which is easily available on the internet. As such, the questionnaire lacked a theoretical foundation that informed its development. Furthermore, the variables in the questionnaire were not clearly defined. With reference to the questionnaire administered to the community organisation sample, the limited number of questions related to biographical details prevented an ANOVA analysis. Such an analysis would have provided more data regarding the variability within the community sample.

6.4 Suggestions for future research

Eby (1998) argued that for service learning to reach its full potential, researchers ought to be aware of the challenges inherent in this pedagogy. Additionally, they ought to make a concerted effort to address those challenges. Although service learning has made tremendous progress in terms of programme development and implementation; there are still gaps in the literature. While this study made an attempt to address some gaps in the literature, there still remain some areas worth exploring in terms of future research. First of all, there is still a dearth of research which focuses on community perspectives. Although this study attempted to include community perspectives, it is imperative to continue to develop literature on community perspectives of service learning, given the pivotal role community organisations play in the service learning partnership. Secondly, service learning in Africa and more specifically in the South African context is a recent phenomenon. As such, further research is needed to advance the field. Additionally, research which includes both students and community organisations may fill the gap in the literature. Thirdly, some authors in the field have proposed a collaboration between African countries to advance literature that puts indigenous perspectives at the forefront of service learning literature. This kind of research would be welcomed. Fourthly, the questionnaire used in the study presented with certain limitations as mentioned previously. Quantitative research which uses questionnaire informed by a theoretical foundation, which has been pilot tested is suggested.

6.5 Conclusion

The current study sought to investigate student and community organisation perception of service learning in the African context. The aim of the study was informed by the gaps in literature in the field of service learning. This chapter provided conclusion remarks regarding the study. This included a discussion on the main findings of the study, the limitations of the study and suggestions for future research. Although there were some significant findings in there study, there were also some limitations. These were related to the lack of a pilot study, the design of the questionnaires, definition of variables and the overall number of participants in the study to mention just a few. Suggestions for future research included research which explored both student and community perception of service learning, collaborative partnerships in the African context which are aimed at advancing indigenous perspectives through empirical research. Although service learning has developed over the years, further research may aid in addressing some of the challenges inherent in this type of pedagogy.

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APPENDIX 1

Information sheet and informed consent for students

Request for your participation in a study:

June 2016

Exploring the perceptions of students and communities involved in service learning

Dear student,

Our names are Carol Mitchell and Zamo Hlela, as you know we are lecturers at the University of KwaZulu Natal and are the module coordinators for Module 6: Service-learning. We are interested in exploring community benefit through service-learning. We are interested in your perceptions of what you did and learned through your service-learning project, and how you believe your community site benefitted. We would like to request your participation in this study.

Your participation in this study will involve two aspects:

- Completing and returning the attached anonymous questionnaire (please give it to your mentor).
- Delivering the questionnaire for the community site to your host their and asking them to complete it and return it to us.

Your participation is completely voluntary and you are not being forced to participate in this study. The choice of whether you would like to participate is yours. You can withdraw consent at any time, and there will be no repercussions.

If you choose to participate in this study we cannot unfortunately offer any direct benefits to you for participating. At the same time you are unlikely to experience any negative consequences of participation. There is no deception in this study. Your consent will be kept separate from your questionnaire. The responses from all the students and all the organisations will be grouped together – we are interested in overall patterns, not individual responses.

Anonymity will be maintained by ensuring that signed informed consent forms are stored by ourselves and are not accessible to anyone else. They will be kept for a period of five years in a locked drawer and will then be destroyed via shredder. The questionnaires will also be kept in a secure location and destroyed after the mandatory five year period. The results of this study will be written into project reports which may be presented at conferences. Information from this study could be used for further research or published in journal articles in the future.

If you have any questions about this study or if you would like to be made aware of the findings of this study, feel free to contact us by email at mitchellc@ukzn.ac.za (Tel: 033 260 6054), or Hlela@ukzn.ac.za (Tel: 033 260 5849). If you have any concerns about the nature of the study at any point, you may also contact UKZN's Human Social Sciences Ethics Committee (Tel: 031 260 3587). Thank you for considering this request.

Please sign and return the following if you choose to take part in this study:

CONSENT:

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to my questionnaire being used to explore community benefit in service-learning. I understand that I am not forced to participate in this study, and that I can withdraw at any point should I no longer wish to take part.

Signature

Date

This consent will not be stored together with your questionnaire (i.e. your questionnaire will remain anonymous)

APPENDIX 2**Student Service Learning Questionnaire****Post-Service**

Age: _____

Gender: _____

Country: _____

Mentor group: _____

Rural/Urban area: _____

Level of education: _____

Are you currently employed? Yes/ No _____

If yes,

Full-Time	<input type="checkbox"/>	Part-Time	<input type="checkbox"/>
-----------	--------------------------	-----------	--------------------------

Do you have previous experience of working with communities? Yes/ No _____

If yes, for how long? _____

With what type of community agency or organization did you do your service-learning project? (Circle all that apply)

- a. Child/youth organization
- b. Social service agency/organization
- c. Elder care/senior center
- d. Faith-based organization
- e. Health agency/organization
- f. Environmental agency/organization
- g. Arts/cultural organization
- h. Animal shelter
- i. Local government
- j. Local school
- k. Other (please specify) _____

Did you do your service-learning in an organization you currently volunteer with/work for?

Yes/ No _____

How did you organize your time at the site? (e.g. one morning a week; two hours a day etc)

Did you have active supervision at your site? Yes/ No _____

If no, why not? _____

Please note, students do their service-learning in a variety of settings – schools, governmental departments, community based organisations and non-governmental organisations. For the purposes of this questionnaire the term ‘site’ has been used to capture all the possible options.

Please respond as honestly as possible, relying on your recent experience of community service for the service learning. Indicate your level of agreement with each statement by circling the appropriate choice.

What were your expectations of learning from service learning?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I expected to learn about theory	4	3	2	1
I expected to learn about application of theory	4	3	2	1
I expected to learn from local knowledge	4	3	2	1
I expected to learn about the community context	4	3	2	1
I expected to learn about the site and its practices	4	3	2	1
I expected to learn about research	4	3	2	1
I expected to learn about myself	4	3	2	1
I expected to learn about citizenship	4	3	2	1
Other (please specify)				

Did you achieve your intended aims and outcomes during your service learning? Yes/No

If no, why not?

	Strongly Agree	Agree	Disagree	Strongly Disagree
My aims/outcomes were too ambitious	4	3	2	1
Time constraints (the time was too limited)	4	3	2	1
Limited resources to carry out planned activities	4	3	2	1
Lack of support	4	3	2	1
Other (please specify)				

How do you think the community/organization/site **benefitted** from your involvement?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I provided them with research skills	4	3	2	1
I provided them with extra human capacity	4	3	2	1
I came up with new ideas	4	3	2	1
I developed a new community intervention project	4	3	2	1
I provided the site with evaluation skills	4	3	2	1
Increased activism at the site	4	3	2	1
I raised awareness on key issues that affect the community/organization/site	4	3	2	1
I showed my respect for local knowledge	4	3	2	1
Other (please specify)				

Which of your **personal qualities** do you think the site benefited from?

Personal qualities	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive attitude	4	3	2	1
Perseverance	4	3	2	1
Openness	4	3	2	1
Humility	4	3	2	1
Respect	4	3	2	1
Other (please specify)				

What were the **challenges** to the organization as a result of your placement there?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Unrealistic expectations (the site expected more than you were able to deliver)	4	3	2	1
Dependency (the site came to depend upon you and then you had to leave)	4	3	2	1
Your ideas were different to current practices in the organization	4	3	2	1
Time demands for training /supervision (the site had to devote time to supporting you/your work)	4	3	2	1
Relationship difficulties/ conflicts	4	3	2	1
Broken bonds or relationships (you developed relationships and bonds at the site and then had to break them when your service-learning ended)	4	3	2	1

Short term intervention (the time spent at the site was too limited)	4	3	2	1
Other (please specify)				

Will you continue to be involved with this organization in the future? Yes/No _____

Will you volunteer with other organizations in the future? Yes/No _____

Any other comments? _____

Please submit this questionnaire to your mentor – remind him/her that it is anonymous and not to put your name on it.

APPENDIX 3

Information sheet and informed consent for community sites

Request for your participation in a study:

June 2016

Exploring the perceptions of students and communities involved in service learning

Dear Madam/Sir,

Our names are Carol Mitchell and Zamo Hlela, we are lecturers at the University of KwaZulu Natal and are the module coordinators for Module 6: Service-learning. You have received this letter and questionnaire because you recently hosted a REPSSI CBCWY student for his/her service-learning experience. Thank you for hosting our students.

We are interested in exploring community benefit through service-learning. We are interested in your perceptions of the costs and benefits of hosting our students. The students have also been asked to complete a questionnaire describing their perceptions of how they think you benefitted from hosting them. We are very interested in comparing the two perceptions. We would like to request your participation in this study, which will involve completing and returning the attached questionnaire.

Your participation is completely voluntary and you are not being forced to participate in this study. The choice of whether you would like to participate is yours. You can withdraw consent at any time, and there will be no repercussions. If you choose to participate in this study we cannot unfortunately offer any direct benefits to you for participating. At the same time you are unlikely to experience any negative consequences of participation. There is no deception in this study. The responses from all the students and all the organisations will be grouped together – we are interested in overall patterns, not individual responses.

Confidentiality will be maintained by ensuring that signed informed consent forms are stored by ourselves and are not accessible to anyone else. They will be kept for a period of five years in a locked drawer and will then be destroyed via shredder. The questionnaires will also be kept in a secure location and destroyed after the mandatory five year period. The results of this study will be written into project reports which may be presented at conferences. Information from this study could be used for further research or published in journal articles in the future.

If you have any questions about this study or if you would like to be made aware of the findings of this study, feel free to contact us by email at mitchellc@ukzn.ac.za (Tel: 033 260 6054), or Hlela@ukzn.ac.za (Tel: 033 260 5849). If you have any concerns about the nature of the study at any point, you may also contact UKZN's Human Social Sciences Ethics Committee (Tel: 031 260 3587). Thank you for considering this request.

Please sign and return the following if you choose to take part in this study:

CONSENT:

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to my questionnaire being used to explore community benefit in service-learning. I understand that I am not forced to participate in this study, and that I can withdraw at any point should I no longer wish to take part.

Signature

Date

APPENDIX 4**Community Site Service Learning Questionnaire**

Name of organization (optional): _____

Your role in the organization: _____

Country: _____

Rural/Urban area: _____

How would you describe your organization? (Circle all that apply)

- a. Child/youth organization
- b. Social service agency/organization
- c. Elder care/senior center
- d. Faith-based organization
- e. Health agency/organization
- f. Environmental agency/organization
- g. Arts/cultural organization
- h. Animal shelter
- i. Local government
- j. Local school
- k. Other (please specify) _____

How many students did you host for their service-learning experience in 2016? _____

How did the student/s organize his/her time at your site? (e.g. one morning a week; two hours a day etc) _____

Did you provide supervision at your site? Yes/No _____

If no, why not? _____

Please note, students do their service-learning in a variety of settings – schools, governmental departments, community based organisations and non-governmental organisations. For the purposes of this questionnaire the term ‘site’ has been used to capture all the possible options.

Please respond as honestly as possible, relying on your recent experience of hosting service-learning students. Indicate your level of agreement with each statement by circling the appropriate choice.

What do you think the student/s hoped to learn from service learning?

	Strongly Agree	Agree	Disagree	Strongly Disagree
S/he expected to learn about theory	4	3	2	1
S/he expected to learn about application of theory	4	3	2	1
S/he expected to learn from local knowledge	4	3	2	1
S/he expected to learn about the community context	4	3	2	1
S/he expected to learn about the site and its practices	4	3	2	1
S/he expected to learn about research	4	3	2	1
S/he expected to learn about her/himself	4	3	2	1
S/he expected to learn about citizenship	4	3	2	1
Other (please specify)				

Did the student achieve his/her intended aims and outcomes during the service learning?
Yes/No

If no, why not?

	Strongly Agree	Agree	Disagree	Strongly Disagree
His/her aims/outcomes were too ambitious	4	3	2	1
Time constraints (the time was too limited)	4	3	2	1
Limited resources to carry out planned activities	4	3	2	1
Lack of support	4	3	2	1
Other (please specify)				

How do you think your site **benefitted** from the student involvement?

	Strongly Agree	Agree	Disagree	Strongly Disagree
S/he provided us with research skills	4	3	2	1
S/he provided us with extra human capacity	4	3	2	1
S/he came up with new ideas	4	3	2	1
S/he developed a new community intervention project	4	3	2	1
S/he provided us with evaluation skills	4	3	2	1
Increased activism at the site	4	3	2	1
S/he raised awareness on key issues that affect our site	4	3	2	1

S/he showed respect for local knowledge	4	3	2	1
Other (please specify)				

Which of the following **personal qualities** do you think the student displayed?

Personal qualities	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive attitude	4	3	2	1
Perseverance	4	3	2	1
Openness	4	3	2	1
Humility	4	3	2	1
Respect	4	3	2	1
Other (please specify)				

What were the **challenges** to your organization in hosting the service-learning student?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Unrealistic expectations (We expected more than the student was able to deliver)	4	3	2	1
Dependency (We came to depend upon the student and then s/he had to leave)	4	3	2	1
The student's ideas were different to current practices in the organization	4	3	2	1
Time demands for training /supervision (We had to devote time to supporting the student's work)	4	3	2	1
Relationship difficulties/ conflicts	4	3	2	1
Broken bonds or relationships (The student developed relationships and bonds at the site/in the community and then had to break them when the service-learning ended)	4	3	2	1
Short term intervention (The time spent at the site was too limited)	4	3	2	1
Other (please specify)				

Would you be willing to host other service-learning students in the future? Yes/No _____

Please explain your answer

What advice would you give to other organizations who may host service-learning students?

Any other comments?

Please return this questionnaire via post, fax or email.

Postal address:

Carol Mitchell
Psychology
University of KwaZulu Natal
Private Bag X01
Scottsville
3209
South Africa

Fax: Attention Carol Mitchell +27 33 260 5809

Email: mitchellc@ukzn.ac.za

APPENDIX 5

Ethical Approval



11 July 2017

Ms Cebisa Nkato (209519040)
School of Applied Human Sciences – Pietermaritzburg
Pietermaritzburg Campus

Dear Ms Nkato,

Protocol reference number: HSS/0982/017M (Linked to HSS/0856/016CA)

Project title: Investigating the perceptions of the students and community organisations involved in service learning in a certificate programme in the African context

Approval Notification – Expedited Application

In response to your application received on 04 July 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter, Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Dr Shenuka Singh (Chair)

/ms

Cc: Supervisor: Ms Carol Mitchell
Cc: Academic Leader Research: Professor D Wassenaar
Cc: School Administrator: Ms Nandumiso Khanyile

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

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APPENDIX SIX

AACC PRE AND POST SERVICE LEARNING QUESTIONNAIRE



COLLEGE
STUDENT SERVICE LEARNING SURVEY
 Pre-Service

This survey is designed to measure general attitudes and perceptions of service learning students. This information will be used to improve and enhance the college's service learning program.

Course Number: _____ Today's Date: _____

Major: _____ Student ID#: _____

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
2. If everyone works together, many of society's problems can be solved.	4	3	2	1
3. I have a responsibility to serve my community.	4	3	2	1
4. I learn course content best when connections to real-life situations are made.	4	3	2	1
5. The idea of combining course work with service to the community should be practiced in more courses at this college.	4	3	2	1
6. I probably won't volunteer or participate in the community after this course ends.	4	3	2	1

Comments: _____



COLLEGE
STUDENT SERVICE LEARNING SURVEY
 Post-Service

This survey is designed to measure general attitudes and perceptions of service learning students. This information will be used to improve and enhance the college's service learning program.

Course Number: _____

Today's Date: _____

Major: _____

Student ID#: _____

Please respond as honestly as possible, relying on your current beliefs or attitudes toward the particular issues raised. Indicate your level of agreement with each statement by circling the appropriate choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have a good understanding of the needs and problems facing the community in which I live.	4	3	2	1
2. If everyone works together, many of society's problems can be solved.	4	3	2	1
3. I have a responsibility to serve my community.	4	3	2	1
4. I learn course content best when connections to real-life situations are made.	4	3	2	1
5. The idea of combining course work with service to the community should be practiced in more courses at this college.	4	3	2	1
6. I probably won't volunteer or participate in the community after this course ends.	4	3	2	1
7. The service aspect of this course helped me to understand better the required lectures and readings.	4	3	2	1
8. The service aspect of this course helped me to see how the subject matter I learned can be used in everyday life.	4	3	2	1
9. The service aspect of this course made me aware of some of my own biases or prejudices.	4	3	2	1
10. The service aspect of this course showed me how I can become more involved in my community.	4	3	2	1
11. As a result of my service learning experience, I have a better understanding of my role as a citizen.	4	3	2	1

12. The service I did through this course was not at all beneficial to the community.	4	3	2	1
13. I would have learned more from this course if the time spent doing service in the community had been spent in the classroom.	4	3	2	1
14. I plan to enroll in more courses that offer service learning.	4	3	2	1
15. As a result of my service learning experience, I would encourage other students to take courses that offer service learning.	4	3	2	1
16. The agency/site provided challenging, meaningful, and educational tasks for me to accomplish.	4	3	2	1
17. I received enough help in identifying and selecting service sites and opportunities.	4	3	2	1

18. This was my first service learning experience. (Please circle the appropriate response)
 a. Yes b. No

19. How many service hours did you complete through this course assignment? _____

20. Where did you do your service learning assignment? _____

21. With what type of community agency or organization did you do your service learning assignment? (Circle all that apply)

- | | |
|---------------------------------------|--------------------------------------|
| a. K-12 school | g. Environmental agency/organization |
| b. Child/youth organization | h. Arts/cultural organization |
| c. Social service agency/organization | i. Animal shelter |
| d. Elder care/senior center | j. Local government |
| e. Faith-based organization | k. Other (please specify) _____ |
| f. Health agency/organization | |

22. Did you complete the service learning pre-service survey? (Please circle the appropriate response) a. Yes b. No c. Not Sure

Comments: _____

