Electronic Theses and Dissertations   Graduate School

1-1-2019

Civic Engagement Among Emerging Adults: Self-Efficacy, Purpose, And Program Experiences

Rachel Marsh

Follow this and additional works at: https://egrove.olemiss.edu/etd

Part of the Educational Psychology Commons

CIVIC ENGAGEMENT AMONG EMERGING ADULTS: SELF-EFFICACY, PURPOSE,

AND PROGRAM EXPERIENCES

A Thesis

submitted in partial fulfillment of the requirements

for the degree of Master of Arts

in Clinical Psychology

The University of Mississippi

by

Rachel J. Marsh, B.A.

December 2019

ABSTRACT

Understanding how to cultivate civic mindedness and engagement in emerging adults is
of central importance. Theories of positive youth development point to the importance of
particular youth characteristics for promoting the development of successful and contributing
citizens (Lerner, Almerigi, Theokas, & Lerner, 2005). Among these, self-efficacy, or one's belief
in their ability to perform a specific task, is considered essential (Bandura, 1977; DeWitz, 2004;
Solhaug, 2006). Scholars have, more recently, pointed to the role of purpose as key for
motivating civic engagement (Damon, Menon, & Cotton Bronk, 2003). Beyond youth
characteristics, other scholars point to the importance of opportunities for youth engagement,
such as community engagement and service-learning. Opportunities offered through such
programs have been linked to student growth in civic attitudes and skills. The purpose of this
study was to explore the relationships between self-efficacy, purpose, and the development of
civic attitudes, including civic action, political awareness, diversity attitudes, and social justice
awareness, among students involved in a service-learning course. A second aim is to demonstrate
and explore the role and importance of service experiences in student learning. It was
hypothesized that there would be a change in civic attitudes and skills following a service
experience (i.e., student's participation in a service-learning course) and that self-efficacy and
purpose would predict changes in civic attitudes and skills. For a subset of individuals, we
predicted the dimensions and quality of service experiences would further predict civic attitudes
and skills. To explore these relationships, this study utilized archival data collected from college

students enrolled in an environmental service-learning course over three semesters. Results indicated that students overall civic attitude and skills, as well as all sub-areas, significantly increased following participation in a service-learning course. Further, the combination of general self-efficacy and purpose significantly predicted changes in overall civic attitudes and skills, political awareness, and diversity attitudes. Student's indicated service experiences contributed to their overall learning at a significantly higher rate than other course components. The results of this study re-affirm the importance of service-learning experiences and self-efficacy in relation to the development of civic-mindedness in young adults.

DEDICATION

This work is dedicated to all of those who have provided support and encouragement during this process. To my family, friends, and loving partner, thank you for continuous support. To the many educators who have helped me to discover my love for learning over the years, I have you all to thank for sparking curiosity within me.

ACKNOWLEDGMENTS

I would like to thank my advisor and committee members for their support and contributions, which enabled me to complete this work. I also extend a special thank you to my colleague and friend, Marcela Weber, who kindly provided her time and expertise as I conducted my statistical analysis.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Engaged participation is a cornerstone of modern democracy. The ability to gain knowledge about political issues and participate in civic life on a local and national level is a right afforded to U.S. American citizens and democracies around the world. However, this right is often taken for granted, resulting in voter apathy, limited civic knowledge, and participation. In the U.S. presidential election cycle of 2016, only 61% of all eligible voters in the United States reported voting (Fry, 2017). Further, when looking at the participation of U.S. voters by generation it becomes evident that young citizens are participating far less than their older counterparts. According to the Pew Research Center (2017), only 49% of Millennials (i.e., ages 19-35) reported voting in the 2016 election compared to 63% of Gen Xers (i.e., ages 36-51), 69% of Baby Boomers (i.e., ages 52-70), and 70% of Silent/Greatest generations (i.e., ages 71-100). Another study completed by the *Commission on Youth Voting and Civic Knowledge* (2012) explored civic knowledge, voting behavior, and educational experiences for individuals under the age of 25 in the United States. Researchers found that less than half of young citizens voted in the 2012 presidential election and that of these young people, only 10% met the standard of "informed engagement" (CIRCLE, 2012). Given that data across elections suggests that rates of civic participation are low for young U.S. Americans, it is important to understand what constitutes civic engagement and further, to explore ways to bolster youth civic engagement.

Civic Engagement

The term *civic engagement* refers to a complex phenomenon that consists of several elements of civic participation (Manganelli, Lucidi, & Alivernini, 2014). Of these elements, political participation has long been regarded as the core component (Obradovic & Masten, 2007). However, in recent years, civic engagement has been expanded to include more general participation in communities and civil society in order to support interests or uphold opinions (e.g., signing a petition). Torney-Purta (2002) suggested that civic engagement includes participation in the personal and public sphere. Through this scope, civic engagement encompasses political discussions with friends and family, the development in one's belief to have an impact on politics, and actively working towards the betterment of the community through service work. Obradovic and Masteen (2007) suggest that the definition of civic engagement consists of two distinct aspects: (a) citizenship, or individual's political involvement (e.g., voting, lobbying, staying informed about national and local issues) and (b) volunteering or an individual's commitment to service work in their communities and improving the well-being of others. Additionally, newer forms of participation, such as the use of the internet, are increasingly used and recognized (Flanagan & Faison, 2001; Jugert, Eckstein, Noack, Kuhn, & Benbow, 2013).

The Importance of Youth and Emerging Adult Civic Engagement

Youth civic engagement is characterized by prosocial behaviors exhibited by youth that serve to benefit them individually as well as improving their communities (Balsano, 2005; Lerner, Brentano, Dowling, & Anderson, 2002). The contribution of young people in civic activities is important not only for personal development, but for the viability of society as a

whole. Sherrod, Torney-Purta, and Flanagan (2010) suggested that civic engagement is a component of healthy and successful development for adolescents. For example, participation in the civic realm can offer unique developmental affordances and provide a route to identity achievement (Crocetti, Jahromi, & Meeus, 2012; Flanagan & Levine, 2010). Flanagan (2003) suggested that engagement was related to an increase in leadership skills as well as political, economic, and cultural knowledge. Moreover, research exploring the benefits of engagement indicate that participation has a positive impact on those participating and on society (Balsano, 2005; Flanagan & Levine, 2010; Sherrod, 2003). Youth civic engagement is a vital component in the health and development of communities, government, and the economy and is the greatest predictor of civic engagement in adulthood (Braungart & Braungart, 1990; Flanagan & Sherrod, 1998; Jennings & Stoker, 2004; Zaff, Malanchuck, & Eccles, 2008). Research on civic growth should take into account multiple outcomes for youth and emerging adults.

Beyond scholarly interest, youth-led responses to school shootings, police brutality, and immigration rights have brought increased media and lay attention to youths' agency and potential to push for change in their communities. The development of civic engagement has been recognized as "a multi-faceted developmental task" that encompasses the wide variety of ways in which individuals can be viable negotiators of change and positively affect society (Obradovic & Masten, 2007).

Civic Attitudes and Skills

When provided with the opportunity to become civically engaged, such as through programs or service experiences, youth explore and broaden their competencies, learn to be accountable, and gain a greater sense of appreciation for social reform (Youniss, McLellan, & Yates, 1997). Moely and colleagues (2002) conceptualized youth civic outcomes as multi-

faceted and proposed six main growth areas including: civic action, interpersonal problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes (see Table 1). Several studies have demonstrated outcomes related to increased civic attitudes and skills among students involved in service-learning courses (i.e. courses that include service and reflection). One such study found that students who participated in service-learning courses scored higher than their non-service-learning counterparts on measures of complexity of thinking related to social problems (Batchelder & Root, 1994). Astin and Sax (1998) found that students who participated in service-learning were more committed to promoting racial understanding, social values, and community-action programs.

Table 1.
Moely et al.'s (2002) Civic Attitudes and Skills

Civic Attitude or Skill	Definition
Civic Action	Intentions to become involved in future community service or action
Interpersonal and Problem-Solving Skills	Ability to listen, communicate, work cooperatively, make friends, take the role of the other, think logically and analytically, and solve problems
Political Awareness	Awareness of local and national current events and political issues
Leadership Skills	Ability to lead and effectiveness in a role of leadership
Social Justice Attitudes	Attitudes concerning the causes of poverty and misfortune and how to solve social problems
Diversity Attitudes	Attitudes towards diversity and interest in relating to culturally different people

Fostering Civic Attitudes and Skills

A better understanding of how to cultivate civic attitudes and skills is essential for a stable and sustainable democracy (Sherrod, Flanagan, & Youniss, 2002). Research has explored

factors that might influence youth civic engagement, ranging from youth characteristics to volunteer experiences and opportunities for participation (Eyler & Giles, 1999; Sherrod, 2008; Solhaug, 2006; Torney-Purta, 2002). Some factors that predict engagement include economic status, education, and family socialization as well as ethnic and cultural influences such as religion, minority status, and experiences of racism (Andolina, Jenkins, Zukin, & Keeter, 2003; McIntosh, Hart, & Youniss, 2007; Sanchez-Jankowski, 2002). Some researchers posit that individual youth characteristics such as civic knowledge, competence, self-efficacy, and a sense of purpose predict youth engagement (Torney-Purta, 2002; Solhaug, 2006; Weissberg, 2001). Other researchers focus on the role of youth experiences and opportunities, such as service-learning and youth programs (Astin & Sax, 1998; Balsano, Phelps, Theokas, Lerner, & Lerner 2009; Eyler & Giles; 1999; Torney-Purta, 2002).

Youth Characteristics

Research and theory in positive youth development (PYD) indicate that certain youth characteristics are essential for successful and enduring youth civic participation (Benson, Scales, & Mannes, 2003; Johnson-Pynn & Johnson, 2010; Lerner 2000; Lerner et al., 2002). Lerner and colleagues (2000) outlined these characteristics using the framework of the "Five Cs," competence, connection, confidence, character, and compassion leading to the sixth "C," civic engagement (see Figure 1). Each of these outcomes are composed of clusters of assets. For example, competence is characterized by intellectual and cognitive ability; social competence is made up of social skills and positive bonds and connections with individuals and institutions. Character refers to integrity and moral centeredness, while compassion includes empathy and social justice values. Confidence is described as positive self-regard and self-efficacy (Lerner et al., 2000; Lerner et al., 2002).

In a large study exploring their "5 C's" framework, Lerner (2005) and colleagues found that

PYD predicted youth engagement, including contribution to their families and communities.
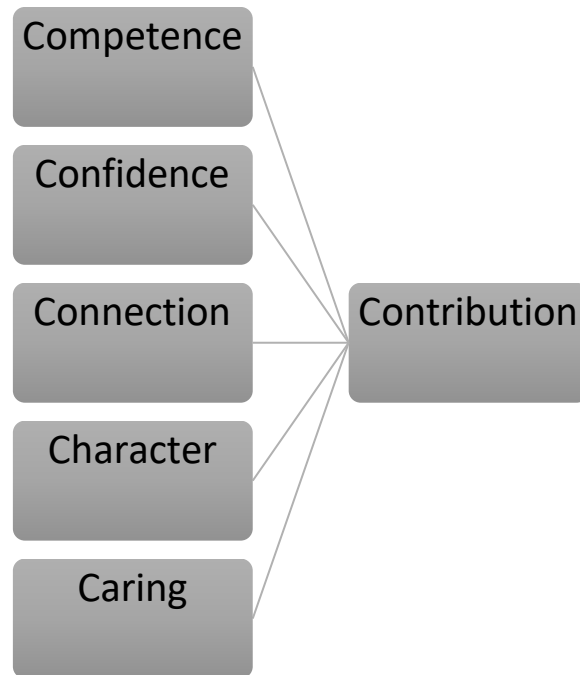
Figure 1. The "Five Cs" of Positive Youth Development leading to the sixth "C", which is contribution.

Self-efficacy as Predictor of Civic Engagement

      Among PYD characteristics, self-efficacy is one of the most prominent and well-

researched when it comes to prediction of civic engagement (Solhaug, 2006). Self-efficacy is an

individual's belief that they are capable of accomplishing a given task. Bandura (1977, p.3), who

produced a comprehensive theory of self-efficacy, stated that "perceived self-efficacy refers to

beliefs in one's capabilities to organize and execute the courses of action required to produce

given attainments." According to Bandura (1982), an individual's perceived self-efficacy

influences their behavior by determining what they attempt to achieve as well as how much

effort they put forth into this attempt. In line with the theory of positive youth development,

perceived self-efficacy can be conceptualized as "confidence" in that it refers to youth's belief in

their ability and power to accomplish as well as their capability to succeed (Lerner et al., 2005; Roth-Herbst, Borbely, & Brooks-Gunn, 2008). Young people's success in managing roles and transitions between biological, social, and educational contexts is thought to be largely dependent on the strength of their perceived self-efficacy (Bandura & Wessels, 1997). Further, this perception of one's capabilities is key in understanding and predicting engagement in certain activities, including civic activities (Ainley & Schultz, 2011; Manganelli et al., 2014; Solhaug, 2006). Solhaug (2006) suggested participation in various forms of civic engagement required more than knowledge alone, pointing to the need for a belief in one's abilities. Research exploring the predictive power of thoughts and beliefs (i.e., knowledge, self-efficacy beliefs) found that self-efficacy had the highest predictive power in relation to civic engagement attitudes (Solhaug, 2006).

Purpose: The Reason for Participation

In line with traditional positive youth development assets, such as those outlined in the developmental assets profile (DAP; Leffert et al., 1998), some researchers have suggested that a sense of purpose is a critical asset for youth and emerging adults (Burrow & Hill, 2011). Thought to play a central role in motivating action, purpose in life may serve as the motivating force for contribution. Purpose has recently garnered the attention of researchers for its potential to provide the "why" that motivates youth and emerging adults' civic engagement. Frankl (1985), whose book "Man's Search for Meaning" outlined the theory of purpose in life, described purpose as an "inner-strength" that provides a reason for living and a motivation for an individual's life (Damon, Menon, & Cotton Bronk, 2003). Damon and colleagues (2003) described purpose as being "a stable and generalized intention to accomplish something" that is both meaningful to oneself and the world beyond the self. Purpose can be described in some

ways as a goal, but one that differs from low level-goals (e.g., "to get to class on time"; Damon et al., 2003). Purpose encompasses an urge to contribute to needs larger than one's self, a desire to make a difference in the world (Damon et al., 2003). It has direction, a clear aim towards an accomplishment, one which progress can be made towards (Damon et al., 2003). Thought to provide individuals with essential guidance, purpose can serve to inform individuals on how to allocate their limited resources towards meaningful accomplishments (Burrow & Hill, 2011). In other words, a sense of purpose can serve as a driving force behind engagement and contribution.

Although its prominence is a more recent addition to PYD, studies have shown its importance for student development and participation. For example, Bernard (1991) identified several purpose-related developmental outcomes including: goal-directedness, achievement, motivation, educational aspirations, healthy expectations, persistence, hopefulness, and a sense of a compelling future. Devogler & Ebersole (1980) suggested that young people find purpose across eight different categories, including: relationships, service, growth, belief, obtaining, and expression. Damon et al. (2003) pointed out that the positive role purpose played in the self-development of youth and emerging adults as well as the generative power of purpose for a person's contributions to society. For adults, pursuing meaningful goals and possessing a sense of purpose has been related to increased positive affect (King, Hicks, Krull, & Del Gaiso, 2006), life satisfaction (Heisel & Flett, 2004), self-efficacy (DeWitz, Woosley, & Walsh, 2009), and resilience (Frankl, 1985; Masten & Reed, 2002).

The Power of Programs

Beyond youth characteristics, opportunities for growth and development must be available. PYD and service-based learning programs offer young people the opportunity to engage in activities that promote their development into competent, confident, and responsible

citizens. There are a variety of PYD programs such as 4-H Club, YMCA, Big Brothers/Sisters, and the Girl and Boy Scouts, all of which offer unique and diverse opportunities and activities that yield unique youth experiences. Though programs based on a PYD model can vary in contexts, content, and structure, these programs share in common an ultimate goal of fostering citizenship and personal development among young people (Balsano et al., 2009; National 4-H Council, 2018). Research exploring specific program features that foster PYD outcomes suggests that program features such as opportunities for service-learning, positive peer and adult relationships, and leadership opportunities promote PYD outcomes (CPRD, 2006; Eccles & Templeton, 2000; Kim, Crutchfield, Williams, & Hepler, 1998). Similar program features are mirrored in the service-learning literature as being important characteristics for fostering positive student outcomes (Eyler & Giles, 1999).

Service learning. Congruent with PYD, service-learning is a specific pedagogical approach that requires students to utilize concepts learned in the classroom to real-life situations (Furco, 2003). It is a distinctive teaching tool that includes service, education, reflection, analysis, and reflection, serving as a link between theory and social problem-solving (Eyler & Giles, 1999). Service-learning requires a process of experience for acquiring knowledge that connects the personal and intellectual, allowing students to better understand the world while building upon their critical thinking skills (Eyler & Giles, 1999). Through the explicit connection of community service projects to the learning goals of the course, students engage in reciprocal learning, applying course concepts to service work which serves to further inform their understanding of course material (Ramaley, 2000; Simmons & Cleary, 2006; Vogelgesang and Astin, 2000).

Service-Learning Experiences. When it comes to service-learning, program experiences matter. For example, Eyler and Giles (1999) found that students who participated in highly reflective and well-integrated service-learning reported a change in their perception of the locus of social problems (i.e., the source), solutions, and solution strategies. In other words, students who participated in service-learning courses where their service projects were well integrated into the course and who engaged in in-depth reflection through journals and discussion demonstrated a change in their ability to think about social issues in complex and systematic ways (Eyler and Giles, 1999). Further, service-learning impacted these students' belief in the need to change public policy and their personal need to influence the political structure (Eyler & Giles, 1999). Eyler and Giles (1999) posited that effective citizenship was underlined by the attainment of values, knowledge, skills, efficacy, and commitment through service-learning. The attainment of these elements is achieved through service-learning in a manner that encourages social responsibility and effective civic participation (Eyler & Giles, 1999). Research exploring civic engagement as an outcome of service-learning has demonstrated that service-learning is a powerful tool in cultivating civic responsibility and encouraging engagement. One such study found that service work was positively associated with outcomes of civic responsibility such as commitment to helping others, promoting racial understanding, and serving the community (Astin & Sax, 1998). Einfeld and Collins (2008) posited that a commitment to continued civic engagement was fostered by long-term service placements. A key component of effective service-learning programs relates to the service experiences themselves. Eyler and Giles (1999) found the extent to which a student's service experience was related to the course content to be a strong predictor of intellectual outcomes (e.g., understanding of course materials). Further, the quality and quantity of service reflections (e.g., discussions, written reflections), autonomy and

leadership related to service experiences, as well as the extent to which community needs were perceived to have been met by the service experience have all been cited as important characteristics of service experiences (Eyler & Giles, 1999).

There is a need to cultivate civic mindedness among youth and emerging adults and to better understand the specific factors that contribute. Theories of positive youth development point to the importance of particular youth characteristics for developing into successful and contributing citizens. Among these, self-efficacy is considered an essential element in the cultivation of engaged citizens as one's belief in their capabilities to mobilize their efforts and take confident and effective action and aligns with the confidence of the Lerner model. Furthermore, some have pointed to the role of purpose as a motivating factor. Not only do youth need to feel capable but they must also have a need to act, a motivating force. Still, others indicate that it's not youth characteristics per se, but growth experiences and opportunities offered. Programs that include service, reflections, integration, and other experiential components are considered important for student outcomes. Though several studies look at each of these factors and their role in predicting youth civic engagement, it is important to consider the function of these predictors in combination with one another as each are considered essential elements of positive youth development. In exploring the role of youth characteristics as well as experiences in predicting engagement, we can better understand the way in which these specific features contribute to increased youth civic participation.

Current Study

The current study aims to explore the relationships among self-efficacy and purpose, service experiences, and the development of civic attitudes and skills. I will examine changes in civic attitudes and skills following a service-learning course and explore the extent to which self

efficacy, purpose, and service participation ratings predict changes. For a subset of individuals, the particular aspects of service experiences will be examined in relation to changes in civic attitudes and skills.

The following hypotheses are proposed: 1) there will be changes in civic engagement attitudes and skills from the beginning to the end of the service-learning course across all three classes; 2) self-efficacy and purpose in life will predict a change in civic engagement attitudes and skills; 3) for a subset of students, the dimensions and quality of service experiences will further predict civic attitudes and skills; and lastly, 4) it is expected that student ratings of course components will indicate that service experiences contributed significantly more to student's perceptions of overall learning than other aspects, such as lectures or films

CHAPTER 2

METHOD

Participants

To explore the relationships between student characteristics and growth experiences in relation to civic attitudes and skills, this study used archival data collected from 124 undergraduate college students across three different courses. Participants were students enrolled in an undergraduate service-learning course at a mid-size university in the Southern United States during one of three semesters (i.e., Fall 2014, Fall 2016, or Spring 2017).

An a-priori power analysis was conducted to determine the number of participants necessary for this study to be adequately powered and render results with a medium effect size ($f^2 = .15$). The power analysis was based on linear regression with 2 tested predictors, a medium effect size ($f^2 = .15$), a significant alpha level ($p = .05$), and power of .8 ($1-\beta = .80$). It was determined that a sample size of 68 participants ($n = 68$) was needed to adequately power this study and obtained the desired effect size. Treatment of participants conformed to guidelines set forth by the American Psychological Association and the Internal Review Board of the institution at which data was collected.

Procedures

Data was collected and organized at a mid-sized university in the Southern United States by the professor of the service-learning course and the researcher at two points in time (i.e., the first and last week of the semester). The initial data collection occurred during the first week of class. Participants were prompted to complete questionnaires online via Qualtrics using their

computer or other technological devices (e.g., smartphone) in class. A subset of individuals completed a paper copy of the questionnaire using a pen or pencil. The questionnaire included a demographics questionnaire and psychometrically sound measures assessing perceived general self-efficacy, purpose in life, and civic engagement attitudes and skills. Students were offered an alternative assignment for course credit if they chose not to complete the survey.

During their time completing the course, students engaged in the course material both in and out of the classroom. Over the course of the semester, students were required to complete 20-25 hours of community service across different domains of service (e.g., volunteer work with animals, children, farms/gardens). On the day of the final examination for the course, participants were prompted to complete either an online questionnaire using their technological devices or a paper questionnaire. The final questionnaire contained the same measures as the initial questionnaire, with the exception of a subset of individuals (the last course offering) whose final questionnaire included a detailed measure of service experiences.

Measures

The completed survey included sociodemographic questionnaire and the following psychometrically sound instruments: the General Self-Efficacy Scale (GSE; Schwarzer & Jerusalem, 1995), the Purpose in Life Test- Short Form (PIL-SF, Schulenberg, Schnetzer, & Buchanan, 2011), and the Civic Attitudes and Skills Questionnaire (CASQ; Moely et al., 2002). For a subset of participants, the questionnaire also included the Service Experiences Survey (SES; Eyler & Giles, 1999).

Socio-Demographics. Participants completed a questionnaire asking about gender, race/ethnicity, religion, and political-party identification.

Civic Attitudes and Skills Questionnaire. The Civic Attitudes and Skills Questionnaire (CASQ) is a questionnaire designed for the purpose of evaluating service-learning outcomes related to civic engagement attitudes (Moely, Mercer, Ilustre & Miron, 2002). The CASQ assesses six main factors pertaining to the topic of civic attitudes and skills including: civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes. In this study, the four scales of civic action, political awareness, social justice attitudes, and diversity attitudes were used. The CASQ consist of 27-items in which respondents are asked to rank the extent to which they agree with a statement such as "It is important that equal opportunity be available to all people," ranging from 1 (*completely disagree*) to 5 (*completely agree*). The civic action subscale includes statements such as "I planned to participate in a community action program." An example of a statement from the political awareness subscale is "I understand the issues facing this nation." The social justice attitudes subscale includes items such as "In order for problems to be solved, we need to change public policy." The diversity attitudes subscale asks participants to rank statements such as "I enjoy meeting people who come from backgrounds very different from my own." The CASQ has demonstrated adequate reliability, with internal consistency values ranging from .69 to .88 on the six subscales and test-retest correlations of .70 or higher for five of the six subscales (Moely et al., 2002). Further, the CASQ has demonstrated its validity with significant correlations to measures of motivational beliefs, social desirability, and attitudes about race (Moely et al., 2002).

The General Self-Efficacy Scale. The General Self-Efficacy Scale *(GSE;* Schwarzer & Jerusalem, 1995) consists of 10 items used to assess one's general sense of self-efficacy in order to predict coping with daily stressors and stressful life events. Participants are asked to rank the

extent to which a given statement is true for them, ranging from 1 (*not at all true*) to 4 (*exactly true*). For example, participants rank the truth of statements such as "I am confident that I could deal efficiently with unexpected events" and "I can solve most problems if I invest the necessary effort." The GSE is considered reliable; the majority of the Cronbach's alphas in 23 nations were in the upper 0.80s with none falling below 0.76 (Scholz, Doña, Sud, and Schwarzer, 2002).

The Purpose in Life Test – Short Form. The Purpose in Life Test- Short From *(PIL-SF;* Schulenberg, Schnetzer, & Buchanan, 2011) is a psychometrically sound measure that consists of four items that assess an individual's perceived purpose in life. Designed from the original 20-item scale of Purpose in Life aimed at assessing meaning and purpose in life, the items of the PIL-SF focus primarily on goal attainment as it relates to purpose (Bronk, 2013; Crumbaugh & Maholick, 1964, 1969). Participants are asked to rank the degree to which a statement pertains to them using a seven-point Likert-type scale, such as "In life I have…," 1 (*no goals or aims at all*) to 7 (*very clear goals and aims*). The PIL-SF has demonstrated reliability, with internal consistency reliability coefficients ranging from .79 to .86 (Schulenberg et al., 2011).

Service and Course Component Ratings. This measure was developed by the course instructor and her graduate assistants for class evaluation purposes. Students completed a Likert-type scale to assess the extent to which different class experiences contributed to their learning, ranging from 1 (*not at all*) to 5 (*a great deal*). Given the nature of the class, students were asked to rate five course components, including in-class experiences, service participation, media/movies, lectures/discussions, and nature experiences, such as camping. For the purpose of this study, the single item measuring student's service rating was to be used in the regression to predict CASQ change scores. The full rating scale will be used to examine the relative

contribution of different experiences to civic growth and learning.

Service Experiences Survey. The Service Experiences Survey (*SES*; Eyler & Giles, 1999) is a psychometrically sound measure designed to assess service-learning program experiences. The SES consists of 16 items that ask participants to rank the degree to which a given statement describes their service activates and experiences five-point Likert-type scale (1 = *never,* 2 = *sometimes*, 3 = *usually*, 4 = *often*, 5 = *very often*). Statements assess student perceptions regarding characteristics of their service experiences, such as "I learned by providing real service to people" and "I had a variety of challenging tasks to do." This measure is only available for a subset of students (i.e., from the most recent class). For those students, we will examine the added relative contribution of the SES to the post-course CASQ scores.

Data Analysis

All analyses were conducted using the statistical software SPSS. Data was organized into one database from three separate sets of data, with each participant having measurements for two points in time (i.e., pre- and post-service learning course). The semester in which participants were enrolled in the service-learning course was denoted. Cases that were missing more than 5% of the data were deleted. After reverse scoring was completed where needed, scale scores were computed using a mean score for the PIL-SF, the GSES, the SES, the CASQ, and its subscales.

Prior to analyzing results, preliminary tests (e.g., descriptive analyses) were conducted to examine the distribution of scores on the predictor and criterion variables. Scores on all variables that were above or below the mean by three standard deviations, as indicated by z-scores, were excluded from further analysis. Further, one multivariate outlier was identified and excluded using Mahalanobis distance prior to multivariate analysis. Results suggested that several

variables violated the assumptions of normality, including the all five course component ratings (i.e., service experiences, movies/news/film, academic content/articles, and class activities), total pre-CASQ and its subscale Civic Action, as well as the post-test CASQ subscale of Civic Action, and the change scores for the CASQ subscales of Political Awareness and Social Justice (Tabachnick & Fidell, 2007). Histograms and box-plots computed in SPSS were used to investigate the shape of each distribution and identify outliers. Eight univariate outliers were identified and removed from the analysis. Following the removal of these outliers, the following variables no longer violated assumptions of normality: total pre-CASQ, pre-Civic Action, post-Civic Action, Political Awareness change, and Social Justice change (see Table 2).

The service rating variable was severely negatively skewed prior to transformation and a reflection and logarithmic transformation produced a severely positively skewed distribution (see Table 2). Further exploration into the course component ratings, and the service rating variable in particular, indicated that the construction of the measurement yielded potential over-reporting of the degree to which service experiences added value to student's experiences ($M = 4.59$, $SD = .81$). Investigation into the extreme skewness and kurtosis revealed that majority of participants, 73.5%, ranked service experiences as highly contributing to their learning, while the remaining 26.5% ranked service at various levels, leading to very little variance in the data. Upon further examination of the measure, it was found that the anchors used to assess this variable included only two descriptors, (i.e. "*not at all*," scored as a one, and "*a great deal,*" scored as a five). The limited range of these anchors likely contributed to the observed lack of variance among participant responses on this particular item. In light of this apparent limitation in measurement, this item was not included in the regression analyses (H2 and H3). Thus, the analysis was altered such that the role of service experience was compared to other course components (H4) via a

Wilcoxon Signed-Rank Test.

Table 2.

Descriptive Statistics, Skewness, and Kurtosis for Pre-CASQ, Pre-Civic Action, Post-Civic Action, Political Awareness Change, Social Justice Change, and Service Rating

	N	Mean	*SD*	Skewness - outliers included (SE)		Kurtosis - outliers included (SE)		Skewness - outliers removed (SE)		Kurtosis - outliers removed (SE)	
Total Pre Civic Attitudes and Skills	120	3.49	0.34	0.47	0.22	**3.06**	**0.46**	-0.15	0.23	0.08	0.46
Pre Civic Action	120	4.18	0.67	**-1.12**	**0.22**	2.90	0.44	-0.39	0.23	-0.73	0.46
Post Civic Action	115	4.33	0.71	**-1.50**	**0.23**	**3.52**	**0.45**	-0.74	0.24	-0.33	0.47
Political Awareness Change	115	0.24	0.75	-0.52	0.23	**3.09**	**0.45**	0.08	0.24	-0.08	0.47
Social Justice Change	113	0.27	0.59	-0.83	0.23	**4.01**	**0.45**	0.47	0.24	-0.61	0.47
Service Rating	113	4.59	0.81	**-2.42**	**0.23**	6.48	0.45	**-2.54**	**0.24**	**7.29**	**0.47**

Note. Highly skewed and kurtotic variables shown in bold. One multivariate outlier was removed using Maholanobis distance, eight removed as univariate outliers.

Descriptive analyses were conducted, which established a demographic profile for a subset of participants for which information was available (n = 70). This information included gender, race/ethnicity, religion, and political party identification. Bivariate correlations were run between the predictor and outcome variables, and the variance inflation factor was examined for each regression, indicating an appropriate level of multicollinearity between predictor variables. The classes scores on measures of civic attitudes and skills were examined together and individually by the academic term in which they participated. This clarification played an important role, providing context into the social and political happenings (e.g., a presidential election) at the time of data collection.

Following checks, hypotheses were examined. To examine Hypothesis 1 (H1), a

prediction of pre to post changes in civic attitudes and skills, a paired-samples t-test was conducted with the CASQ total, then with the four subscales as the outcome variable. Supplemental analyses were conducted to explore differences between class by academic term using a one-way ANOVA. Post-hoc tests were conducted using Tukey's Honestly Significant Difference.

Hypothesis 2 (H2) predicted a positive relationship between the predictor variables (i.e. self-efficacy and purpose in life) and the outcome variable, the CASQ and its subscales. This was tested via multiple linear regression.

Hypotheses 3 (H3) was examined with the subset of participants who were administered the SES ($n = 28$), which explored more detailed service experiences. A hierarchical multiple linear regression was conducted. Any variables that significantly predicted CASQ scores in the previous analysis for Hypothesis 2 were entered in Block 1. SES was entered in Block 2. The extent to which SES predicted changes in civic attitudes and skills beyond the other variables was examined by analyzing the R^2 change from the model with only the Block 1 variable to the model with the Block 2 variable, SES.

Lastly, Hypothesis 4 (H4) predicted that service would be the most highly reported contribution to their overall course-related learning. To explore this, the means and frequencies of the five items from the Service and Course Component rating measure were used to examine differences in the extent to which each of the course components contributed to reported learning. All five course component ratings were highly skewed and kurtotic. As such, a Wilcoxon Signed-Rank Test was conducted as it is the appropriate test to compare means within subjects when the distributions of the outcome variables are substantially departed from the normal distribution (Howell, 2009, p. 673-678). Because four tests were run, Bonferroni

corrections were employed by setting $\alpha = .05/4 = .013$ for each of the four tests. The course

components included in this analysis were as follows: (1) movies/films/news clips, (2)

articles/academic concepts, (3) nature experiences, and (4) class activities and discussions, and

(5) service experiences.

CHAPTER 3

RESULTS

Participant Characteristics

Participants were 124 undergraduate college students enrolled in a service-learning course during one of three semesters, Fall 2014 ($n = 48$), Fall 2016 ($n = 36$), and Spring 2017 ($n = 38$). Demographics were missing for one semester of participants (Fall 2014; $n = 48$). Of the participants enrolled during the Fall 2016 and Spring 2017 semesters ($n = 74$), 53 participants identified as female and 21 identified as male. The participants self-identified as White (75.7%), Black (13.5%), Latino (4.2%), Asian (2.7%), Other (2.7%), and American Indian (1.4%). A majority of participants identified as Christian (74.3%), though a smaller proportion identified as Agnostic (12.2%). Of the remaining participants, 4.1% identified as Atheist, 1.4% as Jewish, and 8.1% as 'other.' In regard to political identification, a majority of participants identified as Republican (39.2%) or Democrat (32.4%). The remaining identified politically as Libertarian (9.5%), Green Party (2.7%), and Other/Independent (16.2%). Due to missing data, demographics were not used in further analysis.

Descriptive Statistics

Descriptive statistics were calculated for scale and subscale scores on all measures at the pre and post-course times (see Table 3). Additionally, descriptive statistics were calculated for change scores on the CASQ and its subscales (see Table 3). Descriptive statistics were conducted prior to removing outliers. Mean scores and standard deviations for pre-test Civic Attitudes and Skills (CASQ) were based on 120 respondents. The average total pre-CASQ score for all

participants was 3.50 (SD = .33). Participants reported the highest pre-test scores on the CASQ subscale Civic Action (M = 4.20, SD = .67) and the lowest pre-test scores on the Diversity Attitudes subscale (M = 3.09, SD = .46). Regarding the General Self-Efficacy Scale (GSE), the mean pre-test scores, based on 118 participants, was 3.22 (SD = .37). Participants (n = 121) pre-test scores on the Purpose in Life Test – Short Form (PIL-SF) had a mean of 5.70 (SD = .84).

Means and standard deviations for post-test CASQ scores were based on 113 respondents. The average total post-CASQ score for all participants was 3.77 (SD = 0.62). Participants reported the highest average scores on the Civic Action subscale (M = 4.33, SD = .71) and the lowest on Social Justice Attitudes (M = 3.43, SD = .71). Regarding the General Self-Efficacy Scale (GSE), the mean post-test score of participants was 3.31 (SD = .42). Participants scores on the post-test Purpose in Life Test - Short Form (PIL-SF) had a mean of 5.80 (SD = .88). Lastly, on the Service Experiences Survey (SES), the mean score of a subset of participants (n = 29) was 3.91 (SD = .80). Additionally, the average change scores were calculated for the CASQ and its subscales (see Table 3). On average, participants (N = 113) demonstrated a mean change in total CASQ scores of 0.30 (SD = .60).

Table 3.

Descriptive Statistics for Pre-Test, Post-Test, and Change Scores

Variables	Means (*M*)	Standard Deviations (*SD*)
Pre Civic Attitudes and Skills Questionnaire (Total)	3.50	.34
Pre Civic Action	4.20	.67
Pre Political Awareness	3.32	.65
Pre Diversity Attitudes	3.09	.46
Pre Social Justice Attitudes	3.17	.41
Pre General Self Efficacy	3.22	.37
Pre Purpose in Life Test – Short Form	5.70	.84
Post Civic Attitudes and Skills Questionnaire (Total)	3.77	.62
Post Civic Action	4.33	.71
Post Political Awareness	3.57	.81
Post Diversity Attitudes	3.52	.79
Post Social Justice Attitudes	3.43	.71
Post General Self-Efficacy	3.31	.42
Post Purpose in Life Test - Short Form	5.80	.90
Service Experiences Survey	3.91	.80
Change in Civic Attitudes and Skills (Total)	0.30	.60
Change Civic Action	0.16	.74
Change Political Awareness	0.25	.60
Change Diversity Attitudes	0.42	.88
Change Social Justice Attitudes	0.30	.59
Changes in General Self-Efficacy		
Changes in Purpose in Life		

Bivariate Results

Initial bivariate correlations were conducted to explore relationships among variables and to determine any potential multicollinearity among predictor variables (i.e., general self-efficacy and purpose in life). All results are reported in Table 4. Results indicated that total change in CASQ was positively correlated with change on all four of its subscales, including civic action (r (104) = 0.54, p < .001), political awareness (r (104) = 0.587 p < .001), diversity attitudes (r (104) = 0.73, p < .001), and social justice attitudes (r (104) = 0.689, p < .001). General self-efficacy was found to be positively associated with total CASQ change scores (r (104) = 0.28, p < .05) and the subscales of political awareness and diversity attitudes (see Table 4). Purpose in life was positively correlated with total CASQ change (r (104) = 0.22, p < .05) and the subscales of civic action and political awareness (see Table 4).

In regard to the predictor variables, general self-efficacy was positively correlated with purpose in life (r (106) = 0.495, p < .00) and service experiences (r (26) = 0.39, p < .05). Purpose in life was significantly related to service experiences (r (26) = 0.42, p < .05). Due to the high correlation between predictor variables, the variance inflation factor (VIF) was explore when computing Hypothesis 2 and 3. In both analyses, the VIF was less than five, indicating an appropriate amount of multicollinearity, enabling both predictors to be used in a regression.

Table 4.

Bivariate Correlations for General Self-Efficacy, Purpose in Life, Service Experiences Survey, and Changes in Civic Attitudes and Skills

Variables	M(SD)	CASQ	CA	PA	DA	SJ	GSE	PIL-SF	SES
CASQ Change (Total)	0.30(.60)	-	-	-	-	-	-	-	-
CA Change	0.16(.74)	.54*	-	-	-	-	-	-	-
PA Change	0.25(.60)	.59**	.22*	-	-	-	-	-	-
DA Change	0.42(.88)	.73**	.25**	.39**	-	-	-	-	-
SJ Change	0.30(.59)	.69**	.13	.25**	.59**	-	-	-	-
General Self-Efficacy	3.31(.42)	.28**	.18	.22*	.29**	.16	-	-	-
Purpose in Life Test - Short Form	5.80(.90)	.22*	.22*	.23*	.15	.13	.49**	-	-
Service Experiences Survey	3.91(.80)	.43*	.38	.25	.16	.17	.39*	.42*	-

Note. * = p $\leq$ .05, ** *p* $\leq$ .001. Standard Deviations appear in parentheses next to means.

Changes in Civic Attitudes and Skills (Hypothesis 1)

A paired-samples t-test was conducted to determine if there were significant pre- to post-changes in civic attitudes and skills following a semester of participation in a service-learning course (H1). Results indicated a significant difference in participants overall post-CASQ scores in comparison to their pre-CASQ scores (see Table 5). Participants reported higher total civic attitudes and skills following participation in a service-learning course, t (103) = 6.797, p < .001, d = .659. Additionally, participants reported higher post-scores on all four subscales of the CASQ, including civic action (t (105) = 3.22, p < .05), political awareness (t (105) = 4.283, p < .001), diversity attitudes (t (105) = 6.04, p < .001), and social justice attitudes (t (103) = 6.31, p < .001; see Table 5). In addition to pre to post changes on the CASQ, students evidenced a significant change in self-efficacy (GSES) from the pre to post (t (103) = 2.895, p < .05), but not in purpose.

Table 5.
Hypothesis 1 Paired Sample T-Tests

Post and Pre-Test Scores Compared	Mean	SD	SE	95% CI		t	df	p
Overall Civic Attitudes and Skills (CASQ total)	0.31	0.47	0.05	0.22	, 0.40	6.797	103	<.001
Civic Action	0.18	0.57	0.06	0.07	, 0.29	3.224	105	.002
Political Awareness	0.26	0.62	0.06	0.14	, 0.38	4.283	105	<.001
Diversity Attitudes	0.48	0.81	0.08	0.32	, 0.63	6.039	105	<.001
Social Justice Att.	0.31	0.50	0.05	0.21	, 0.41	6.310	103	<.001

Supplemental analyses were conducted to explore differences in the amount of change in civic attitudes and skills by academic term (i.e., Fall 2014, Fall 2016, Spring 2017). Results of a one-way ANOVA indicated significant differences between groups on total CASQ change (F (2,

101) = 29.950, $p < .000$; see Table 6). Additionally, there were significant differences in change

scores between the semesters on three of the CASQ subscales, political awareness (F (2, 103) =

4.31, $p < .001$), diversity attitudes (F (2, 103) = 44.28, $p < .001$), and social justice attitudes (F

(2, 101) = 30.83, $p < .001$). See Table 6. There were no significant differences in change scores

between academic terms on the subscale civic action ($p > .05$).

Table 6.
Differences in the Amount of Change in Civic Attitudes Across Academic Terms

		SS	*df*	MS	*F*	*p*
Total CASQ	Between Groups	8.306	2	4.153	29.950	.000
	Within Groups	14.005	101	.139		
	Total	22.311	103			
Civic Action	Between Groups	1.347	2	.674	2.099	.128
	Within Groups	33.060	103	.321		
	Total	34.407	105			
Political Awareness	Between Groups	3.117	2	1.559	4.313	.016
	Within Groups	37.223	103	.361		
	Total	40.341	105			
Diversity Attitudes	Between Groups	31.896	2	15.948	44.275	.000
	Within Groups	37.101	103	.360		
	Total	68.996	105			
Social Justice Att.	Between Groups	9.808	2	4.904	30.827	.000
	Within Groups	16.067	101	.159		
	Total	25.874	103			

Post-hoc tests were conducted using Tukey's Honestly Significant Difference. For CASQ

total change scores, students from Fall 2014 had significantly higher scores than those from Fall

2016 (Mean difference = .571, *SE* = .088, $p < .001$) and Spring 2017 (Mean difference = .602, *SE*

= .089, $p < .001$). Likewise, for subscales political awareness, diversity attitudes, and social

justice attitudes, change scores were significantly higher for students from Fall 2014 compared to

the latter two semesters. For diversity attitudes change scores, students from Fall 2014 had significantly higher scores than those from Fall 2016 (Mean difference = 1.204, *SE* = .140, *p* <. 001) and Spring 2017 (Mean difference = 1.038, *SE* = .142, *p* <. 001). Likewise, for social justice change scores, students from Fall 2014 had significantly higher scores than those from Fall 2016 (Mean difference = .608, *SE* = .096, *p* <.001) and Spring 2017 (Mean difference = .662, *SE* = .094, *p* <. 001). For political awareness change scores, students from Fall 2014 scored significantly higher than students from Fall 2016 (Mean difference = .386, *SE* = .140, *p* = .021), but there was no significant difference for Spring 2017 (*p* > .05). For the civic action change scores, there were no significant differences between scores by semester (*p* > .05).

Self- Efficacy and Purpose as Predictors of Civic Attitudes (Hypothesis 2)

A multiple linear regression was conducted to assess post-test general self-efficacy and purpose in life as predictors of change in total civic attitudes and skills (H2). The model was significant, accounting for 8.8% of the variance in total change in civic attitudes and skills, F (2, 101) = 4.87, *p* < .01, R^2 = .088. Of the predictors, general self-efficacy was the only variable to make a statistically significant contribution to the model, *B* = .248, *t*(103) = 2.10, *p* < .05. See Table 7.

Multiple linear regression analyses were used to determine the extent to which post-test self-efficacy and purpose predicted changes on the subscales of the CASQ, including changes in civic action, political awareness, diversity attitudes, and social justice attitudes (H2; see Table 7). Results suggested that the model did not significantly predict changes in civic action, F (2,103) = 3.019, *p* = .053, R^2 = .055.

Change in political awareness was significantly predicted by general self-efficacy and purpose in life, F (2, 103) = 3.786, *p* < .05, R^2 = .068, which accounted for 6.8% of the variance.

The results showed that in combination, the predictors demonstrated significance in predicting civic action, whereas individually they did not.

The model was significant and accounted for 8.6% of the variance for changes in predicting diversity attitudes, $F (2, 103) = 4.82$, $p < .01$, $R^2 = .086$. Of the two predictors, general self-efficacy, $B = .56$, $t (103) = 2.64$, $p < .05$, was a significant predictor.

Change in social justice attitudes was not significantly predicted by the model, $F (2, 101) = 1.55$, $p = .22$, $R^2 = .03$, and accounted for 3% of the variance.

Table 7.
General Self-Efficacy and Purpose as Predictors of Civic Attitudes and Skills

Variable	CASQ			Civic Action			Political Awareness			Diversity Attitudes			Social Justice		
	B	$SE\ B$	β	B	$SE\ B$	β	B	$SE\ B$	β	B	$SE\ B$	β	B	$SE\ B$	β
General Self-Efficacy	.25	12	.23*	.15	.15	.11	.21	.16	.14	.56	.21	.29*	.157	.13	.13
Purpose in Life	.10	.10	.11	.11	.08	.16	.12	.10	.20	.01	.11	.01	.04	.10	.10
R^2		.08*			.10			.068*			.086*			.03	

Note. $* = \text{p} \leq .05$, $** \ p \leq .001$.

Service Experiences as a predictor of Civic Attitudes and Skills (Hypothesis 3)

A hierarchical multiple linear regression was conducted to determine the extent to which service experiences predicted change in civic attitudes and skills beyond other variables (H3). General self-efficacy was entered in Block 1 as it was the only variable to significantly predict changes in civic attitudes and skills in the prior analysis, and SES scores were entered in Block 2. The model was not significant at either step, with the final step accounting for 18.9% of the variance in civic attitudes and skills, $F (2, 24) = 2.69$, $p = .262$, $R^2 = .189$. The addition of the service experience variable in step 2 accounted for an additional 13.7% of the variance in changes in civic attitudes and skills, $\Delta R^2 = .137$. See table 8.

A hierarchical multiple linear regression analysis was used to determine the extent to which service experiences predicted changes in diversity attitudes subscale of the CASQ above and beyond general self-efficacy. Diversity attitudes was the only subscale examined as it was the only subscale to have a certain path identified in the prior analysis as indicated by general self-efficacy accounting for a significant proportion of the variance (see Table 8). General self-efficacy was entered in Block 1 and SES was entered in Block 2. Diversity attitudes were not significantly predicted by the model at step 1 or step 2, with the final model accounting for 7.7% of the variance, $F(2, 24) = 0.962$, $p = .397$, $R^2 = .077$. The addition of the service experience variable in step 2 accounted for an additional 0.40% of the variance in changes in civic attitudes and skills, $\Delta R^2 = .004$.

Table 8.
Service Experiences as a Predictor of Changes in Civic Attitudes and Skills

	Model 1			Model 2		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*
General Self-Efficacy	.198	.17	.23	.062	.18	.071
Service Experiences				.165	.083	.402
R^2		.052			.189	
F for change in R^2		1.32			2.69	

Note. * = p $\leq$ .05, ** $p \leq$ .001.

Service vs. Other Course Components Contribution to Learning (Hypothesis 4)

The means and frequencies of the five items from the Service and Course Component rating measure were used to examine differences in the extent to which each of the course components contributed to reported learning, as indicated by significant differences in the average ratings of each component. Course components were service, movies/news/film, articles/academic content, nature experiences, and class activities. Participants, on average,

reported service experiences as contributing to their learning at a higher rate than other course

components (*M* = 4.6, *SD* = .80) , including movies, news, or film (*M* = 4.38, *SD* = .74), articles

or academic content (*M* = 3.94, *SD* = .93), nature experiences (*M* = 4.38, *SD* = .92), class

activities and discussions (*M* = 4.14, *SD* = .96). See Table 9. Frequencies at which participants

reported the extent to which each course component contributed to their learning were explored.

Seventy-three percent of participants reported service experiences contributed "*a great deal*" to

their course learning, compared to movies, news, and film (52.4%), articles and academic

content (32.4%), nature experiences (61.0%), and class activities and discussion (42.9%; see

Table 9).

Table 9.
Course Component Contribution Descriptive Statistics

Variables	*M*(*SD*)	Frequency	% of Sample
Service Experiences	4.60(.80)		
A Great Deal		83	73.3%
Movies/News/Film	4.38(.74)		
A Great Deal		60	52.4%
Articles/Academic Content	3.94(.93)		
A Great Deal		36	32.4%
Nature Experiences	4.38(.92)		
A Great Deal		70	61.0%
Class Activities /Discussion	4.14(.96)		
A Great Deal		47	42.9%

A Wilcoxon Signed-Rank Test was conducted to determine statistically significant

differences in the means of each course component in comparison to service experiences (H4).

All five course component ratings were highly skewed and kurtotic. So, a Wilcoxon Signed

Rank Test was conducted as it is the appropriate test to compare means within subjects when the

distributions of the outcome variables are substantially departed from the normal distribution

(Howell, 2009, p. 673-678). Because four tests were run, Bonferroni corrections were employed

by setting $\alpha = .05/4 = .013$ for each of the four tests. Results indicated that reported contribution

to learning was statistically significantly higher for service experiences compared to movies,

news, and film ($Z = 2.755$, $p < .013$), articles and academic content ($Z = 2.755$, $p < .01$), and

class activities and discussions ($Z = 4.758$, $p < .01$; see Table 10). Service experiences was not

significantly higher than nature experiences ($Z = 2.246$, $p = .025$; See Table 10). These results

suggest that student's perceived service experiences to contribute to overall course learning more

than other course components.

Table 10.
Differences in Course Components Reported Contribution to Learning

	Service rating and movies, news, and film	**Service rating and articles and academic**	Service rating and nature experiences	**Service rating and class activities**
Z	**2.755**	**5.406**	2.246	**4.758**
p	**.006***	**< .001***	.025	**< .001***

Note. * and bolded scores indicate difference is significant at cutoff $\alpha = .01$

CHAPTER 4

DISCUSSION

It is of central importance to understand and encourage the cultivation of civic

mindedness and engagement in youth and emerging adults. The focus of the current study was to

explore the role of service participation, student characteristics (self-efficacy and purpose in life),

and service-learning experiences in the development of civic attitudes and skills among emerging

adults. We found evidence supporting the notion that participation in a service-learning course

can increase overall civic attitudes and skills, as well as specific areas related to civic attitudes

such as political awareness and civic action. Self-efficacy also increased over the course, but

purpose in life did not. Of the combination of factors examined, youth characteristics predicted

gains in civic attitudes and skills, with self-efficacy being the only individual significant

predictor of change. In regard to the contribution to course learning, service experiences were

rated as contributing to student learning at a significantly higher rate than other components of

the course, such as academic content and media. Nature experiences were rated next, followed

by media/fil, and other class experiences (articles, discussion). Overall, these results support

prior research and theories of PYD and service learning, indicating the importance of individual

characteristics (Ainley & Schultz, 2011; Lerner et al., 2005; Salhaug, 2006) and growth

experiences that provide active, experiential learning (Astin & Sax, 1998; Eyler and Giles,

1999). Results suggested that self-efficacy was a crucial personal quality instrumental in the

development of civic attitudes and skills. This finding supports a long history of evidence

suggesting that youths' belief in their capabilities is a key predictor of civic engagement

(Salhoug, 2006). Further, the results of this study confirmed the importance of active experiences, including service participation, in contribution to learning. The following sections discuss some details of these findings, including our unmet expectations, such as the importance of purpose to civic attitudes.

Does Participation in Service-Learning Produce Changes in Civic Attitudes and Skills?

The hypothesis predicting a change in civic attitudes and skills between the pre- and post-survey was supported. As predicted, there was a significant change in students' overall civic attitudes and skills over the duration of their involvement in a service-learning course. This finding is in line with prior studies exploring student growth over the course of participating in service-learning (e.g., Eyler & Giles, 1999; Moely et al., 2002). Not only did individuals reported significantly higher overall civic attitudes and skills at the end of the course compared to the beginning of the course, there was a significant increase in all four of the subscales of civic attitudes and skills. Specifically, students self-reported higher levels of civic action, political awareness, diversity attitudes, and social justice attitudes following the course. The results of this study suggest that following participation in service-learning or other growth experiences, individuals may be more likely to perceive themselves as having knowledge of political affairs and intricate social problems, such as poverty. Moreover, following participations, youth may perceive themselves as being more capable and willing to engage in various forms of civic action, such as voting, protesting, or campaigning for a candidate, as well as engage with those culturally different from themselves. These findings support the vast majority of service-learning research, which point to experiential learning and other forms of engagement in growth experiences as being central to the civic, social, and over all development of students (Astin et al., 2000; Eyler & Giles, 1999). For example, Moely and collogues (2002) found that student's

plans for involvement in civic action increased over a semester of participation in service-learning. Similarly, a study conducted by Astin and colleges (2000) demonstrated the development of a heightened sense of civic responsibility following student participation in service-learning. Einfeld and Collins' (2008) study reinforced the potential of positive transformation via service-learning as results indicated an increase in participants commitment to volunteerism and civic engagement following a service project. Ramia and Díaz (2019) had similar findings, which demonstrated the significant impact of service-learning on Ecuadorian student's civic attitudes and skills. These findings add support for the importance of service-learning as a means to encourage civic development in students, particularly through the opportunities provided by service-learning such as community volunteer work. This study serves to further crystalize the importance of growth experiences in encouraging positive development of young people. Service-learning seems to provide the right combination of factors, which was followed by nature experiences, which were also experientially-based. Students also rated media/films, next, followed lastly by articles and class discussions. Other research indicates the importance of nature for youth development and well-being (Louv, 2007) and this is an area that should be looked at in future studies of programming. Students preference for media over articles and discussions also points to the role of affective and emotional engagement that may result in response to media images, music and storylines, as compared to more passive, disengaged learning (e.g., Bloom's taxonomy of learning; Bloom, Krathwohl, & Masia, 1984; Forehand, 2010).

Were There Differences Across Classes? Changes in civic attitudes and skills were examined for each class. Interestingly, the increases in knowledge across the different areas that encompass civic attitudes and skills (e.g., diversity attitudes) were not consistent for all groups of

participants. Though each group demonstrated significant positive change from pre- to post- test in all areas of civic attitudes and skills, there were significant differences in the magnitude of these changes for each group. For example, those enrolled in the Fall 2014 course reported significantly higher overall civic attitudes and skills as well as diversity attitudes compared to their Fall 2016 and Spring 2017 counterparts. Additionally. Participants during the Fall 2014 semester demonstrated significantly higher changes in political awareness, diversity attitudes, and social justice attitudes comparted to their Fall 2016 and Spring 2017 counterparts.

These differences could be due to a number of factors, such as quality of service placements or socio-cultural changes over the three years. For example, in the lead up to the 2016 presidential election, and following the results, there was an increase in politically polarization, which could have been reflected in the attitudes of students in the Fall 2016 and Spring 2017 semesters. This potential explanation is reflected in Oberhauser, Krier, and Kusow's (2019) study, which found that rurality and social identity were correlated with a shift towards more polarized political attitudes and behaviors.

Another major factor that could explain these results could be differences in the quality of the course. For example, differences in organizational structure and availability of specific service opportunities may have provided students with varying degrees of opportunities for growth. The Fall 2014 course had more structure and fewer overall opportunities regarding their service projects such that they formed small groups and had closer monitoring (e.g., teachers assistants assigned to particular projects as project leads). Astin and collogues (2000) suggested that providing students with an opportunity to process their service experiences serves as a powerful component of growth related to community service and service-learning. The more structured nature of the Fall 2014 semester may have contributed to the magnitude of their

37

growth compared to later two semesters as it may have allowed students more opportunities for student-to-student discussions that fostered processing of their experiences. Similarly, Eyler and Giles (1999) noted the importance of class assignments and activities that allowed for a connection to be made from the course material to service work. Our findings may suggest differences in the frequency and quality of student reflections and discussions. Further exploration into the quality of service experiences, such as that provided by the Service Experiences Survey, may illustrate important differences in class design and student experiences, an area that to consider exploring in the future. Another potential explanation may be the student's perceived value of the course impacting their willingness to engage as Moely and colleagues (2002) found that the more students valued the service-learning course, the more showed positive attitudes towards community involvement. Differences in students' value of the course may have impacted not only their willingness to engage, but also their subsequent growth in specific areas such as social justice attitudes. These group differences illustrate the impactful role of youth experiences, as the characteristics of these classes varied, such as in the service projects offered.

Do Self-Efficacy and Purpose Play a Role in Student Changes?

As expected, general self-efficacy and purpose in life significantly predicted changes in civic attitudes and skills. Examined in combination with one another, both self-efficacy and purpose in life at post-test predicted a significant positive change in overall civic attitudes and skills as well as positive changes on the subscales of political awareness and diversity attitudes. This suggests that as an individual's belief in their ability to achieve a desired outcome increases, so does their overall engagement and willingness to engage with other cultures. Self-efficacy also increased from pre to post-course, whereas purpose did not.

Further examination into the unique role of each characteristic indicated that self-efficacy at the post-test significantly predicted changes in total civic attitudes and skills and diversity attitudes. These findings affirm the role of self-efficacy in the development of civic engagement and point to the role of service-learning as key for developing both. Moreover, the results indicate that students need not enter the course with high self-efficacy. First, efficacy will likely build through participation, and secondly, pre-course self-efficacy scores did not predict post-course changes. These findings add support to previous studies corroborating the role of individual self-efficacy in the development of youth civic mindedness. For example, Manganelli and colleagues (2015) found that participation in civic activities was mediated by citizenship self-efficacy, suggesting that increasing civic student mindedness occurs in part due to increased self-efficacy. Similarly, Solhaug (2006) suggested that self-efficacy was related to future civic participation in students above and beyond knowledge, noting that students need only to be motivated and consider themselves capable to be civically active.

The lack of impressive findings for the role of purpose was unexpected, as it did not significantly predict changes in civic attitudes and skills. Counter to our expectations, purpose did not significantly predict student growth related to civic attitudes and skills. In theories of PYD, purpose in life is thought to provide guidance and inform how to allocate resources. For example, Burrow and Hill (2011) suggested that purpose could serve youth by guiding them towards meaningful accomplishments, such as contribution to society. Damon and colleagues (2003) indicated that purpose in life played a powerful role in overall youth development and in generating youth's contribution to society. The results of our findings suggest that purpose does not play as strong of a predictive role as we believed. Measures of positive youth development, such as the Developmental Assets Profile (Leffert et al., 1998) assess sense of purpose as a

necessary internal asset. Research has demonstrated the role of purpose in youth thriving, such as Sumner, Burrow, and Hill (2015) who found that sense of purpose predicted subjective well-being in the transition to adulthood. Hill and Burrow (2012), found that youth identity development and growth of purpose often coincided, with increased commitment in one area being reflected to increased commitment in the other. However, this study does not lend support to purpose as a necessary youth characteristic in the civic development.

Despite the theoretical support that purpose would serve as a driving factor in encouraging youth development of civic engagement, our results indicate the importance of other youth characteristics, specifically self-efficacy. One explanation may be that purpose is not a necessity for student growth. In this case, service learning experiences were required (although students had some choice in the type of service). On the other hand, program experiences and opportunities may not have adequately allowed students to develop a clear sense of purpose. No changes from the to post we demonstrated, unlike self-efficacy. Another explanation may be that our measurement did not assess youth sense of purpose in the most appropriate or relevant way. Indeed, our measure was a short form focused on a sense of individual purpose and did not assess aspects of youth purpose such as 'orientation beyond the self.' Damon (2003) suggested that current measures of purpose in life failed to assess crucial feature of youth purpose (i.e., beyond the self-orientation). Likewise, Cotton Bronk and colleagues (2018) echoed this concern with their creation a new measure for youth purpose, which was found to support all three dimensions of youth purpose.

To What Extent Are Service Experiences Important in Predicting Gains?

Counter to our expectations, the addition of service experiences did not further predict changes in civic attitudes and skills for a subset of participants. Specifically, service experiences

did not predict changes in overall civic attitudes and skills or the subscales (i.e., civic action, political awareness, diversity attitudes, and social justice attitudes) above and beyond general self-efficacy. These results are likely because the model was underpowered due to the limited sample size available, as data was only available for twenty-six participants. There is some evidence that a relationship between service experiences and changes in civic attitudes exists, as reflected by the significant bivariate correlation between service experiences and civic attitudes and skills. As such, these results suggest the need for further exploration into the dimensions and quality of service as uniquely important components that contribute to civic growth. Our findings do not lend support to previous studies of service-learning, which denote the supreme importance of service experiences. For example, Eyler and Giles (1999) outline several key aspects of student experiences as necessary for growth, including autonomy and leadership in service projects. Likewise, Astin and collogues (2000) found that the positive effects of service on student outcomes was due in part to students discussing their experiences with their peers and receiving emotional support from others (e.g., faculty). Though these elements were present in this course, the limited sample size is likely impacting results. Future research is needed to further elucidate this finding.

What is the Contribution of Service Experiences to Overall Learning?

As expected, student's indicated service experiences as contributing most highly to overall course-related learning. Participants reported that service experiences contributed "*a great deal*" to their overall learning at a higher frequency than other course components. The extent to which student's perceived service experiences as contributing to their learning, on average, was significantly higher than articles and academic concepts, nature experiences, and class activities. These results are consistent with previous research that emphasize the central

41

role of engagement in service for student outcomes in service-learning. For instance, Simons and Cleary (2006) found that 75% of students indicated service-learning as contributing to their comprehension of course material. Our results support the idea that the experiential piece of service-learning (i.e., service experiences) amplifies overall student learning. Sessa, Matos, and Hopkins (2009) found that student's depth of learning was increased through learning course concepts in real-life settings via service-learning. For example, Gallini and Moely (2003) found that students who participated in service learning evaluated the course more positively than students in a traditional class and they showed an increase in their reported plans for further academic studies. Taken together, our finding supports the idea that service-learning and PYD programs are essential to facilitate optimal growth and support opportunities for young adults.

Implications for Study

  Research Implications. Researchers in the fields of developmental and educational psychology have been successful in identifying specific youth characteristics that predict youth civic engagement (Burrow & Hill, 2011; Leffert et al., 1998; Lerner, 2005, Solhaug, 2006). Further, theories of PYD have provided a framework for providing youth opportunities for growth that can serve this goal (Lerner et al., 2005; Balsano et al., 2009). However, fewer studies specifically investigated these individual characteristics and program experiences in combination, creating a gap in the literature. It is necessary to explore these factors in tandem as it illustrates a more thorough understanding of what contributes to development of civic mindedness, and more importantly, it provides insight into *how* to foster this development. Further, the role of purpose in life as an asset of positive development is a more novel component of the PYD literature, and more notably, the literature on civic engagement. Damon (2003) pioneered purpose as a key youth characteristic in positive youth development,

suggesting that purpose provided youth with a guiding force, a goal-directedness that extended beyond the self. The inclusion of purpose in this study attempted to explore the unique role that this guiding force played in the development of civic attitudes and skills. As a result, the present study attempted to address the current gaps in the literature by contributing a more comprehensive assessment of cultivation of civic engagement through self-efficacy, purpose in life, and program experiences (i.e. considering these predictors in combination with one another as each is considered essential). The findings of this study demonstrate the need to assess both youth characteristics and aspects of their experiences when considering why and how young people become engaged. Prior research has also demonstrated the importance of particular youth characteristics or assets. For example, Burrow and Hill (2011) suggested that purpose in life served as an important internal asset in the transition to adolescents, with purpose commitment as a strong predictor of greater life satisfaction. Solhaug (2006), found self-efficacy to be the strongest predictor of civic attitudes and future participation in comparison to other youth variables. Leffert and collogues (1998) identified a number of youth assets shown to be associated with greater thriving, including internal assets such as sense of purpose and self-esteem. Additionally, other scholars have suggested that program and experiences providing growth where necessary serves to promote civic mindedness (Eyler & Giles, 1999; Lerner et al., 2005). Future exploration into specific aspects of these experiences would provide valuable information regarding the specific factors contributing to growth of civic attitudes and skills. Overall, the current study suggests that encouraging the development of youth civic mindedness requires both internal characteristics and external opportunities and support.

Applied Implications. The information gathered from this study can help guide program development and implementation for future service-learning courses or other PYD programs.

The findings of this study support theories of PYD, which highlight the importance of internal assets or youth characteristics, as well as opportunities for growth. One such characteristic that contributed significantly to student outcomes was self-efficacy. This study illuminated that youth's belief in their capabilities at the end of the course significantly impacted their growth over the course of the semester. Whereas, purpose in life did not appear to play such a role, more comprehensive measurement of this construct is important. By broadening our understanding of these factors, we can better serve youth and emerging adults by providing appropriate opportunities to develop civic mindedness. For example, programs can focus on fostering self-efficacy and a sense of mastery through the service projects and activities offered. For example, requiring students to write weekly reflections may enable them to see their own personal growth and mastery related to their service work overtime, serving to foster their sense of self-efficacy.

The practical application of this broadened understanding can lead to the development of programming designed to cultivate increased civic attitudes and skills among students. In the context of the current study, the program was a service-learning course. This study offered support for the importance of specific program characteristics which contribute to the quality of youth experiences. For example, service experiences, which provides students with opportunities for real-world applications of learning material, was reported as greatly contributing to overall learning, followed by nature experiences, media, and finally articles. With each successive component being less engaging, programs should prioritize actively engaged learning, whenever possible.

Limitations

Sample. This study had limitations associated with the sample studied. Participants in this study were all enrolled in a mid-sized university in the Southern United States. The majority

of participants identified as white and Christian. A more diverse sample would have included participants attending schools in other regions of the country and would have better represented the general population of emerging adults in ethnic background, religion, and political identification. This study also lacked contributions from students in academic disciplines other than psychology. Therefore, the external validity of this study is questionable. Nonetheless our results are similar to previous findings in the service-learning literature that demonstrated an increase in civic attitudes and skills. For instance, Myers-Lipton (1998) found that students involved in community service showed larger increases in civic responsibility. Likewise, Moely and collogues (2002) found similar findings such that students reported an increase in civic attitudes and skills as well as intentions for future participation.

Due to the collection of data over multiple terms, limitations arose due to variation in service experiences, the survey measures used, and historical/political context in which the samples were drawn. The more detailed measure of service (i.e., SES) was not given to the first two classes. This measure was collected from the final group of participants to allow the researcher to explore this variable. Due to the limited sample size available for this measure, the analysis was under powered, yielding an insignificant result. It is necessary to explore this hypothesis with an adequate sample size in order to draw a more complete conclusion about the role service experiences on changes in civic attitudes and skills. Further, demographics were unavailable for the first group of participants. This impacted the ability to control for potential confounds during analysis.

Measurement. This study had limitations associated with the measurement of one of the proposed predictors of civic attitude and skills (i.e. the service rating variable on the course component measure). Responses on this measure was severely skewed, even after

transformations were conducted to attempt near-normality. Further exploration revealed that the anchors used to measure this variable were limited such that only two descriptors were provided, that being "*not at all,*" scored as a one, and "*a great deal,*" scored as a five. These anchors likely contributed to the lack of variance in participants' responses on this variable. Though it may be the case that most participants did believe service contributed a "great deal" to their learning in comparison to other course components, with 73% of participants rating it as such, we cannot be certain due to the potential limiting role of the anchors used.

Additionally, social desirability may have influenced participants' responses on some measures such that they may have withheld responses perceived to be negative in nature in an effort to appease the researcher. Lastly, the lack of the role of purpose in life as a predictor was surprising, however, these results may have been due, in part to the measure of purpose used. The measure of purpose in life used in this study, though psychometrically sound, may not have been the most appropriate measure for the purpose of this study. For instance, the PYD definition of purpose in life includes and beyond the self element that was not captured by this measure. However, due to the archival nature of the data used in this study, a more suitable measure could not be added. In the time since data collection began, a more applicable measure of purpose in life as it was created. Cotton Bronk and colleagues (2018) conducted a confirmatory factor analysis of a purpose measure designed for youth and found that this measure successfully assessed the three dimensions of purpose in life. This measure is more appropriately aligned with the PYD definition of purpose in life and should be used for future studies in this area. Regardless of these limitations, the current study offers valuable information that helps to increase understanding of the factors that contribute to the cultivation of civic attitudes and skills among youth and emerging adults.

Future Directions

To further understand how to cultivate civic attitudes and skills in young people, it would be necessary to conduct studies that explore other youth programs that provide growth opportunities characteristic of PYD programs. For example, Lerner and colleagues (2005) conducted a longitudinal study exploring the long-term impact of participation in 4-H clubs and found specific ecological assets present in these youth programs that fostered thriving and contribution to society. Further, moving beyond the academic environment to study young people engaged in community PYD programs, where the opportunities and types of engagement would differ from those on a college campus, would provide more information into the ways in which various program experiences play a role in civic growth. For example, McDonald and colleagues (2011) found that positive youth development for youth in urban areas who were exposed to violence was influenced by family functioning, emphasizing a focus on family in these settings when developing and implementing a PYD programs.

Broadening the age bracket of participants may also be beneficial, particularly in exploring the development of civic attitudes and skills among adolescents and younger children. This would allow researchers to more thoroughly compare specific youth characteristics and program experiences that contribute to youth civic participation across ages as well as the particular ways in which civic engagement may develop and vary throughout childhood, adolescences, and emerging adulthood. Additionally, this would allow program leaders to target the needs of youth and better provide specific experiences to certain groups whose development will benefit the most. Further, future research utilizing a longitudinal design beyond completion of a service-learning course or PYD program would help to reveal changes in the civic attitudes and skills beyond the program. This would provide insight into the longevity of participants

gains in civic mindedness following participation. Lastly, in the time since data collection began, a measure of purpose in life more specifically aligned with the PYD definition was created. Future research should continue to explore the role of purpose in life in the development of civic attitudes and skills, and include a measure that identifies aspects of purpose, such as being beyond the self, to provide a more clear demonstration of the motivating force of purpose in life that culminates in civic contribution.

CHAPTER 5

CONCLUSION

The current study examined youth characteristics and program experiences that influenced the development of civic attitudes and skills in emerging adults. The goal of the study was to deepen our understanding of the role that self-efficacy and purpose play in predicting changes in civic attitudes and skills, as well as to offer a better understanding how youth experiences contribute to this development. Overall, the data analyzed for this project provided support for the centrality of self-efficacy and service participation as key aspects in the development of civic engagement and overall learning. Findings indicate the need for continued creation and offering of service-learning opportunities for youth and emerging adult, as such experiences cultivate efficacy and civic engagement needed to improve current world-wide societal issues.

LIST OF REFRENCES

LIST OF REFRENCES

Ainley, J., & Schulz, W. (2011, April). Expected participation in protest activities among lower secondary students in 38 countries. In *Annual Meetings of the American Educational Research Association in New Orleans, 8-12 April*.

Andolina, M. W., Jenkins, K., Zukin, C., & Keeter, S. (2003). Habits from home, lessons from school: Influences on youth civic engagement. *PS: Political Science & Politics*, *36*(2), 275-280.

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Service Participation*, *39*(3), 251.

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students.

Balsano, A. B. (2005). Youth civic engagement in the United States: Understanding and addressing the impact of social impediments on positive youth and community development. *Applied Developmental Science*, *9*(4), 188-201.

Balsano, A. B., Phelps, E., Theokas, C., Lerner, J. V., & Lerner, R. M. (2009). Patterns of early adolescents' participation in youth development programs having positive youth development goals. *Journal of Research on Adolescence*, *19*(2), 249-259.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191. doi:10.1037/0033-295X.84.2.19.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, *37*(2), 122.

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, *4*(3), 359-373.

Bandura, A., & Wessels, S. (1997). *Self-efficacy* (pp. 4-6). W.H. Freeman & Company.

Batchelder, T. H., & Root, S. (1994). Effects of an undergraduate program to integrate academic learning and service: Cognitive, prosocial cognitive, and identity outcomes. *Journal of adolescence*, *17*, 341.

Bernard, B. (1991). Fostering Resilience in Kids: Protective Factors in the Family. *School and Community. Portland: Western Center for Drug-Free Schools and Communities.*.

Benson, P. L., Scales, P. C., & Mannes, M. (2003). Developmental strengths and their sources. *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs*, 369-406.

Bloom, B. S., Krathwohl, D. R., & Masia, B. B. (1984). Bloom taxonomy of educational objectives. In *Allyn and Bacon*. Pearson Education.

Braungart, M. M., & Braungart, R. G. (1990). The life-course development of left-and right-wing youth activist leaders from the 1960s. *Political Psychology*, 243-282.

Bronk, K. C. (2013). Purpose in life: A critical component of optimal youth development.

Bronk, K. C., Riches, B. R., & Mangan, S. A. (2018). Claremont Purpose Scale: A measure that assesses the three dimensions of purpose among adolescents. *Research in Human Development*, *15*(2), 101-117.

Burrow, A. L., & Hill, P. L. (2011). Purpose as a form of identity capital for positive youth adjustment. *Developmental psychology*, *47*(4), 1196.

Center for Prevention Research and Development. (2006). *Youth Development: A Summary of Current Research*. Champaign, IL: Center for Prevention Research and Development, Institute of Government and Public Affairs, University of Illinois.

Chen, G., & Gully, S. M. (1997, August). Specific self-efficacy, general self-efficacy, and self-esteem: Are they distinguishable constructs? Paper presented at the 57th Annual Meeting of the Academy of Management, Boston.

CIRCLE » Distinguished, Nonpartisan Commission Announced to Study and Inform Policies on Youth Voting. (2012, November 28). Retrieved January 18, 2018, from https://civicyouth.org/distinguished-nonpartisan-commission-announced-to-study-and-inform-policies-on-youth-voting/?cat_id=367

Crocetti, E., Jahromi, P., & Meeus, W. (2012). Identity and civic engagement in adolescence. *Journal of adolescence*, *35*(3), 521-532.

Crumbaugh, J. C., & Maholick, L. T. (1964). An experimental study in existentialism: The psychometric approach to Frankl's concept of noogenic neurosis. *Journal of clinical psychology*, *20*(2), 200-207.

Crumbaugh, J. C., & Maholick, L. T. (1969). *Purpose in life test*. Psychometric affiliates.

Damon, W., Menon, J., & Cotton Bronk, K. (2003). The development of purpose during adolescence. *Applied developmental science*, *7*(3), 119-128.

Devogler, K. L., & Ebersole, P. (1980). Categorization of college students' meaning of life. *Psychological Reports*, *46*(2), 387-390.

DeWitz, S. J. (2004). *Exploring the relationship between self-efficacy beliefs and purpose in life* (Doctoral dissertation, The Ohio State University).

DeWitz, S. J., Woolsey, M. L., & Walsh, W. B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among college students. *Journal of College Student Development*, *50*(1), 19-34.

Eccles, J. S., & Templeton, J. (2000). *Community-based programs for youth: Lessons learned from general developmental research and from experimental and quasiexperimental evaluations* (Urban Seminar Series, Urban Health Initiative). Cambridge, MA: Harvard University.

Eden, D. (2001). Means efficacy: External sources of general and specific subjective efficacy.

Eden, D., & Aviram, A. (1993). Self-efficacy training and speed of reemployment: Helping people to help themselves. Journal of Applied Psychology, 78, 352-360

Eden, D., & Zuk, Y . (1995). Seasickness as a self-fulfilling prophecy: Raising self-efficacy to boost performance at sea. Journal of Applied Psychology, 80, 628-635.

Einfeld, A., & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development*, *49*(2), 95-109.

Eyler, J., & Giles Jr, D. E. (1999). *Where's the Learning in Service-Learning? Jossey-Bass Higher and Adult Education Series*. Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104.

Flanagan, C. (2003). Developmental roots of political engagement. *PS: Political Science & Politics*, *36*(2), 257-261.

Flanagan, C. A., & Faison, N. (2001). Youth civic development: implications of research for social policy and programs. Social Policy Report, 15(1), 1e 16.

Flanagan, C., & Levine, P. (2010). Civic engagement and the transition to adulthood. *The future of children*, *20*(1), 159-179.

Flanagan, C. A., & Sherrod, L. R. (1998). Youth political development: an introduction. Journal of Social Issues, 54(3), 447e 456.

Forehand, M. (2010). Bloom's taxonomy. *Emerging perspectives on learning, teaching, and technology*, *41*(4), 47-56.

Frankl, V. E. (1985). *Man's search for meaning*. Simon and Schuster.

Fry, R. (2017). Millennials and Gen Xers outvoted Boomers and older generations in 2016 elections. *Pew Research Center, Washington, D.C.*

Furco, A. (1996). Service-learning: A balanced approach to experiential education.

Gallini, S. M., & Moely, B. E. (2003). Service-learning and engagement, academic challenge, and retention. *Michigan journal of community service learning*, *10*(1).

Heisel, M. J., & Flett, G. L. (2004). Purpose in life, satisfaction with life, and suicide ideation in a clinical sample. *Journal of Psychopathology and Behavioral Assessment*, *26*(2), 127-135.

Hill, P. L., & Burrow, A. L. (2012). Viewing purpose through an Eriksonian lens. *Identity*, *12*(1), 74-91.

Howell, D. C. (2009). *Statistical methods for psychology*. Belmont, CA: Cengage Wadsworth.

Jennings, M. K., & Stoker, L. (2004). Social trust and civic engagement across time and generations. *Acta politica*, *39*(4), 342-379.

Johnson-Pynn, J. S., & Johnson, L. R. (2010). Exploring environmental education for East African youth: Do program contexts matter?. *Children Youth and Environments*, *20*(1), 123-151.

Jugert, P., Eckstein, K., Noack, P., Kuhn, A., & Benbow, A. (2013). Offline and online civic engagement among adolescents and young adults from three ethnic groups. Journal of Youth and Adolescence, 42(1), 123e135.

Kim, S., Crutchfield, C., Williams, C., & Hepler, N. (1998). Toward a new paradigm in substance abuse and other problem behavior prevention for youth – Youth development and empowerment approach. *Journal of Drug Education, 28*(1), 1-17.

King, L. A., Hicks, J. A., Krull, J. L., & Del Gaiso, A. K. (2006). Positive affect and the experience of meaning in life. *Journal of personality and social psychology*, *90*(1), 179.

Leffert, N., Benson, P. L., Scales, P. C., Sharma, A. R., Drake, D. R., & Blyth, D. A. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science*, *2*(4), 209-230.

Lerner, R. M. (2000). Developing civil society through the promotion of positive youth development.

Lerner, R. M., Brentano, C., Dowling, E. M., & Anderson, P. M. (2002). Positive youth development: Thriving as the basis of personhood and civil society. *New Directions for Student Leadership*, *2002*(95), 11-34.

Lerner, R. M. (2005, September). Promoting positive youth development: Theoretical and empirical bases. In *White paper prepared for the workshop on the science of adolescent health and development, national research council/institute of medicine. Washington, DC: National Academies of Science.*

Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive youth development a view of the issues. *The journal of early adolescence*, *25*(1), 10-16.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child development*, *71*(1), 11-20.

Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., ... & Smith, L. M. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development. *The Journal of Early Adolescence*, *25*(1), 17-71.

Louv, R. (2007). Leave no child inside. *Orion Magazine*, *57*(11), 1-6.

Manganelli, S., Lucidi, F., & Alivernini, F. (2014). Adolescents' expected civic participation: The role of civic knowledge and efficacy beliefs. *Journal of Adolescence*, *37*(5), 632–641. doi:10.1016/j.adolescence.2014.05.001

Manganelli, S., Lucidi, F., & Alivernini, F. (2015). Italian adolescents' civic engagement and open classroom climate: The mediating role of self-efficacy. *Journal of Applied Developmental Psychology*, *41*, 8-18.

Masten, A. S., & Reed, M. G. J. (2002). Resilience in development. *Handbook of positive psychology*, 74-88.

McDonald, C. C., Deatrick, J. A., Kassam-Adams, N., & Richmond, T. S. (2011). Community violence exposure and positive youth development in urban youth. *Journal of community health*, *36*(6), 925.

McIntosh, H., Hart, D., & Youniss, J. (2007). The influence of family political discussion on youth civic development: Which parent qualities matter?. *PS: Political Science & Politics*, *40*(3), 495-499.

McNeese (2016). *Are the Skewness and Kurtosis Useful Statistics? | BPI Consulting*. [online] Spcforexcel.com. Available at: https://www.spcforexcel.com/knowledge/basic-statistics/are-skewness-and-kurtosis-useful-statistics#skewness [Accessed 28 Oct. 2018].

Moely, B. E., McFarland, M., Miron, D., Mercer, S., & Ilustre, V. (2002). Changes in college students' attitudes and intentions for civic involvement as a function of service-learning experiences. *Michigan Journal of Community Service Learning*, *9*(1).

Moely, Mercer, Ilustre, & Miron. (2002). Psychometric properties and correlates of the Civic Attitudes and Skills Questionnaire (CASQ): A measure of students' attitudes related to service-learning

Myers-Lipton, S. J. (1998). Effect of a comprehensive service-learning program on college students' civic responsibility. *Teaching sociology*, 243-258.

National 4-H Council. (2018). Homepage. Retrieved July 8, 2018, from http://www.fourhcouncil.edu/

Oberhauser, A. M., Krier, D., & Kusow, A. M. (2019). Political Moderation and Polarization in the Heartland: Economics, Rurality, and Social Identity in the 2016 US Presidential Election. *The Sociological Quarterly*, *60*(2), 224-244.

Obradović, J., & Masten, A. S. (2007). Developmental antecedents of young adult civic engagement. *Applied developmental science*, *11*(1), 2-19.

Ramaley, J. A. (2000). Strategic directions for service-learning research: A presidential perspective. *Michigan Journal of Community Service Learning*.

Ramia, N., & Díaz, K. (2019). Service-Learning as a Methodology to Promote Equity and Inclusion: Best Practice Experience in Ecuador. *Strategies for Fostering Inclusive Classrooms in Higher Education: International Perspectives on Equity and Inclusion*, 153-166.

Roth-Herbst, J., Borbely, C. J., & Brooks-Gunn, J. (2008). Developing indicators of confidence, character, and caring in adolescents. *Key indicators of child and youth well-being: Completing the picture*, 167-196.

Sanchez-Jankowski, M. (2002). Minority youth and civic engagement: The impact of group relations. *Applied Developmental Science*, *6*(4), 237-245.

Scholz, U., Doña, B. G., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European journal of psychological assessment*, *18*(3), 242.

Schulenberg, S., Schnetzer, L., & Buchanan, E. (2011). The Purpose in Life Test-Short Form: Development and Psychometric Support. *Journal of Happiness Studies*, *12*(5), 861–876. doi:10.1007/s10902-010-9231-9

Schwarzer, R., & Jerusalem, M. (2010). The general self-efficacy scale (GSE). *Anxiety, Stress, and Coping*, *12*, 329-345.

Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress. *American psychologist*, *60*(5), 410-421.

Sessa, V. I., Matos, C., & Hopkins, C. A. (2009). Evaluating a college leadership course: What do students learn in a leadership course with a service-learning component and how deeply do they learn it. *Journal of Leadership Education*, *7*(3), 167-200.

Sherrod, L. R. (2003). Promoting the development of citizenship in diverse youth. *PS: Political Science & Politics*, *36*(2), 287-292.

Sherrod, L. R. (2008). Adolescents' perceptions of rights as reflected in their views of citizenship. *Journal of Social Issues*, *64*(4), 771-790.

Sherrod, L. R., Flanagan, C., & Youniss, J. (2002). Dimensions of citizenship and opportunities for youth development: The what, why, when, where, and who of citizenship development. *Applied Developmental Science*, *6*(4), 264-272.

Sherrod, L. R., Torney-Purta, J., & Flanagan, C. A. (2010). *Handbook of research on civic engagement in youth*. John Wiley & Sons.

Simons, L., & Cleary, B. (2006). The influence of service learning on students' personal and social development. *College Teaching*, *54*(4), 307-319.

Solhaug, T. (2006). Knowledge and Self-Efficacy as Predictors of Political Participation and Civic Attitudes: With Relevance for Educational Practice. *Policy Futures in Education*, *4*(3), 265–278. doi:10.2304/pfie.2006.4.3.265

Sumner, R., Burrow, A. L., & Hill, P. L. (2015). Identity and purpose as predictors of subjective well-being in emerging adulthood. *Emerging Adulthood*, *3*(1), 46-54.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics*. Allyn & Bacon/Pearson Education.

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied developmental science*, *6*(4), 203-212.

Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the effects of community service and service-learning. *Michigan Journal of Community Service Learning*, *7*(1).

Weissberg, R. (2001). Democratic political competence: Clearing the underbrush and a

controversial proposal. *Political Behavior*, *23*(3), 257-284.

Youniss, J., McLellan, J. A., & Yates, M. (1997). What we know about engendering civic

identity. *American Behavioral Scientist*, *40*(5), 620-631.

Zaff, J. F., Malanchuk, O., & Eccles, J. S. (2008). Predicting positive citizenship from

adolescence to young adulthood: The effects of a civic context. *Applied Development

Science*, *12*(1), 38-53.

VITA

Rachel J. Marsh
(Last Revised November 2019)

PROFESSIONAL ADDRESS

University of Mississippi   Cell: (817) 907-5793
Department of Psychology   Email: rjmarsh@go.olemiss.edu
308 Peabody Hall
University, MS 38677

EDUCATION

2016–   **Doctoral Program, Clinical Psychology (APA-Accredited)**
                   Department of Psychology
                   University of Mississippi, University, MS

Defended: 10/2019   **Master of Arts in Clinical Psychology**
                   <u>Thesis Title:</u> *Civic Engagement Among Emerging Adults: Self-Efficacy, Purpose, and Program Experiences*
                   University of Mississippi, University, MS
                   <u>Chair:</u> Laura R. Johnson, Ph.D.

Received: May 2016 **Bachelor of Arts, Psychology,** *Magna Cum Laude, Phi Beta Kappa*
                   Department of Psychology
                   University of Mississippi, University, MS

CLINICAL AND HUMAN SERVICE EXPERIENCE

2019-2020   **Clinical Externship**
             Baptist Children's Village, Water Valley, MS
             <u>Supervisor:</u> C. Randy Cotton, Ph.D.

2018-2019   **Assessment Assistant**
             Psychological Services Center, University of Mississippi
             <u>Supervisor:</u> Shannon Sharp, Ph.D., Scott Gustafson, Ph.D.

2018-   **Mental Health Consultant**
             Head Start, Mississippi Action for Progress

Behavioral Consultants
Supervisor: Alan M. Gross, Ph.D.

2017-2018 **Clinical Graduate Assistant**
University Counseling Center, University of Mississippi
Supervisors: Mary Ward Black, Ph.D.; Sue M. Jones, Ph.D.

2016– **Graduate Student Therapist**
Psychological Services Center, University of Mississippi
Supervisors: Laura R. Johnson, Ph.D.; Kelly G. Wilson, Ph.D.

2016–2018 **Leader and Facilitator of International Student Support Group**
Department of Psychology, University of Mississippi
Supervisors: Laura R. Johnson, Ph.D.

2016–2018 **Croft Institute for International Studies Pre-Departure and Re-Entry Workshops for Psychological and Cultural Adjustment**
Department of Psychology, University of Mississippi
Supervisor: Laura R. Johnson, Ph.D.; Kees Gispen, Ph.D.

2015 **Group Facilitator for Disaster Mental Health and Resilience Workshop in Zanzibar, Tanzania**
Department of Psychology, University of Mississippi; Red Cross; Jane Goodall Institute
Supervisors: Laura R. Johnson, Ph.D.

JOURNAL ARTICLES AND BOOK CHAPTERS

Johnson, L.R., Drescher, C.F., Assenga, S. H., **Marsh, R. J**. (2019). Assessing Assets Among Street-Connected Youth: New Angles with Participatory Methods in Tanzania. *Journal of Adolescent Research.*

Johnson, L. R.; **Marsh, R. J.**; Kijazi, M.; Assenga, S.; Courson, C.S. (2017). Faces of the Mountain: Photovoice for Forest Conservation on Mt. Kilimanjaro. *Manuscript in preparation.*

Williams, C.; **Marsh, R. J.**; Courson, C. S.; Johnson, L. R. (2018). Building Capacities for Positive Youth Development: An Exploration of Roots&Shoots Program Characteristics and Youth Assets. *Manuscript in preparation.*

PROFESSIONAL RESEARCH PRESENTATIONS

Johnson, L. R., Drescher, C. F., **Marsh, R. J.**, Sackey, E., Kibanja, G., Malindi, M. (2018, November). *Positive Youth Development: A Pathway to Sustaining Peace in Tanzania*. Poster presented at Caribbean Regional Conference of Psychology, Kingston, Jamaica.

Marsh, R. J., Laura R. Johnson (2018, March). *Fostering Engaged Youth: The Role of Purpose and Self-Efficacy.* Poster presented at Southeastern Psychological Association, Charleston, S.C.

Johnson, L. R., **Marsh, R. J.**, Friday, S. A. (2017, February). *Reaching into international research: stepping into opportunities and navigating the fray.* Conversation Hour, Society for Cross-Cultural Research, New Orleans, L.A.

Johnson, L. R., **Marsh, R. J**, Kijazi, M., Assenga, S. (2017, February). *Faces of the mountain: Cultivated efficacy, sense of community, and conservation action around Mt. Kilimanjaro.* Paper presented at Society for Cross-Cultural Research, New Orleans, L.A.

Johnson, L.R., Johnson-Pynn, J. S., Sackey, E., **Marsh, R. J**., Drescher, C. F., Assenga, S. (2017, February). *Support for Self-Efficacy in Tanzania: Report on the Swahili Version of the General Self Efficacy Scale and its Implications for Human and Civic Development in an African Context.* Poster presented at the Society for Cross Cultural Research, New Orleans, L.A.

Johnson, L. R., Assenga, S., **Marsh, R. J.**, Herring, C. (2016, November). *Cultivating community strengths and resiliency in the aftermath of natural disasters.* Paper presented at Caribbean Regional Psychological Association, Port au Prince, Haiti.

RESEARCH POSITIONS AND EMPLOYMENT

Summer 2018   **Graduate Research Assistantship**
Nature, International, and Cultural Engagement (NICE) Psychology Lab,
University of Mississippi
Supervisor: Laura R. Johnson, Ph.D.
- Youth civic engagement
- Mixed-methods research exploring positive youth development in Tanzania

2016–   **Graduate Research Assistant**
Nature, International, and Cultural Engagement (NICE) Psychology Lab,
University of Mississippi
Supervisor: Laura R. Johnson, Ph.D.
- Environmental and positive youth development research with Tanzanian youths
- Community engagement and participatory action research in Tanzania
- Outcomes of service-learning in college students

2015–2016   **Undergraduate Research Assistant**
Cultural and Ecological Psychology Lab, University of Mississippi
Supervisor: Laura R. Johnson, Ph.D.
- Community dissemination of environmental and community engagement research
- National Geographic Report

TEACHING AND MENTORING

2019   **Teaching Assistant**
Courses: General Psychology
Supervisor: Carey Dowling, Ph.D.

2017   **Statistics Tutor**
Course: Statistics for Behavioral Sciences
Department of Psychology, University of Mississippi

2015-2016   **Teaching Assistant**

Courses: Psychology of Human Sexuality, Multicultural Psychology, and Research Methods in Political Science
Supervisor: Laura R. Johnson, Ph.D.; Charles Smith, Ph.D.

AD HOC REVIEWER

Child and Youth Care Forum
Going Global: Psychologists meeting a world of need (APA Books)
Journal of International Students

AWARDS AND HONORS

2018-2019	*Graduate Assistantship ($15,000)* University of Mississippi
2018	*Graduate Research Assistantship ($1,200)* University of Mississippi
2017-2018	*Graduate Student Advisory Council, Elected Clinical Student Representative* Department of Psychology, University of Mississippi
2017- 2018	*Graduate Assistantship ($10,000)* University of Mississippi
2016-2017	*Graduate Research Assistantship ($10,000)* University of Mississippi
2016	*B.A. Awarded Magna Cum Laude* University of Mississippi
2016	*Phi Beta Kappa* University of Mississippi
2016	*Phi Kappa Phi* University of Mississippi
2015	*Environmental Studies Travel Scholarship ($1,500)* University of Mississippi
2012–2016	*Chancellor's Honor Roll* All semesters, University of Mississippi

PROFESSIONAL AFFILIATIONS

Society for Cross Cultural Research (Graduate Student Member)
Southeastern Psychological Association (Graduate Student Member)

LEADERSHIP EXPERIENCE AND COMMUNITY SERVICE

2014-2015	**UM Green Week Coordinator and Representative for Student Organization** University of Mississippi

2014   **Extensive volunteer work in Sri Lanka, India, and Bangladesh**
            Feed the Hunger

2014-2015   **Volunteer**
            UM Sustainability Student Organizations