

STATUS OF SERVICE-LEARNING (S-L) PROGRAMS AT CENTRAL PHILIPPINE UNIVERSITY

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ABSTRACT

The main objective of this study was to find out the status of academic subjects with service-learning (S-L) components in the curricular offerings of the different colleges of Central Philippine University during the Academic Year of 2004-2005. A checklist was provided to identify the general characteristics, service-activities extended, and S-L models of academic subjects with S-L components. Only academic subjects with available syllabi/course descriptions during the first semester of Academic Year 2004-2005 were included in the descriptive analysis using frequency distributions. This totals to 155 academic subjects. The results and discussions were made only as far as the general characteristics, service-activities extended, and S-L models of these identified academic subjects with S-L components were concerned. Results revealed that academic subjects with S-L components contain common general characteristics of S-L. More than half of the academic subjects identified with S-L components were found in the collegiate level. Most were linked to academic content and standards and provided opportunity for students to use skills and knowledge in real-life situations and extended training beyond the classrooms and into the community. The majority of the 155 academic subjects with S-L components which provided learning through active participation in service experiences also provided structured time for students to reflect by thinking, discussing and/or writing about their service experiences. More than half of these academic subjects had extended youth/group leadership development and environment sanitation programs. Most of the academic subjects with S-L components belong to the Introductory courses for S-L, followed by the Service-Centered model, and the 4th Credit-Option model for S-L. There was no academic subject with S-L component being identified under the Problem-Based model for S-L.

INTRODUCTION

Background and Rationale

As a fresh pedagogical approach, Service-Learning (S-L) is integrating community outreach and extension into the curriculum of colleges and universities in the Philippines. McCarthy (2002) mentions that service-learning is currently gathering momentum in colleges and universities associated with the United Board for Christian Higher Education in Asia (UBCHEA) and the International Partnership for Service Learning (IPSL).

Moreover, service-learning is also offered as a tool to mold students to become good citizens (Chisholm, 2002). It is the most recognized and effective teaching method to help students become active, responsible citizens. At its best, service-learning is a powerful teaching method that allows students to reflect upon why such conditions exist and what their democratic responsibilities are in addressing them (Astin, 1996).

Chisholm (2002) further explained that the hyphen between learning and service in the word service-learning is a symbol of connection. The hyphen is a reminder that learning, however rigorous, and service, however useful, divorced one from the other do not make up program of service-learning. It is the teacher's task to help students make the connection between what they are observing and experiencing in service and what they are learning in the classroom, library, or on the internet. The hyphenation of the terms "service" and "learning" strongly suggests a balance between learning goals and service outcomes that can be achieved only through an integration of each.

Senturias (2002) also stresses that the value of service-learning is giving birth to a new way of education which is grounded in faith, service and character. It is an education that does not confine learning in the four walls of the school but that it seeks to learn from the people while being of service to the community and reflecting this back to the classroom by linking the course content to the realities of life in community. It fosters networking and relationship building with the community, thereby enhancing the generation of new insights and understanding of situations through the joint participation of faculty, students and members of the community. It enables the discovery of knowledge for transforming education and transforming communities. In return, the community serves as a laboratory for testing new ideas and actions. In this way, the educational institution fulfills its social responsibility by helping build commitment in serving and learning from the people.

However, it should be made clear that as a teaching strategy, service-learning should not substitute classroom teaching but should rather reinforce (cited in Oracion, 2002). Service-learning is not designed to be a substitute for classroom teaching but to reinforce the latter by providing practical meanings to the theoretical knowledge acquired by students. As a teaching-learning strategy, it pursues the growth of students' intellectual capacity along their chosen paths and aims to promote their sense of social responsibility by providing them the opportunity to serve the community. But the need for a holistic approach to community problems makes it imperative for the different academic units to pool resources - human, technical and material -- and to work together in the same community as co-equals. In the second National Conference of ACFF (Asian Christian Faculty Fellowship) last April 14-15, 2004, Pullium pinpointed that the integration of service with learning objectives is what service-learning is all about. She further stressed that service-learning as an evolving approach to higher education is experimental and innovative rather than standardized. Definitions vary, but there are common characteristics to be considered. Pullium also clarified that in terms of objectives, service-learning combines the objectives of service and learning. In terms of outcomes, service-learning transforms both the service provider and the recipient. In a situational analysis, the community receives a service that addresses a real need, and opens up links to a host of faculty, students, prospective advocates, and concerned citizens.

The community is also transformed by playing a teaching role for the students by sharing skills, information, and insights. So, the community may acquire useful data, information, or recommendations.

Pullium further states that service-learning is also student-centered and learning-centered. It involves active learning, experimental learning, contextual learning, and collaborative learning. There are positive outcomes not only on the communities being served but also on all those who have extended their services to these communities. In the best-case scenarios, service-learning offers so many benefits ranging from results that make a difference in the growth and development of students, faculty and community partners to a reciprocal relationship of all who are involved. Both service recipients and service providers are benefited in this kind of activity. There's both a reaching out and a gathering in.

Gelmon (2000) points out that service-learning as a pedagogy offers multiple perspectives from which assessment can be conducted, and provides a rich opportunity for comprehensive and value-added assessment. Development of a comprehensive research agenda to build knowledge about service-learning assessment and refine concepts of best practices for assessment will provide the evidence needed to further develop and implement programs and pedagogies that fulfill the missions and expectations of service-learning.

Cognizant of the significance of service-learning as a fresh pedagogical strategy, the UBCHEA (United Board for Christian Higher Education in Asia) supports the move to broaden an understanding of the operational concepts of service-learning through the ACFF (Association of Christian Faculty Fellowship) which was initiated by the Hongkong-based Asian Christian Higher Education. ACFF-Philippines was organized as an off-shoot of the 2002 ACFF held for the first time in Changmai, Thailand. The 2004 fellowship conference of ACFF-Philippines held in St. La Salle University, Bacolod City last April 14-15, 2004 had focused on the theme "Promoting Service-Learning in Philippine Higher Education." Many schools were also asked to present their service-learning experiences. As a UBCHEA-related institution, CPU was also invited to present its own service-learning experiences.

It is precisely on this contention that there is a need to conduct a preliminary survey on the status of service-learning programs linking service with course contents across the different academic disciplines. It is a fact that service-learning activities exist in different curricular offerings at Central Philippine University, but there is no formal investigation with regards to its present status, kinds of service-learning programs extended and how they are described in terms of their course models. The absence of a research-based general information data on service-learning programs in Central Philippine University is a valid ground in conducting a formal investigation, thus this attempt to do so.

Objectives of the Study

The main purpose of this study is to find out the present status of academic subjects with service-learning (S-L) components in the curricular offerings of the different colleges of Central Philippine University.

Specifically, the study aimed to:

- 1) to identify the academic subjects which have service-learning components;
- 2) to describe the kind of service-learning activities extended by these academic subjects;
- 3) to classify academic subjects which have service-learning activities according to specific models for service-learning courses; and,
- 4) to come up with a model content format for service-learning syllabus.

Significance of the Study

This study is in congruent with instruction and research, for it shows close coordination of the three traditional functions of a university where human services education is sensitized in the academe by giving priority to an attempt to understand humans working with other humans. This confirms a learning situation where knowledge is conscientizing learning through service.

This study aims to provide a base-line information data on how academic subjects with service-learning contents can be organized in preparing syllabi for service-learning related courses and other related classroom activities which enhance or develop civic consciousness/social responsibility. A presentation of a model syllabus content format for academic subjects with service-learning components will be helpful in providing guidelines defining common elements to be included by teachers who will handle such academic subjects with service-learning components.

Results of this study will provide educational planners the opportunity to develop better curricula or improve already existing curricula relevant to community development or extension/outreach programs which incorporate service-learning activities. Hopefully, this study will convince the university's governing board to extend full institutional support and commitment that will help boost the outreach/extension function in extending quality community service through its service-learning component as demanded by accreditation requirements.

Scope and Limitations

This study utilized a descriptive survey of academic subjects with service-learning components in the different colleges/units of Central Philippine University, Iloilo City during the first semester of AY 2004-2005.

The academic subjects with service-learning (S-L) components were identified and described according to the general characteristics of service-learning, then classified according to the kind of program/service activities extended and according to how they were categorized as service-learning (S-L) courses in general. This research work also presented a suggested model syllabus content format for academic subjects with service-learning components.

An in-depth study of the learning objectives of each academic subject having service-learning component and their effects on learning outcomes of the students could have been possibly done, but time constraint prevented this intention. Notwithstanding, the researcher did her best to deliver encompassing information about the present status of service-learning programs in Central Philippine University.

METHODOLOGY

The Research Design

This study which is purely descriptive and had utilized non-experimental design to describe the academic subjects. These academic subjects which were identified as having service-learning components/contents in the curriculum. Document analysis was utilized in describing the characteristics of academic subjects with service-learning components, on the kind of service activities extended in the different program areas, and the course models of these academic subjects with service-learning components.

Data Collection

The study examined the documents of all academic subjects with service-learning components identified across curricular disciplines of colleges/units in the university during the first semester of AY 2004-2005. These academic courses were classified according to characteristics, the program areas with service activities extended, and according to the service-learning course models.

The data on the list of academic subjects identified with service-learning components were taken from the list of curricular offerings found in the prospectus of different colleges/units. This was counter-checked by an investigation of available course syllabi/descriptions of these academic subjects with service-learning (S-L) components. Proper permission, through channels, was asked from the Vice-President for Academic Affairs with regards to the inspection of course syllabi of academic subjects having service-learning components.

The academic subjects identified were classified first according to the educational level where they belong, and then according to the characteristics of subjects having service-learning components, the kind of programs areas with service activities extended, and according to the course models. The programs/activities were clustered into 6 areas namely: Health-Related Program, Education-Related Program, Society/Family/Gender-Related Program, Economic/Agriculture-Related Program, Environment/Engineering-Related Program and Legal/Peace and Order-Related Program. Each cluster program area is named to reflect the nature of the specific activities it contained.

Finally, the academic subjects with service-learning (S-L) components were classified into eight models of service-learning courses (adapted from Enos & Troppe, 1996) namely: (1) 4th Credit Option (2) Placement (3) Service-Centered (4) Service-Leadership (5) Problem-Based (6) Action Research (7) Disciplinary Capstone (8). Introductory Course.

Data Processing and Analysis

The academic subjects having service-learning (S-L) components were classified and tabulated according to their educational level, characteristics, program/activity areas and according to the models of service-learning (S-L) courses using frequency distributions. Descriptive analysis on the academic subjects with service-learning (S-L) components were made as far as their characteristics, programs areas and their respective models were concerned.

MAJOR FINDINGS*Academic Subjects with S-L Components*

Data on the academic subjects identified with S-L components were grouped according to the educational level where they belong. These data were taken from the matrix of the academic subjects identified with S-L components with their respective course number, descriptive title, number of units/hours/week, college/unit offering such and the term these are being offered.

Table 1 shows the distribution of academic subjects with S-L components when grouped according to their educational level (pre-collegiate, collegiate, post-collegiate). There were 155 academic subjects identified with service-learning (S-L) components. When grouped according to the educational level, more than one-half (58.7 %) of the academic subjects with S-L components were found in the collegiate level, and one-fifth (20.0 %) were found in the pre-collegiate level. A little more than that of the pre-collegiate level (21.3 %) were found in the post-collegiate level.

Table 1. Distribution of Academic Subjects with S-L Components when grouped according to Educational Level (N = 155)

Educational Level	N	%
Pre-Collegiate	31	20.0
Collegiate	91	58.7
Post-Collegiate	33	21.3
Total	155	100

These 155 academic subjects identified with S-L components were further distributed according to the college/unit where they belong as controlled by educational level. The data in Table 2 reveal that in the pre-collegiate level, more than half (51.6 %) of the 31 academic subjects with S-L components are in the High School level.

Among the 91 academic subjects with S-L components in the collegiate level, more than one fourth (28.6 %) are found in the College of Arts & Sciences and nearly one-fifth (18.7 %) are in the College of Education. Results also show that the majority (90.9 %) of the academic subjects in the post-collegiate level with S-L components are in the School of Graduate Studies. Overall, the data in Table 2 reveal that the top three colleges/units with academic subjects that are classified with S-L components are the School of Graduate Studies, College of Arts and Sciences, and the College of Education.

Table 2. Distribution of the Academic Subjects with S-L Components when Grouped According to the College/Unit

College/ Unit	Pre-Collegiate		Collegiate		Post-Collegiate		Total	
	n	%	n	%	n	%	N	%
Elementary	15	48.4	0	0.0	0	0.0	15	9.7
High School	16	51.6	0	0.0	0	0.0	16	10.3
Agriculture	0	0.0	14	15.4	0	0.0	14	9.0
Arts & Sciences*	0	0.0	26	28.6	0	0.0	26	16.8
Commerce	0	0.0	6	6.6	0	0.0	6	3.9
Comp. Studies	0	0.0	2	2.2	0	0.0	2	1.3
Education	0	0.0	17	18.7	0	0.0	17	11.0
Engineering	0	0.0	12	13.2	0	0.0	12	7.7
Nursing	0	0.0	6	6.6	0	0.0	6	3.9
Theology	0	0.0	8	8.7	0	0.0	8	5.2
Grad. School	0	0.0	0	0.0	30	90.9	30	19.3
Law	0	0.0	0	0.0	3	9.1	3	1.9
Total	31	100.0	91	100.0	33	100.0	155	100.0

Characteristics of Academic Subjects with S-L Components

When the academic subjects with S-L components were grouped according to the general characteristics of S-L, all of them (100.0%) were linked to academic content and standards, while a little more than nine-tenths (91.0%) of the subjects provided an opportunity for students to use skills and knowledge in real-life situations (Table 3).

Results also revealed that nearly nine-tenths (88.4%) of the subjects extended learning beyond the classroom and into the community while 77.4 % promoted learning through active participation in service experiences. A little less than three-fourths

(70.3 %) provided structured time for students to reflect, while more than one-half (65.2 %) benefited both the community and the service providers. More than one-half (62.6 %) of the subjects also fostered a sense of caring for others. The data in table 3 also show that only one-fifth (20.0 %) of the academic subjects with S-L components can work at all ages.

Table 3. Distribution of Academic Subjects According to General Characteristics of S-L (N = 155)

General Characteristics Showing Effective S-L Components	Yes		No		N.A.		Total	
	n	%	n	%	n	%	N	%
1. Promotes learning through active participation in service experiences.	120	77.4	35	22.6	0	0	155	100
2. Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience.	109	70.3	44	28.4	2	1.3	155	100
3. Provides an opportunity for students to use skills and knowledge in real-life situations.	14	91.0	14	9.0	0	0	155	100
4. Extends learning beyond the classroom and into the community.	137	88.4	18	11.6	0	0	155	100
5. Fosters a sense of caring for others.	97	62.6	54	34.8	4	2.6	155	100
6. Links to academic content and standards.	155	100.0	0	0.0	0	0	155	100
7. Involves young people in helping to determine and meet real, defined community needs.	89	57.4	66	42.6	4	2.6	155	100
8. Reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience.	101	65.2	33	21.3	21	13.5	155	100
9. Can be used in any subject area so long as it is appropriate to learning goal.	24	15.5	131	84.5	0	0	155	100
10. Works at all ages, even among young children.	31	20.0	124	80.0	0	0	155	100

Service-Activities Extended by Academic Subjects

The data presented in Table 4 reveal the service activities extended by the academic subjects with S-L components. Each program area contains a cluster of listings on relevant services extended.

Results show that when it comes to health-related programs, more than one-fourth (26.5 %) of the subjects are engaged in training/consultancy in community health, reproductive health, family planning and other similar issues. More than one-fifth are also engaged in care giving to mothers, children, elderly, sick and disabled (23.93%), and disease prevention/immunization (22.6 %). On education-related

programs, more than one-third are doing information dissemination on current issues and problems as well as in tutorial classes/professional enrichment (37.4 % and 34.8 %, respectively).

Results further show that with regards to society/family/gender related issues, more than half of the subjects (57.4%) are engaged in youth/group/leadership development. More than four out of ten (43.2 %) are engaged in citizenship/civic consciousness program while more than one-third (36.1%) are involved in conducting family life/values/spiritual formation training or seminar. As to economic/agriculture-related programs, more than one-fifth (23.2%) are also doing economic/agriculture-related programs such as skills training in food processing, handicraft, metal craft and manufacturing.

When it comes to environment/engineering-related program, more than half of the S-L subjects (52.3%) are engaged in environmental sanitation programs and one-fourth are doing reforestation/tree planting (25.2%) and beautification/greening (24.5%). Only few subjects are involved in legal/peace and order/political programs. Taking into consideration all the service activities extended, the data show that the top three activities extended by S-L subjects are

Table 4. Distribution of Academic Subjects with S-L Components when Grouped According to Service-Activities Extended

Service-Activities Extended	YES		NO		NA		TOTAL	
	N	%	N	%	N	%	N	%
Health – Related Programs								
1. Training/consultancy in community health, reproductive health, family planning, etc.	41	26.5	1	0.6	113	72.9	155	100.0
2. Care giving to mothers, children, elderly, sick, disabled, etc.	37	23.93	7	4.5	111	71.6	155	100.0
3. Feeding, nutrition, dietetics, food preparation	19	12.3	17	11	119	76.8	155	100.0
4. Disease prevention, immunization, vaccination, deworming, first aid	35	22.6	-	-	120	77.4	155	100.0
5. Medical/Dental care, clinical/laboratory services, consultation	22	14.2	8	5.2	125	80.6	155	100.0
Education – Related Programs								
1. Adult/Non-formal/Functional Literacy classes or programs	12	7.78	2	1.3	141	91.09	155	100.0
2. Information dissemination on current issues and problems	58	37.4	13	8.4	84	54.2	155	100.0
3. Tutorial classes/professional enrichment	54	34.8	1	0.6	100	64.5	155	100.0
4. Gender-sensitivity training/sessions	26	16.8	13	8.4	116	74.8	155	100.0
5. Training in sports, theater arts, cultural performance	14	9.0	12	7.7	129	83.2	155	100.0
Society/Family/Gender Related Programs								
1. Community organizing	26	16.84	2	1.3	127	81.9	155	100.0
2. Conducting Family life/values/spiritual formation training or seminar	56	36.1	-	-	99	63.9	155	100.0
3. Traffic management, peace and order, anti drug abuse, anti-crime, anti graft campaign	56	16.8	-	-	129	83.2	155	100.0
4. Youth/group/leadership development	89	57.4	10	6.5	56	36.1	155	100.0
5. Citizenship/civic consciousness program	67	43.2	13	8.4	75	48.4	155	100.0
Economic/Agriculture Related Programs								
1. Farm classes/demonstration	26	16.8	-	-	129	83.2	155	100.0
2. Livelihood projects training	26	16.8	4	2.8	129	83.2	155	100.0
3. Economic networking/linkage	26	16.8	-	-	129	83.2	155	100.0
4. Cooperative/consumer education	11	7.1	1	.6	143	92.3	155	100.0
5. Skills training in food processing, handicraft, metal craft, manufacturing, etc.	36	23.2	-	-	119	76.8	155	100.0
Environmental/Engineering Related Programs								
1. Waste management/recycling	30	19.4	7	4.5	118	76.1	155	100.0
2. Environment sanitation	81	52.3	12	7.7	62	40.0	155	100.0
3. Beautification/greening	38	24.5	21	13.5	96	61.9	155	100.0
4. Reforestation/tree planting	39	25.2	16	10.3	100	64.5	155	100.0
5. Improvement of drainage system, water system, lighting, etc.	31	20.0	5	3.2	119	76.8	155	100.0
6. Repair and construction of infrastructures/buildings	12	7.7	-	-	143	92.3	155	100.0
Legal Peace & Order/Political Programs								
1. Training in peace keeping	25	16.1	11	7.1	119	76.8	155	100.0
2. Leadership training for local officials	18	11.6	8	5.2	129	83.2	155	100.0

S-L Models of Academic Subjects

Shown in Table 5 is the distribution of Academic Subjects with S-L Components according to models for S-L Courses as controlled by Educational Level. Description on the general characteristics of the different models was adapted from Enos & Troppe (1996).

Results show that the majority (83.9 %) of the subjects in the pre-collegiate level can be classified under the Introductory Courses Model. It can be further gleaned from the table that in the collegiate level, three out of ten subjects (30.7 %) belong to the 4th Credit Option Model while one-third (33.3 %) of the S-L courses in the post-collegiate level are under Service-Centered Model. Considering all the 155 academic subjects identified with S-L components, one-fourth (25.2 %) can be classified under the Introductory Courses Model, nearly one-fourth (23.9 %) are Service-Centered while a little less than one fifth (19.35 %) belong to the 4th Credit Option and Disciplinary Capstone Models. It is noteworthy, however, that none of the S-L subjects identified can be classified as under Problem-Based Model.

The Service-Centered Model for S-L includes a service component which is used as the basis of presenting reports, papers and related assignments. Students get involved in any sort or variety of service work, but the focus is generally on student learning about a certain issue by reflecting on the cognitive and development aspects of the experience which must be linked with academic content rather than on what substantial outcomes are in the community. In this model, students can also write a synthesis paper narrating their actual service experience, rather than doing a research paper. The reports maybe descriptive and analytical but what is important is that they will be able to identify issues, programs and problems faced by the students as well as by the service-providers addressing the community needs.

The Fourth-Credit Option model for S-L courses enable students to add a fourth credit to a regular 3-credit course by contracting to do a significant number of hours of community services and regulating service to the course. In these subjects, learning resulted from service rather than for the service itself. This Fourth-Credit Option model also service learning internships and independent study where students serve regularly to meet certain requirements of service experiences relevant to their course. This model also focuses on the principle of reciprocity where both the community and the students are benefited equally from experience.

In the Disciplinary Capstone model, the cumulative knowledge of the students is integrated in a specific discipline by demonstrating it through a project. This approach to S-L can help students make deep and strong connections between service and their

respective discipline. Integrating service in their own chosen career will clearly define the relationship of what is scholarly learned to that of service. Academic subjects belonging to this model are generally designed for those students who take major or minor subjects in their respective disciplines. Usually, academic subjects belonging to this model are offered in the final year of study. The primary goal of this model is to synthesize students' acquired skills and knowledge in their respective disciplines.

Table 5. Distribution of Academic Subjects with S-L Components According to Models of S-L Courses and Educational Level (N=155)

Models of S-L Courses	Pre-Collegiate		Collegiate		Post Collegiate		Total	
	n	%	n	%	n	%	N	%
4 th Credit Option	0	0.0	28	30.7	2	6.1	30	19.35
Placement	0	0.0	2	2.2	2	6.1	4	2.6
Service -- Centered	5	16.1	21	23.1	11	33.3	37	23.9
Service-Leadership	0	0.0	4	4.4	8	24.2	12	7.7
Problem -- Based	0	0.0	0	0.0	0	0.0	0	0.0
Action Research	0	0.0	1	1.1	2	6.1	3	1.9
Disciplinary Capstone	0	0.0	23	25.3	7	21.2	30	19.35
Introductory Course	26	83.9	12	13.2	1	3.0	39	25.2
Total	31	100.0	91	100.0	33	100.0	155	100

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a fresh pedagogical approach, service-learning offers a number of perspectives to be assessed through research opportunities so as to provide evidences needed to further develop existing curricular programs. The findings of this study undoubtedly show that there is an existence of academic subjects with service-learning components from the pre-collegiate, collegiate, and post-collegiate educational levels. This promising potential in the human service ideology of the university is a positive indicator of accomplishing the mission of social responsibility in the university's outreach function.

Since most academic subjects identified with S-L components were linked to academic contents and standards, they were further enhanced through participation of those concerned, i.e., both the faculty and students, in the activities of varied program areas for service experiences. Although not all academic subjects with S-L components extended all the services specified in the list of service-activities, many of them had extended services along youth/group leadership development and environment sanitation.

The academic subjects with S-L components were also described according to S-L models which clearly provided a vivid description of them. Although there was no academic subject identified as Problem-Based model for S-L, there were more academic subjects with S-L components which belonged to the Introductory Course model, followed by those in the Service-Centered model, and by those in the 4th Credit Option and Disciplinary Capstone models for S-L. The specifics of classifying the academic subjects with S-L components can significantly lead further to more relevant researches along S-L as a fresh pedagogical approach in teaching.

Recommendations

Based on the findings of this study, the following recommendations are given:

1. Having seminars and workshops on syllabi-making for academic subjects with service-learning components will tremendously enhance the teaching capacity of teachers who handle academic subjects with S-L components.

2. Having training workshops for using assessment tools to measure S-L activities will further develop the ability of the teachers to provide learning opportunities for students to fit in their skills and

knowledge as identified by their ability to do so.

Likewise, brain and brawn empowerment of students engaged in any S-L activity will propel his/her chance to make this world a better place nurtured in a culture of care. So, teachers handling academic subjects with S-L components must continually improve their capacity in new competencies, learning methodologies and communication and reflection techniques in S-L.

3. As an innovative pedagogical approach to learning, the service-learning activities must be efficiently monitored by teachers and supervisors in the discipline to ensure that proper procedure in handling the working relationship between service providers and the recipients of these services can be rewarding if guaranteed.

4. Since administrative structures are currently in place, the success and sustainability of service-learning programs will depend on effective administrative support. Hence, this should not be taken for granted by those in the administration. Regardless of what S-L model is adapted, it is but fitting and proper that this pedagogical approach which enhances student learning should be given a chance to be effectively implemented by committed administrators.

5. More researches on S-L in whatever mode of assessment must be encouraged.

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