

**The Impact of Service-Learning on  
Students at the  
Ateneo de Manila University**

Michael J. Liberatore  
Instructor  
Department of Theology

# Background

- Theology 141 (Liberation Theology):  
Solidarity model of social engagement
- Movement towards connecting TH141  
with courses in majors under service-  
learning initiatives
- Need for systematic evaluation to  
determine effectiveness and impact on  
student learning and development

# Methodology

- 33 items developed from FGDs and an evaluation of the immersion program goals
- Respondents were asked to respond on a 6-point range from Yes-Yes-Yes to No-No-No to indicate degree of agreement.
- Focus on student self-identification of the impact or extent of growth/learning/change
- Space provided for comments/recommendations on immersion and SL

# Methodology

- Surveys given to all 21 members of LS126 (SE) under Mr. Jay Cruz.
- The SE class was tied up with TH141 under Ms. Rachel Sanchez and EC177 under Mr. Randy Tuaño
- Invited other students who enrolled in LS126 (non-SE) – who were all from JGSOM – and who had TH141 with Ms. Sanchez to complete the survey. 16 completed the survey (goal = 21)

# Methodology

- Parallel survey responses from students in Development Studies was also attempted, but the data is incomplete.
- DS Seniors this year had TH141 without a linked DS course.
- DS Juniors had TH141 linked with DS132 (Project Management)
- Surveys continue to be disseminated. Data will be incorporated as completed.

# Methodology

- Responses were categorized based on whether or not the student had participated in a linked course and done an output with the community
- Means were then compared between those that were in linked courses and those that were not using a t-test.
- Significant differences of means at the  $p < .05$  level were noted

# Respondent Demographics

## **LS 126 SE (21 total):**

- 57% Female (n=12)
- 43% Male (n=9)

Average age:  
20.62 years

21: AB Management  
Economics majors

## **LS 126 non-SE (16 total):**

- 63% Female (n=10)
- 37% Male (n=6)

Average age:  
20.81 years

9: BS Management

4: BS MAC

3: BS Legal Management

# Overall Question

- Please consider your immersion experience and any community-based output you completed with your immersion community and assess the extent to which you respond yes or no to the following questions:
- “Did your immersion experience . . . .”



# Summary

- On 30 of 33 items, the mean response for those who took the LS126/EC177/TH141 linked courses was higher than those that did not (exceptions #s 8, 9, 15)
- 19 items (including 3 above) did not have statistically significant differences
- 14 items had statistically significant differences, with all indicating greater impact resulting from linked courses.

# Statistically Significant ( $p < .05$ )

## Personal Skills/Abilities

1. help you gain new skills/knowledge?  
(5.113)
3. develop your ability to relate well with others? (5.429)

# Statistically Significant ( $p < .05$ )

## Career/Course Impact

4. develop your course-related skills/knowledge? (5.000)
5. develop your ability to apply your course in real life? (5.238)
10. make you reflect on your own career plans? (5.000)
27. make you change your career path? (4.000)

# Statistically Significant ( $p < .05$ )

## Awareness & Relation to Community

- 17. make you aware of social issues other than poverty? (5.286)
- 18. make you see the poor or marginalized in a different light? (5.190)
- 20. make you feel that you are “one with others”? (4.810)
- 22. make you more open to do service for the community? (5.286)

# Statistically Significant ( $p < .05$ )

## **Awareness & Relation to Community (cont.)**

- 29. make you want to return to the community?  
(5.286)
- 30. make you want to serve the community?  
(5.238)
- 31. make a difference in the community?  
(5.048)
- 32. positively impact the quality of life in the  
community? (5.000)