DePaul University

College of Education

IN THE SERVICE OF WHAT? A PHENOMENOLOGICAL EXPLORATION OF

AFRICAN AMERICAN HIGH SCHOOL STUDENTS' SELF-EFFICACY

IN SERVICE LEARNING

A Dissertation in Education
with a Concentration in Curriculum Studies

by

Charemi A. Jones

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Education

June 2016

ProQuest Number: 10104502
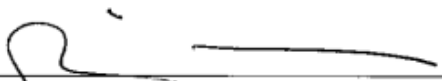
We approve the dissertation of Charemi A. Jones.

_____   February 8, 2016
Gayle Mindes, Ed.D.   Date
Professor
Committee Chair

_____   February 8, 2016
Hilary Conklin, Ph.D.   Date
Associate Professor
Committee Member

_____   February 8, 2016
Stephen Haymes, Ph.D.   Date
Associate Professor
Committee Member

ABSTRACT

This phenomenological study explored how African American high school students from a large Midwestern city make meaning of their service learning experiences within the framework of mandated service learning participation required for high school graduation, and how their lived experiences inform their self-efficacy development. Scholars have previously posited, "student voice in service learning projects positively correlated with improved self-concept, political engagement, and tolerance" (Morgan and Streb, 2001). Within this context, voice is synonymous with students' self- reflection.

One-on-one semi-structured interviews were conducted utilizing a pre-printed protocol consisting of open-ended questions designed to elicit authentic responses, allowing the voice of the student to emerge in the narrative. Data was drawn from transcribed interviews. Manual data analysis and Computer Assisted Qualitative Data Analysis (CAQDA analysis) utilizing several modalities and incorporating multiple analytic qualitative and quantitative methods including: frequency counts, relational matrices, and similarity analysis were conducted to identify three primary code constructs: self-efficacy, altruism, and graduation requirement.

Utilizing the lens of culturally relevant pedagogy (CRP) of place (CRPP) grounded in critical race theory (CRT) to critically observe and present authentic interpretation of the lived experiences revealed through the students' narratives (Brown-Jeffy & Cooper, 2011; Solórzano & Yosso, 2002), three emergent themes were developed that contextualized the students' lived experiences and informed their understanding of the "purpose" behind their participation in service learning: 1) perceptions of student social and emotional development; 2) perceptions of student altruism; and 3) connection between service learning project participation and fulfilling the compulsory graduation requirement. The study revealed the evolutionary history of youth civic engagement, presenting the theoretical outline of how a citizen is constructed, and

explaining how research reflects African American students' "traditional" participation in service learning. Using a CRP lens, notwithstanding the extrinsic motivation of service learning participation through a compulsory graduation requirement, the lack of a culturally relevant curriculum with no connection to the students' lived experiences or home-community, still yielded African American students who reflected high self-efficacy, high altruism, and displayed intrinsic motivation towards philanthropy. Future research recommendations include conducting a longitudinal study and to make closer student home-community connections to the curriculum.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

ACKNOWLEDGEMENTS

CHAPTER 1

INTRODUCTION

Background of the Study

Service learning is traditionally defined as a form of civic engagement where students perform tasks or projects designed to promote community interaction and to develop a collaborative social relationship between community members, schools, and students, many of whom are also community members (Overall & Lane, 2012; Kahne & Middaugh, 2008; Gorham, 2005; Yates & Youniss, 1997). Within the context of being an engaged citizen, an outcome of service learning is for students to be able to "critically analyze" their own experiences as a result of participating in the "community politics" of identifying critical community needs, and forging, through a deliberative process, to identify social needs (Jamieson, 2013; Lenzi et al, 2012; Gorham, 2005). Additionally, through collaborative efforts, students are allowed to examine ideas, interact, and negotiate with other community members (Dallago et al, 2013; Gorham, 2005).

Much of service learning is theoretically constructed, designed to allow the student to engage in self-motivated service activities which hopefully, and often idealistically, have been organized to help students demonstrate understanding of how civic engagement is important in the larger scope of social integration and necessary in order to promote democracy (Kahne, 2008; Gorham, 2005). (*The terms: service learning, civic engagement, civic learning and community service will be used interchangeably. Although each term has a very specific meaning (see definitions), the core intent of democratic engagement, learning, and providing service to the community is imbued in each*). A core objective of service learning is to contribute to the overall social development of the student (Dallago et al, 2013; Ryan, 2012). Diana Ryan

(2012), Kathryn Borman, Spencer Cahill, and Bridget Cotner (2007), and Dilfuza Bahrieva (2006) proposed in their research that the motivation of volunteering is intrinsic in the development of a civil society, and can be attributed to philosophers such as John Dewey, who believed that in education reformation, hands-on education is significant in social development (Jamieson, 2013; Overall and Lane, 2012; Ryan, 2012; Rogers et al, 2008; Borman et al, 2007; Bahrieva, 2006). (Ryan, 2012; Borman et al, 2007; Bahrieva, 2006)

Eric Gorham's research proposes that "service learning enables students to critically analyze their own experience within a social context and allows students to engage in the social language of the community" (2005) Furthermore, research by Joseph Kahne and Ellen Middaugh reveals that "service learning enables students to critically analyze their own experience within a social context and allows students to engage in the social language of the community" (Dallago et al, 2013; Pearrow & Pollack, 2009; Kahne & Middaugh, 2008; Gorham, 2005; Yates & Youniss, 1997).

According to previous explorative inquiries on service learning, service learning is also supposed to be designed to enable students to critically analyze their own experiences as citizens within a socio-political context, and "chastens the student's understanding of political action, [because] experience in politics teaches possibilities inherent in political change" (Lenzi et al, 2012; Rogers et al, 2008; Gorham, 2005).   John Saltmarch affirms that students are more likely to have a sense of social responsibility, more likely to commit to addressing community or social problems in their adult lives as workers and citizens, and more likely to demonstrate political efficacy when they are engaged in structured, conscious reflection on their experience within the larger community (2005). However, Kahne and Middaugh surmise civic engagement is often wholly defined in a socio-political context, and overlooks student efficacy within the context of

2

service learning, often pervading the democratic structure (2008), but absent from the hegemonic design of community service learning, which traditionally has been intended as "an opportunity for policy makers to groom adolescents for citizenship" (Jamieson, 2013; Pearrow & Pollack, 2009; Hart et al, 2007). Within this context, there are a range of valid interpretations that suggest race and the socio-economic status of a student's community impacts civic opportunity and the socio-political experience the student is exposed to (Kahne and Middaugh, 2008).

Within an extensive 2001 research study on service learning, Kahne and Middaugh propose that more affluent students express that there is not a need to improve community, because they don't have any relevant issues. Moreover the research contends that students who are exposed to urban issues feel there is a need to be involved in government issues, but recognize "how they are economically situated" supports this (Jamieson, 2013; Wilkenfeld, 2009). The Hispanic American and African American students that were interviewed in the Kahne and Middaugh research live in urban areas, and express belief in democracy, but have voiced that the political system does work in some contexts, just not theirs (Kahne and Middaugh, 2008). The term urban communities will be used to identify densely populated communities within a large metropolitan city. The term urban has been inappropriately used to identify communities where the demographic structure is comprised primarily of African American and/or Latin American residents (Watson, 2015).

Middaugh and Kahne also reference Sanchez and Jankowski, and Junn who in their 2008 research, suggested that minority groups express civic engagement differently (Lenzi et al, 2012, Kahne & Middaugh, 2008). Their belief is that Hispanic American and African American students are involved in civic engagement directly, through protesting and direct communication, more so than their counterparts (white middle class students), who are participants in what is

viewed as government driven or "system directed" political involvement, resulting in minorities' involvement being mislabeled as "civic disengagement" (Kahne and Middaugh, 2008). For this research, a minority is defined as a non-white, specifically, an African American or Hispanic American. They further allege that although minority students are inclined to believe in democracy, they have no confidence that it benefits them (Kahne and Middaugh, 2008). Despite that impression, participation in volunteer efforts has increased (Gorham, 2005; Bekkers, 2008; Brown et al, 2007). This increase can be attributed to opportunities for civic engagement being implemented through schools, and bolstered by educators and politicians (Kahne and Middaugh, 2008).

Beth Rubin, Brian Hayes, and Keith Benson (2009) assert that documented evidence does not capture existing data that reveals that many minority students, in fact, *do* have concern for civic issues (Bekkers, 2008). The success of students who would have volunteered anyway because of civic involvement through parental or religious-based organizations have been documented, but Rubin posits that "consideration must be given to how students' experiences in society marked by racial and socio-economic inequalities become part of their evolving understanding of themselves as citizens" (2009). As such, René Bekkers believes that "it would seem sensible to study whether mandatory service learning programs actually increase civic-mindedness" by encouraging student to participate in service learning projects in which they otherwise would be engaged (2008).

Steven D. Brown, S. Mark Pancer, Ailsa Henderson, and Kimberly Ellis-Hale (2007) argue that orientations and patterns of engagement acquired in adolescence are important indicators of civic engagement in adulthood. On this, few disagree. Advocates point to a well-

established relationship between volunteer activity and a syndrome of dispositions and behaviors reflective of responsible citizenship. Again,

> "the evidence is strong and has been replicated in numerous studies (Eley, 2001; Janoski, Musick, & Wilson, 2000; Johnson, Beebe, Mortimer, & Snyder, 1998; Johnson-Kirkpatrick et al., 1998; Perry & Katula, 2001; Quall, 2001; Verba et al, 1995)" Perhaps most contentiously, proponents of mandatory programs suggest that this relationship between volunteering and dispositions is not simply the conventional one in which attitudes shape behavior but is one involving reciprocal causation" (p. 2).

Generally, students who have been interviewed about their beliefs concerning civic involvement, particularly the political and democratic process within community, do not express interest in being involved politically and do not see a connection between improving community and politics (Kahne & Middaugh, 2008). The study also revealed that the lower civic engagement is directly related to the social context in which students experience democracy, as well as their involvement within civic and political life (Kahne & Middaugh, 2008). Kahne and Middaugh's research further suggests that the context in which urban minorities experience civic engagement, though not interpreted through critical inquiry, reveals a remarkable difference exists between them and their white counterparts, and that the difference could be augmented with intervention by community and school (2008).

Jim Franke and Laurie John-Bagby posit the notion that African American students have negative stereotypical beliefs about politicians and do not support them as being representative of community (2005). This belief is furthered by the fact that cynicism and apathy causes students to retreat from civic participation (Sweeney, 2015). As such, many young people opt out of the political process, and do not participate because they believe their participation will not have an impact (Franke and Johnson-Bagby, 2005).

Students state that the stereotypical images of politicians viewed in the media do not reflect the person they wish to project (Kahne and Middaugh, 2008; Gorham, 2005; Franke and Johnson-Bagby, 2005). These students tended to be more involved in grassroots efforts that involve attending local meetings, as well as being involved in civic engagement directly through protesting and direct communication (Lenzi et al, 2012; Kahne and Middaugh, 2008). Additionally, Franke and Johnson-Bagby (2005) revealed that critics point out that distrust of government is a cornerstone of American politics, and that too much trust in government is usually an advantage to those who would like to rule unchecked. For this reason, dating back to the 1970's, there developed a growing sentiment among scholars and educators that young people need more civic education; the need continues today (Franke and Johnson-Bagby, 2005).

Brown et al (2007) posit that students are positively affected by being involved in service learning. They further assert that that orientations and patterns of engagement acquired in adolescence are important indicators of potential civic engagement in adulthood. This analysis has become the impetus for the development of compulsory or mandated service learning for many high school students.

Diana Ryan's *Education Reform, Past & Present* explains that there has been "a range of reactions regarding the movement of mandatory participation in community service" (2012). The Ryan inquiry details a 1991 Conrad and Heiden study highlighting the benefits of, and explains the efforts to increase community service participation by initiating mandatory graduation requirements for high school students. It further demonstrates how the effort to fulfill the Deweyan civic responsibility has only fueled "resentment and disdain" (Ryan, 2012) from many students who feel the requirement is intrusive.

Like many high school students across the country, high school students in the City of Chicago are mandated to fulfill a 40 hour service learning requirement in order to graduate (CPS, http://servicelearning.cps.k12.il.us/guidelines.html, December 13, 2011). This service learning mandate often goes unfulfilled until the last moment. Some educators and students voice that opportunities within their communities are limited or absent (CSSP, 2011).

For urban communities in the city of Chicago, which reflects the make-up of many urban communities across the country, opportunities for engagement are often mixed with grassroots agencies' objectives, along with the socio-political, economic, and geographic make-up of the environment (US Census, 2010). The political construction of service learning can impact the decision for students to want to actively participate in civic activities, and which, in many cases, can cause students to shy away from involvement. Attorney and author Sandra Sweeney (2015) reminisces:

> "not many of my student colleagues ever engaged in any form of politics or self-governing participation, during their adulthoods … there is a lot of apathy and distrust in politics and politicians, in my generation … I see this apathy continuing with our youth" (pg. 1).

As such, Sweeney (2015), Kathryn Borman, Spencer Cahill, and Bridget Cotner (2007) contend that high schools "offer the best opportunity to rekindle and reinforce civic engagement" (pg. 5, 2007).

Borman et al (2007) argue that community service, civic education, and service learning can be promoted by schools because "high school is viewed as the only place where youth have the opportunity to learn about and interact with other types of peoples and cultures, and the only safe space where youth engage in critical thinking in order to thoughtfully and critically express their voice" (pp. 5-6) Borman et al (2007) further contend that scholars believe if students are allowed to participate by volunteering and providing service, which does not "require

comprehension of larger social, economic or political policies and structures" (pg. 7), that "important opportunities for enhancing civic engagement" (pg. 6) can exist, offering a "promising future" which has been empirically documented in "a solid history [within] the work of John Dewey" (pg. 7).   This argument is supported by research that students are connected with places that provide memorable experiences and these "places of pedagogy" exist with the larger space of learning (Schubert, 2009); but as Stephen M. Fain and Judith Slater (2009) explain, learning that occurs within the public sphere, outside of the classroom, within community, can bolster an educational experience if it is purposeful.

Janet Kay (2009) suggested that students need opportunities to engage in learning-communities that both respect their individuality and support their involvement with others in mutually created learning experiences that nurture debate and challenge their thinking. This suggestion validates Henry Giroux's belief that in inculcating a critical pedagogy within the civic educational practices can permit "social transformation" that allows students to truly participate in the "renewing the sense of social and political agency" (Giroux, pg. 33, 2004).

Additionally, Mary Ryan (2008) posits that there exists a contradictory discourse among our youth concerning decision-making, and community. Today's youth are engaged in a self-actualization phase as Maslow's Theory of Human Motivation describes, with their primary intent being to fulfill those pleasurable "things" that *they* qualify as having agency(Green, 2000; Brown, 2007; Morgan and Streb, 2003; Pajares, 1997; Borman et al, 2007). As such, Christopher Green (2000) concedes the psychology of children's behavior would explain that the need for the student to have an orderly and predictable world being disrupted by the self-motivating style of community service learning, which at times, does not have structure or purpose. Frank Parajes (1997) furthers this belief through self-efficacy studies that suggest students would be less likely

to demonstrate effort, persistence, or resiliency because of lack of motivation. Similarly, Brown et al (2007) posit that the seemingly counter-productive goal of community service learning may pose a pro-social attitude of "social responsibility" that is not aligned with the beliefs of the student, and that as a Warburton and Smith's (2003) investigation revealed, "compulsory programmes are not the same as volunteering" (pg. 5); students forced to be engaged report feelings of exploitation, negativity, and little enthusiasm for future volunteer engagement.

Gail Hefner and David P. Warners (2011) propose that it is important to consider the specific strength and needs of students and the places they dwell. This proposition is founded on the basis that pedagogies are needed that reflect on place, because place as location, has value and meaning, and often offers a nurturing or spiritual connectedness to the student (Somerville, 2012; Heffner, 2011; Dillon, 2009; Green, 2007; Giroux, 2004).

In urban communities, where media portrayal and narrow research reveals that minority students are disengaged and that service to community is not a priority, research, although limited, reveals that student civic engagement and student sense of place and space within community is primarily framed around the relationship(s) they have developed with their peers, and close familial or community members (Rubin, et al, 2009; Gruenewald, 2003, Schubert, 2009; Slater, 2009; Kahne and Sporte, 2008).   Students, identified through their demographic and socio-economic statuses, have offered varying opinions regarding the benefits of service learning and how participation has assisted them in socio-political growth.

One may argue that the constructed experiences students have encountered through "traditional" educational hegemonic practices, and through conventional service learning practices have simply become pedagogical tools for perpetuating socio-political agendas (Fain, 2009; Gruenewald, 2003, Kahne and Middaugh, 2008; Kahne and Sporte, 2008). In fact, what is

often touted by educational leaders as an indispensable model that demonstrates preferred and acceptable social behavior, can also be viewed as a segue into developing a division of labor for culture capital that continues to perpetuate hegemonic values (Kahne and Middaugh, 2008; Gorham, 2005). These expectations, however, do not necessarily align with the goals and traditions of the community, or the goals and experiences of the student (Gorham, 2005, Kahne and Middaugh, 2008, Rubin, et al, 2009). As such, the context in which urban and minority students experience civic engagement has not been interpreted in research and offers a critical area for exploration (Kahne and Middaugh, 2008; Rubin et al, 2009; Jones, 2004; Barkley, 2009).

Research Problem

The problem to be explored in this study is the necessity to identify how urban African American students' lived experience shapes self-efficacy. David Callejo-Perez, Stephen Fain, and Judith Slater's (2009) research confirms that urban African American high school students who experience community within the construct of history and experience of the status quo seek to establish self-worth and identity despite social barriers, and exist within the construct of education that provides them with a place for opportunity, but does not fully support, nor guarantee the possibility of obtaining it. Limited research validates that student's lived experience impacts community engagement, especially when the engagement is compulsory, within the frame of service learning (Kahne & Middaugh, 2008). However, as William Morgan and Mathews Streb explain, when students are allowed to "have a voice" in their learning, by making decisions, being actively engaged in the decision making processes, and deliberating and collaborating with other stakeholders, not just with other students, they are more inclined to be effective participants (Morgan and Streb, 2001).

Critical analysis of student voice and community participation and what mitigates self-motivation are areas of discourse that have not been explored. Such discourse would explain the fact that theories of self-determination, which are often enacted by educators based on their own beliefs and which provides the frame in which students are taught how to engage in community service learning. As Kenneth Brown (2007) explains in *Theoretical Reflection of Service Learning*, such participation does not generally allow students to have autonomy, develop competence, or discern relatedness, the three basic and universal human needs and the basis for intrinsic motivation (Toshalis & Nakkula, 2012; Morgan and Streb, 2001; Ryan and Deci, 2000).

Purpose of the Study

Urban African American high school students' participation in civic activities has been documented since the inception of student service learning. Much research reveals that when the student body is diverse, students are less likely to have open discussion about socio-political issues and how they feel impacted by it (Levine, 2007), perhaps accounting for the limited data available specifically on African-American students and service learning. Additionally, as Roberta Levitt (2008) explains, Foucault's pedagogy for educational reform suggests "an agenda in education must include respect for the student's culture and interest" (pg. 47). There undoubtedly must be research that debunks the belief that urban African American youth are not civically engaged and are only concerned with the fulfillment of self. The proposed study can offer a critical analysis into how the development of identity through a place- based pedagogy impacts the urban African American high school student's sense of civic responsibility and constructs potential future success.

Significance of the Study

Mary Ryan (2012) asserts that if students do not have a voice in service learning activities, they do not connect with them. As such, there exists a need to critically examine the student voice within that experience, how the student reflects on the service learning experience, and specifically how that lived experience impacts student meaning making as it relates to self-efficacy development. This research can elucidate the lived experiences of the African American high school student in mandated service learning projects by offering meaningful data that confirms whether students participate in service learning projects for more than the fulfillment of a graduation mandate (Brown et al, 2007).

Chapter Two presents a review of literature that provides a detailed discussion about the evolutionary history of civic engagement for youth, a brief theoretical outline of how a citizen is constructed, and attempts to explain how research frames the experience of the African American high school student. It will further detail how African American students have been impacted by the implementation of a mandatory service learning requirement within the context of school and community, especially as it relates to their self-efficacy development.

CHAPTER 2
LITERATURE REVIEW

The purpose of this literature review is to present the reader with the evolutionary history of civic engagement for youth, a theoretical outline of how a citizen is constructed, and to explain how research frames the African American high school student who has been impacted by the implementation of a mandatory service learning requirement within the context of school and community as it relates to their self-efficacy development. Additionally, the reader will be informed on the subject of how the African American student constructs civic engagement within their urban living space of experience. The expectation of this review is to inform the reader that traditional data measures do not always align with the type of analysis needed to glean valuable and meaningful information that informs the greater body of identity and self-efficacy research concerning African American high school students within the context of civic engagement. This research focuses on a high school in the City of Chicago, where its student population is African American, mandated to fulfill three service projects and a minimum of 40 hours of service in order to graduate (CPS, 2011)

Discussions about student participation in student service learning are stated as a curricular objective, but students state that their voice is often silenced by "hegemonic-normative practices of the school decision-making processes" (Taylor, 2009). Within the context of an urban community, students have voiced that they do not feel a connection with the objectives of service learning, because the objectives are not derived from within their social-context.

The historical context of the African American student and their involvement in service learning has been, "Black students are least likely to participate in voluntary service learning" (Kupchik & Catlaw, 2015, pg. 114). Kahne and Middaugh (2008) cite Cohen (2006), who

argues "the social context of civic engagement [specifically] urban African American youth can be seen as they interact daily with schools, and police, and social services" (pg. 12). The democratic and collaborative context that schools frame as the basis for civil engagement may be unfamiliar to the urban African American student (García-Bedolla, 2010; Kahne and Middaugh, 2008). Thus, the socio-economic status of the urban African American student may limit the socio-political experience the student has been exposed to, resulting in a "disjuncture between the civic ideals of [school and government] and the students' daily lives (Rubin et al, 2009). As a consequence, the lived experience of the African American student, "the context of which has not been fully interpreted in research" (Kahne and Middaugh, 2008), and how the students "make meaning from life's experiences …, are often not considered in studies designed to evaluate their civic engagement" (Rubin et al, pg. 220, 2009). This argument will later be used in the formulation of the theoretical framework that guides this study.

Gail Heffner and David Warners (2011) determined that "it is important to notice and consider the specific strengths and needs of the people and the places [they] dwell (pg. 3). Likewise, Rubin et al (2009) posit that research must reflect consideration of "how student's daily experiences in society marked by racial and socio-economic inequalities become part of their evolving understandings of themselves as citizens". The following sections outline this citizen construction through explaining how service learning evolved, and the place the African American student has in its evolution.

Evolution of Service Learning

John Dewey's ideas are thought to contribute to the foundation and development of the present focus on service learning. American Academy of the Arts & Science Fellow, Kathleen Hall Jamieson (2013) quotes Dewey (1915), who stated, "democracy has to be reborn anew

every generation, and education is the midwife". Jamieson's 2013 essay on 21st Century

challenges to civic education asserts that Dewey's quote is consistent with reformation needs of

today's civic education programs (Jamieson, 2013). Further, Jamieson's essay expounds on how

the nation's Founding Fathers constructed government and suggested that a core necessity of

United States was to develop a "common education of a portion of our youth", and that "a

primary object of such a national institution should be the education of our youth in the science

of government" (2013). Battistoni (1997) defends this line of reasoning:

> "when democratic citizenship is at the foundation of a community-based learning
> experience, students come away feeling more a part of their communities, and
> with a better and more critical understanding of these communities and their own
> roles in them" (pg. 150).

Borman et al (2007) affirm that advocates of experiential learning believe that the apathy

that exists in "chalk and talk" classrooms can be overcome by allowing students to engage in the

real-time, real-world opportunities civic engagement allows. Janet Eyler (2002) posited that

Dewey (1938) "saw the link between the process of learning and democratic citizenship, those

educative experiences which immerse students in worthwhile activities in the community and

that provoke curiosity and commitment to continuous inquiry" (pg. 520).

Dwight Giles and Janet Eyler made one of the most extensive inquiries on Dewey's

influence on and advocacy for service learning. Giles and Eyler's 1994 article notes that the

actual term "service learning" is based on a 1967 work by Robert Sigmond and William Ramsey,

to provide *conceptual clarity"* for the "experiential related phenomenon" (1994). They further

surmise that the core premises inferred behind the Deweyan theory-based root of service learning

is "how learning takes place, what the learning is, and the relation of learning to action" (pg. 79).

Carol Kinsley (2007) acknowledged that what is key to community service learning is

connecting learning and living. Service learning advocates, including research institutions,

municipal School Boards, and academic scholars affirm what the New York State Education

Department's inquiry on service learning states, that:

> "service learning breaks all barriers in our education system…integrates all ages, races, cultures, ability levels, and social strata, and allows students to gain self respect, empathy , and civic responsibility (NYSED, pg. 3, 2012).

Kinsley (2007) affirmed Alex de Tocqueville's (1835) postulates in *Democracy in America,*

which revealed that "citizens helping each other" (pg. 1) is a core distinguishing characteristic of

U.S. culture and democracy.

Construction of a citizen through service learning

A resonant theme of service learning is the construction of a citizen through community

engagement. Democracy and civic engagement are the main foci. Concise definitions that frame

the contextualization of democracy and civic engagement are therefore very important.

Western Carolina University's Glenn Bowen (2010) provides specific definitions for

engagement terms that are frequently used, some interchangeably. Bowen (2010) posits that the

terms civic engagement, community engagement, and service learning are used synonymously,

but erroneously. He therefore offers the following definitions coined from noted organizations

and scholars:

> "Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that motivation." (Ehrlich, 2000)
> Community engagement – "Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." (Gelmon et al, 2005)
> "…a course based, credit bearing educating experience in which student (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility." (Bringle and Hatcher, 1995)

The overarching goal to develop citizens that are civically engaged necessitates a concise understanding of their similarities within a scaffolding mold, a purpose that is often overlooked in the implementation of service learning programs. Joseph Kahne and Joel Wertheimer (1996) posed questions regarding the purpose of service learning early in its early mandatory implementation within the schools. Additionally, Eric Gorham (2005) recognized the importance of the "political" in the implementation of service learning, and understood that service learning allowed for "a more authentic reflection of the discussion concerning students experience within the space of community", believed that despite the popularization of service learning, "its educational intent has not been fully recognized." Eyler (2002) furthers this belief, expounding on Dewey's (1938) early exploration of linking "the process of learning and democratic citizenship" with "educative experiences...which immerse students in worthwhile community activities…that provoke curiosity and commitment" (pg. 520). As García-Bedolla, (2010) infers, one begins to perceive the underpinnings of developing citizens.

The Corporation for National and Community Service (2006) confirms that youth, through being involved in service learning, "become active members of society", characteristic of citizenship. Jerry Morris (2012), *in Preparing Students for Service Learning and Civic Efficacy Projects*, adds that in the wake of post 911, there needs to be a push beyond mere service (Retrieved September 21, 2012 http://learningtogive.org/resources/preparing students.asp?print=yes). Morris (2012) contends that the service learning projects students engage in should be "connected to civic engagement/activism, allow the students to make informed and reasoned decisions, and act responsibly on their own knowledge and convictions". Similarly, Yan-Wing Leung (2003) rationalized that "even a very short service learning with

weak integration with subjects could have a significant impact on learning and development of citizenship".

Finally, within this same vein of understanding the how service learning aids in the development of citizens, Kathleen Hall Jamieson (2013) offers one of the most concise and current rationalizations of service learning and citizenship development. Jamieson's (2013) adjunct to the body of knowledge about Dewey's (1938) contribution to the development of service learning reflects that there exists direct connection between concern for government and a good citizen. She offers that the connection has been validated because reform efforts are high, that "data reveals that schooling in civics and other cocurricular activities are associated with increased knowledge of the U.S. system of government and heightened participation in democratic activities such as voting" (pg. 65). As such, like throughout much of U.S. history, the push has been for government to ensure "the countries' democratic ideals" (Jamieson, pg. 65, 2013) through civic participation from our youth.

The decline of civics education, even in the midst of No Child Left Behind (NCLB), has prompted resurgence by the Carnegie Corporation (2011) to make civics a priority to ensure that students:

- Are informed and thoughtful

- Participate in their communities

- Act politically

- Have moral and civic values

These beliefs, as Jamieson (2013) relates, were introduced by U.S. forefathers, and early presidents who were concerned with developing a universal social standard to ensure patriotic and democratically engaged citizens. Jamieson further reflects on a 1796 speech, where

President George Washington stated these social standards would aid in the development of "those who are to be future guardians of the liberties of the country" (Jamieson, pg. 67, 2013). This would eventually lead to the development of the public education school and set the tone for "de-classifying" citizens, including African Americans, but the African American citizen's civic experience qualifies differently.

Citizenship and the African American Student

The historical context in which African American students have been engaged in citizenship is often framed around slavery (Gates, 2012: Eyerman, 2002). Henry Louis Gates Jr. (2012) offers that within a historical context, "despite the historical barriers to their participation in civic life, African Americans continued to strive for a full share of the American dream" (pg. 2) during the post-slavery era. Gates (2012) states that according to Frank Samson:

 "African Americans have repeatedly "made a way out of no way" by building key institutions and organizations in both rural and urban communities … [despite] the inconsistency between the proclaimed ambition of American democracy and the reality of frustrated efforts to bring African Americans into the mainstream" (pg. 2).

Gates (2012) further explains that Michael Dawson perhaps offers a more complete and holistic view about African Americans and the historical context of their evolving citizenship:

Civil society [is defined] as the "space between society and the state" … "historically, American civil society has been shaped by racial order, which has distributed life chances disproportionately" [to African American citizens] … [Gerald Jaynes offers] that during Reconstruction, [there existed explorations]concerning the foundations of black economic citizenship in the post-slavery era, identifying the difficulties of black communities and white policy makers in determining the new status of black citizens ... [As such], one avenue to equal citizenship for African Americans … was military service … Military service is the most demanding obligation for which citizens of democracies have been responsible (pp. 5-6).

Sarah Boyd (2016) challenges her students to think about "the struggles of the not so long ago past, of the men and women who in some cases lost their lives, so that they can enjoy the rights of citizenship" (pg. 1), and to study the roles [of] African American political organizations

and their part in the struggle for African Americans in the effort to be treated as US citizens. As such, Boyd (2016) and other scholars recognize the need to impart civic education that explains the lived experiences of African Americans, and the impact this has had on the construction of their citizenship.

Beverly Gordon (1995) posits, "[the] students, must be taught civic courage and encouraged to critique the existing society "against its own claims" about its own values and what it claims to have achieved". Ideas about community are not connected between home environment and schools, as such there is no place of importance. Discussions about service learning and citizenship with African American youth has revealed positive expressions of service to home, and to community, but offers no connection to improvement of community and politics (Kahne and Middaugh, 2008).

Jonathan Kozol's (1991) *Savage Inequalities* reveals the experience many children in East St. Louis, IL contend with. It mimics the unspoken stories of so many African American youth in the United States:

> "Gifted children, says Dr. Parks, "are everywhere in East St. Louis, but their gifts are lost to poverty and turmoil and the damage done by knowing they are written off in their society. Many of these children have no sense of something they belong to. They have no feeling of belonging to America" (pg. 33).

Narratives such as this imbue the dialogue given by African American children who, like many American students, are required to participate in service learning and other mandatory civic activities designed to increase citizen participation and democratic engagement, social activities of which African Americans had historically been barred from engaging in. Rubin et al (2009) offer similar conjecture. They believe there is a great disjuncture between the daily lives of the African American students and the "civic ideals of the United States" (2009).

Research on service learning outcomes and African American students reveal different results. Lamont Flowers (2007) posits that his research revealed African American student engagement in community can have positive affects, but that these are often in service related activities that are faith-based, in food pantries, or tutoring (Kahne and Middaugh, 2008). Rubin et al (2009) agree that "research supports, but documented evidence does not capture, the numbers that reveal many [African American] students do have concern for civic issues" (pg. 214). As such, "the [African American] student's meaning making from life experiences shaped by violence and inequalities are often not considered in studies designed to evaluate their civic engagement" (Rubin et al, pg. 220, 2009). Moreover, Rubin et al (2009) contend that "how [African American] students interpret their identities within community is a contextual construct, forged by school and classroom practices, as well as, their civic engagement" (pg. 220).

From volunteer to compulsory: Mandating service learning

Ryan (2012) postulates that "youth participation in volunteerism has fluctuated, resulting in a growing number of high schools requiring them to complete a certain number of service hours in order to graduate" (pg. 1). Bahrieva (2006) also acknowledges this and proposes that "each generation has a motivation to volunteer, and that youth exposed to volunteerism at an early age tend to develop a life-long practice of volunteering" (pg. 38). Stephen Brown (2007) asserts that in efforts of promoting good citizenship, service learning "[aids in] civic responsibility, [develops] social connectedness, [provides] attentiveness to public life, and [creates] a willingness to contribute to society's collective goals" (pg. 3).

Scholars agree that student participation has consistently decreased. Borman et al (2007) reveal that "today's youth (aged 15-24) are the most likely to be disengaged from public life when compared to older Americans and to young people of past generations. Franke and

Johnson-Bagby (2005) add that "many young people may opt out of the political process, not participating because they believe they can have no particular impact". Citizenship, it appears, has become optional. Jamieson (2013) asserts that this may be due to several challenges that exist given the quality and accessibility to civic education, especially for African American students, and as Hilary Silver (2010) proposes, "marginal groups need equal capacities to participate" (pg. 455).

Ryan (2012) postulated that in response to declining youth participation in volunteerism, high schools began to require students to complete service hours in order to graduate. Carol Kinsley (1997) adds that "service learning is a way to help our young people grow individually and as members of society." Robert Rhoads (1998) also postulated that it is an "increasing interest in service [to] reflect to a large degree a concern that institutions of higher education be more responsive to society and that higher learning in general ought to have a greater relevance to public life." Rhoads (1998) further asserted that a social good could be achieved through the implementation of community service. Franke and Johnson-Bagby (2005) add that the "growing sentiment among scholars and educators [is that] young people need more civic education; this is because of a precipitous decline in civic participation and interest that began in the 1970's and continues" (pg. 250).

Particularly for African American students, Miranda Yates and James Youniss (1997) demonstrated in *Community Service and Social Responsibility in Youth* that "identity development requires stepping into history by adopting a respected ideology that connects youth to other generations, gives meaning to present experience, and provides hope for the future". Additionally, Yates and Youniss (1997) posit that past practice of excluding youth from engagement in society has resulted in the need to reverse this practice and to "give youth

firsthand experience and socialization as the next generation of democratic citizens" (pg. x). They further state that students have become political agents, the potential outcomes of mandating service, rather than just creating students who are compliant students (1997).

Scholars equally disagree with mandated service learning. Ryan (2012) explains that a marked drop in youth participation (drops to 13.5 percent), "a heightened urgency for youth engagement increased, and although the incorporation of service learning into the school curricula occurred, students were mandated to participate, and did so with "resentment and disdain"". Furthermore, Gorham (2005) argued, the "educational intent of service learning has not been fully recognized, and that forcing students to utilize service learning pedagogy to learn political concepts does not allow for authentic engagement to develop understanding through critical analysis of the process". Jamieson (2013) contributes to the issue when she reveals that in light of the 2007 NCLB amendments, despite the "long-lived perception that education should increase civic knowledge and enhance the capacities of citizenship, it is surprising that Title I of NCLB did not list civic education as a priority."

Service Learning Pedagogy: Civic and Critical

Service learning as pedagogy and from a critical perspective is a challenging proposal. A civic pedagogy is a teaching methodology that contextualizes learning within the frame of service learning. Peter Levine (2007) reports that an important aspect of civics and academic engagement is for students to be able to talk about the process of being civically engaged, as well as talking about the experience itself. From a Freirean perspective, civic pedagogy should be critical, and transformative, allowing students to discover empowerment from the freedom to "engage actively in shaping and sharing their lives" (Levitt, pg. 56, 2008). Fischman and McLaren (2005) further explain that

"a critical pedagogy problematizes the relationship between education and politics, between sociopolitical relations and pedagogical practices, between the reproduction of dependent hierarchies of power and privilege in the domain of everyday social life and that of classrooms and institutions" (p. 1).

This political act, Henry Giroux (2004) explains, within the milieu of civic pedagogy, allows students the opportunity to make meaning from their experiences, both in the classroom and the community. Within this same frame, Mary Breuing (2011) conveys that democratic social values, which are transmitted to students, can be realized by the students themselves within the context of their service learning, and when critically analyzed by their educators, is seen as a meaningful contribution. However, student service learning participation must move beyond just being active, it must also include student's offering a critical perspective of the process and outcomes (Parker-Gwin and Mabry, 1998; McManus and Taylor, 2009; Brandes and Randall, 2011).

Contextualization of Service Learning

Within the framework of service learning, how students contextualize experience within the interaction is extremely important in critically evaluating achievement. Lorenza Dallago, Michela Lenzi, Douglas D. Perkins (2012) espouse that student participation in service learning should be collaborative, where the students are active participants in formation of their own academic development.

A 2009 study conducted by the Center for Information and Research on Civic Learning and Engagement revealed that when examining various aspects of a student's civic development, the whole student, which encompasses family, peer, school, and community, should be considered (Wilkenfeld, 2009). Scholars such as Yates and Younis (1997), Kahne and Middaugh (2008), and Rubin et al (2009) concur that understanding the contextualization of a student's daily experience can impact how educators make sense of the student's service learning

experience. Barkley (2009) explains that how we experience the environment and how we remember it are emotional processes that define out important places and largely influence our preferred planning outcomes. Barkley further explains "the power of the lived experience perspective is realized in a democracy defined by identity politics, where place meanings may serve to critically nuance communication among individuals speaking for their affiliate interest engagement" (2009).

Yasser A. Payne, Brian C. Starks, and LaMar R. Gibson (2009) offer an explanation on the importance of context by providing a comprehensive perspective on how this relates directly to an often difficult task for social scientist: the framing of the educational experiences of street-life oriented black boys:

> Social–structural systems (economic, educational, political, criminal justice system, and others), the institutions that represent them, and the gross inequalities that these systems and institutions produce deeply affect the lives and decisions black boys make. Understanding the use of a street identity within and from the standpoint of black boys in high school can prove to be useful and informative to educators and scholars who genuinely seek to reach them.

A 2010 Woodrow Wilson International Center for Scholars report similar data for Latino immigrants who are civically involved; "the context that [they] face in their local communities helps shape the way and the extent to which they become active participants in public life."

Michela Lenzi, Alessio Vieno, Douglas D. Perkins, Massimo Santinello, Frank J. Elgar, Antony Morgan, and Sonia Mazzardis (2012) offer an opposing narrative to that of marginalized students in an inspection about students with affluence and their involvement in service learning, where research affirms the "importance of family, school, and neighborhood contexts for the development of civic engagement in adolescence" (pg. 208). Lenzi et al (2012) posit that there exists a "need to study contextual correlates of civic engagement…in greater qualitative depth in

order to gain a better understanding of the psychological processes through which social contexts influence adolescent development" (pg. 208).

Pedagogy of Place and Space

David M. Callejo Perez, Stephen M. Fain, and Judith J. Slater (2009) presented an anthology, *Pedagogy of Place*, which explains the contribution place and space add to service learning research. They speculate research demonstrates that students are connected with places that provided memorable experiences, like school, and peer hangouts. Similarly, Edward Diden (2005) believes that "pedagogy of place brings school and community together on a common pathway dedicated to stewardship and life-long learning" (pg. 1). It's these locations, those places of pedagogy that exist within the larger space of learning.

Callejo-Perez et al (2009) explain that space is realized as place when its potential is recognized, and its framework is actualized by an intended use, whether by one who is actually engaged or by one who has designed the place for a specific purpose (2009). Callejo-Perez et al (2009) surmised that the possibility of public space is defined by its intended use, whether to be available for community transcendence or to perpetuate a hegemonic agenda. They further surmised that public community space can also "represent a hegemonic, structured space in which the student must gain the trust of the community participants, of its leaders, in order to fully engage in the democratic and deliberative process of becoming a member or participant" (pp. 42-43).

David Greenwood (Gruenewald) (2008) avows Stephen Haymes' (1995) assertion that how one is situated, and the context in which one "is" or exists, is a spatial construct, defined by the affect of where one is physically positioned. Place, within this frame, becomes a critical construct because it focuses attention on analyzing how economic and political decisions impact

particular places (Greenwood, 2008). In other words, as DeLind and Bingen (2008) expound on

Gieryn's (2000) definition:

> Place is the ground that integrates the natural and the cultural, the individual and
> the collective, the sensual and the political. At the same time, it is equally
> important to be aware of the multiple and often less-than- obvious ways in which
> the ''daily routines'' of a place exclude and segregate categories of people, as
> well as extend or deny life-chances to different groups" (pg. 131).

> Monica Green (2007) contends the following as she expounds on Sanger (1997) and what

place means:

> "The use place in educational contexts not only provides students with knowledge
> and understanding of a particular place, but also communicates that the land has
> value, that the student's experience outside the classroom has value, and that
> student's own personal knowledge has value" (pg. 3).

Aaron Morehouse (2008) further declares that:

> ""a critical pedagogy of place recognizes the multiplicity of oppressions within
> our communities and the fact that issues of gender, race, power, privilege, and
> class fall on a continuum that must be approached and understood at a community
> level" (pg. 694).

Margaret Somerville (2012) furthers Gruenewald's (2003) belief, stressing that "place is

profoundly pedagogical and teaches us about how the world works, how our lives fit into the

spaces we occupy. Further places make us occupants of particular places with particular

attributes, our identity and our possibilities are shaped" (pg. 338). Somerville (2012) also

expounds on the meaning making of place, which she states, through stories "place brings nature

into culture and ascribe meaning" which is "radical, transformative, and challenging".

John Kitchen's (2009) philosophy of pedagogy of place is founded on a situated

pedagogy. Kitchen (2009) argues the relevancy of pedagogy of place as a situated pedagogy

because:

> "a situated pedagogy attends to place, not only as the focus of student inquiry or
> academic study, but as the spaces for performance action, intervention, and

perhaps transformation.   As such, education moves beyond schools to their communities as students participate in remapping their material and curricular landscapes" (pg. 1).

Such a philosophy is important, especially in the lived experiences of urban African American students.

As Callejo-Perez et al (2009) suggest, there exists an analogy of how there is a "concern with place and past, especially regional and racial identities and today's today's African American youth" (pg. 179). The belief is that they are connected by what they perceive is their place, within a given space, in relation to those they have a personal relationship with. Additionally, Joseph Flynn, Andrew T. Kemp, and David Callejo Perez (2009) state "because many students find the content of schools lacking relevance, the study of local place can be used as a spring board to student engagement" (pg. 137). Connections with commonalities such as music, hangouts, etc., are all important in how African American youth identify, and frame their personal relationships (Perez, 2009). In race *Culture, and the City: Pedagogy for Black Urban Struggle,* Stephen Haymes (1995) offers the foundation for Gruenewald's (2008) pedagogy of place postulate. Haymes (1995) hypothesizes that there needs to be pedagogy of place based on "spatial concepts of contemporary critical social theory" because of how one is situated affects how history is constructed. Haymes (1995) attributes place within the context of how significant the meaning making of space is within our identity formation. Space is important when its function or purpose is defined. It's that purpose or construction that makes space a place (Haymes, 1995).

Student identity, motivation, and self-determination

Brown (2007) presents research that supports a direct correlation between the fulfillment of the basic needs and personal satisfaction, the results of which can be substantiated as relevant

to social learning. Morgan and Streb (2003) suggest that when students participate in service learning projects in which they have ownership, they become more engaged in the classroom and also build an appreciation for civic values.

According to Rubin et al (2009), "Young people make sense of their identities as civic beings through the particularities of their experiences as members of specific communities" (pg. 214). Miller (2012) agrees with pioneering scholars who believe that "urban children's educational growth and development is significantly affected by wide-ranging outside-of-school dynamics."   As such, student's meaning making from life experiences shaped by violence and inequalities are often not considered in studies designed to evaluate their civic engagement. How students interpret their identities within community is a contextual construct, forged by school and classroom practices, as well as personal life experiences (Rubin et al, 2009).

Jones and Abes (2004) agree with the consensus that a growing body of research demonstrates the relationship between identity development, the development of citizenship, and the pedagogy of service learning. Although some evidence suggests that service learning influences students' identity development, at least in the short term, the enduring influence of service learning on the development is limited (Jones and Abes, 2004).

Within the frame of academic achievement among African American students, disidentifcation or "the lack of a significant relation between a student's view of his or her academic abilities in comparison to peers and the student's academic outcomes" (Cokley et al, 2012), "does not impact their academic self concept and these students will theoretically not be motivated to perform well academically" (Cokley et al, 2012). Rubin further proposes that prevailing research demonstrates that "in-school and out-of-school civic experiences suggest a "typology" which based on Maslow's hierarchy of needs, Green (2000) adds, explains that once

the motivation diminishes and gratification is fulfilled, the need no longer persists. In this case, students who do not feel a "sympathetic connection" with those they are providing service to or with, are not prone to identify or relate to them, thus lacking any motivation to be engaged (Brown, 2007).

This same belief is relevant to service learning pedagogy. Brown (2007) states that a self-determination theory purports that if the three basic and universal needs are fulfilled: autonomy, competence, and relatedness, then students can feel a sense that they are in control of their behavior, capable of achieving their goals, and feel a connection with others.

Student self-efficacy

Motivation constructs are correlated with self-efficacy beliefs. Frank Parajes and Dale Schunk (2001) present Bandura's (1986) self-efficacy generalities based on the social learning theory. Bandura stated:

> "how people behave can often be better predicted by the beliefs they hold about their capabilities, which he called self-efficacy beliefs, than by what they are actually capable of accomplishing, for these self-perceptions help determine what individuals do with the knowledge and skills they have" (pg. 2).

Self-efficacy is concerned with beliefs of personal capability, judgments of one's capabilities to perform given actions (Kirk, 2011). Self-efficacy can have an impact on everything from psychological states to behavior to motivation, and can play a major role in how you approach goals, tasks, and challenges (Cherry, 2001; Cherry, 2007). Bandura (1986) wrote:

> "Perceived self-efficacy contributes to the development of subskills, as well as draws upon them in fashioning new behavior patterns. People with high efficacy build more skills through their continued effort; people with low efficacy inhibit and retard the development of needed subskills" (pg. 395).

Beliefs of personal competence also help determine the outcomes one expects, and individuals who are confident anticipate successful outcomes (Parajes and Schunk, 2001).

Within the context of service learning, high self-efficacy can be a predictor of achievement and reflect the motivation of the learner. Parajes' (2002) *Self-Efficacy Beliefs in Academic Contexts: An Outline* reveals that efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. They further asserts that according to Bandura,

> "how people behave can often be better predicted by the beliefs they hold about their own capabilities than by what they are actually capable of accomplishing, for these self-perceptions, which he called self-efficacy beliefs, and it helps determine what individuals do with the knowledge and skills they have" (pg. 6).

The higher a person's sense of efficacy is, the greater the effort, persistence, and resilience on the learner's part.

Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in a task, and, ultimately, the level of accomplishment they realize. A strong sense of efficacy enhances human accomplishment and personal well-being in countless ways. As a result, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally attain. For these reasons, Bandura has argued that "beliefs of personal efficacy constitute the key factor of human agency" (Parajes, pg. 9, 2002).

John Barrell (1995) contends that personal efficacy also means taking control of one's destiny. Because learning in schools is traditionally dominated and controlled by adults, students seldom make decisions about their own learning (Barrell, 1995). Parajes and Schunk (2001) offer one of the most comprehensive explanations to Bandura's (1977) social learning theory. Self-efficacy beliefs are especially sensitive to contextual variation in a particular task or activity. Parajes and Schunk (2001) contend:

Self-efficacy judgments… focus on the specific ability to accomplish a particular task; hence, comparative information does not play a prominent role. Self-efficacy theorists contend that self-efficacy judgments are also heavily influenced by social comparisons... social comparative information is also critical to the development of confidence, particularly when one is developing self-efficacy beliefs about unfamiliar tasks. In these cases, watching how models or peers succeed or fail at these tasks provides just the sort of information that helps create self-efficacy beliefs (Schunk, 1981, 1983a, 1987; Schunk & Gunn, 1985; Schunk & Hanson, 1985).

Self-efficacy beliefs influence self-regulatory processes such as goal setting, self-monitoring, self-evaluation, and strategy use ((Zimmerman, 1989, 1990, 1994; Zimmerman & Bandura, 1994; Zimmerman & Martinez- Pons, 1990). Self-efficacious students embrace more challenging goals (Zimmerman et al., 1992). Students with high self-efficacy also engage in more effective self-regulatory strategies at differing levels of ability, and self-efficacy enhances students' memory performance by enhancing persistence (Bouffard-Bouchard, Parent, & Larivée, 1991). Additionally, students with similar previous achievement and cognitive skills may differ in subsequent achievement as a result of differing self-efficacy perceptions because these perceptions mediate between prior attainments and academic achievement. As a consequence, "such performances are generally better predicted by self-efficacy than by the prior attainments" (pg 6-7).

Parajes & Schunk (2001) further explains that Bandura's (2001) believes, "Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative" (pg. 13).

Student voice

In Tyrone Howard's (2001) *Telling Their Side of the Story "*an African American 2nd grader was quoted as stating, "We never get to tell our side of the story"" (pg. 132). Howard (2001) asks, "Why are their voices and viewpoints so blatantly omitted?" (pg. 132)

Joseph Wallin (2010) explains that "voice, it would seem, plays a pedagogical role that points to something other than the simple transmission of information" (pg. 95). From this interpretation, voice is a "transparent reflection of consciousness" (pg. 96), and "the excess of attempts at meaning-making, and perhaps why, in educational institutions, the voice is the locus of anxiety" (pp. 107-108). The voice, framed within a culturally relevant pedagogy, as Evelyn

Young (2010) describes, "validates the students' life experience, utilizes their culture and history, promotes collaboration among peers, hold high standards, and connect home life with school experience" (pg 249).

In Morgan and Streb's *(2001) Building Citizenship*, within the purview of service learning, a direct relationship is inferred between voice and civic engagement. The authors agree that future exploration of the causal relationship between service learning and attitudes (self-efficacy) in youth and that their research revealed that "student voice in service learning project positively correlated with improved self-concept, political engagement, and tolerance" (pg. 154). In this context, voice is synonymous with reflection, meaning students' reflecting on their participation, and the transformation, if any, they have undergone.

Carol Taylor and Carol Robinson (2009) further this belief. Taylor and Robinson (2009) argue that more importantly that "and perhaps more worryingly, is the fact that student voice has most often been allied to agendas around school improvement means that in the 'present performance-dominated climate' student voice might be co-opted to produce 'surface compliance' rather than deeper modes of reflection and engagement" (pg. 163). The idea of student voice and reflection within the frame of service learning participation and the construction of a democratically and politically engaged student is fully explored by Morgan and Streb (2001), as they expound on earlier scholars interpretation of the same:

> The primacy principle holds that political attitudes are learned early in life and that these attitudes are relatively lasting throughout life (Hess and Torney, 1967; Easton and Dennis, 1969)…With service learning, there are also intentional efforts to make the attitudes more persistent and relevant through the attempts to create one-on-one interactions with other people as well as to anchor these experiences through reflection.
>
> The structuring principle also assumes that the orientations that are developed early will persist. These political attitudes will structure the information that we receive later on in life (Searing, Schwartz, and Lind, 1973). In other words, new

information will be processed and filtered through the political schema that was established as a young adult… (pg. 157).

In order for the service experience to be effective in boosting civic involvement among the participants, service learning programs must have the students involved in leadership positions, directing the project themselves rather than having the teacher administering the project; students must have a voice in the process (pg. 158).

When students have real responsibilities, challenging tasks, helped to plan the project, and made important decisions, involvement in service learning projects had significant and substantive impacts on students' increases in self-concept, political engagement, and attitudes toward out-groups (pg. 166)

Discerning whether or not service learning and its intent is fulfilled can only be fulfilled through dialectical discourse with the learner, the student, who can, through his or her own narrative, explain the impact the service learning experience has had on them. It is this very ideal that necessitates the exploration into the voice, the lived experience, the narrative of the student mandated to engage in service, especially when the socio-cultural context in which they experience service learning is often detached from or far removed from the "boundaries shaped by the [educators'] contextually situated life stories (Turniasky et al, pg. 40, 2009).

Summary of the Literature

Meaning making of the lived experience for the African American student in student service learning has not been explored through their voice (Kahne & Middaugh, 2008; Taylor & Robinson, 2009). Although research does demonstrate the positive influence service learning has on students in developing collaborative skills through democratic and political engagement, it does not speak to the students' personal narrative, or the socio-cultural context of their involvement.

Service learning has transformed into a vector for citizen construction. Although the intent of service learning to develop students into engaged community members within the scope

of the service learning project has been recognized as marginally successful, the full educational intent of service learning has not been acknowledged.

Additionally, the construction of citizenship and its service learning pedagogy does not take into account the lived experience of marginalized groups of students (Rubin, 2007). The African American student in particular contextualizes service differently, and this difference, within the context of their lived experience, is an area of research that has not been fully explored.

A critical inquiry in to the pedagogical constructs from the students' perspective is necessary in order to truly document student service self-efficacy development. Furthermore, how the student's lived experience from a culturally relevant pedagogical perspective would offer authentic insight into whether or not use of current educational service learning pedagogy is even apropos to their social and educational development. As such, the research will attempt to answer the following research question:

What is the self-efficacy of student service learning for African American high school students who live in and attend schools within communities where civic engagement is not a priority, but participation in community service learning is a graduation requirement? From this question, the following sub-questions will be explored:

1. What does a compulsory educational requirement in the form of volunteerism mean to an urban educated African American high school student?

2. Does a student's perception of place and space define the level of commitment and participation within community? What then, is community?

3. Does a mandate of service equate a willingness to provide community support, or is it simply forced labor, or forced adaptation to policy and procedure?

4. Does service to community necessarily result in a linkage of student to "belonging to" community, or student being indoctrinated into becoming "a part of community" because of the service rendered?

5. Does the student interpret his/her involvement and participation in service projects as segue into acceptance and belonging within the community?

The evolution of the service learning is itself the result of a hegemonic effort of constructing good citizens that reflect the perpetuation of a democratic government (Younis & Yates, 1997; Gorham, 2005; Saltmarsh, 2005; Kay, 2009). The underpinnings of service learning are constructed based on a Deweyan concept that "learning by doing" (1938) and "learning by reflection" (1938) frameworks for children within school and community will ensure the maintenance of socially and politically competent students. This framework is the foundation for the construction of citizenship through service learning.

Chapter Three presents the theoretical framework for the proposed analytical design of the study. It further details the research methodology, including the data collection process, the site context, as well as the participant description, and the data analysis.

CHAPTER 3
METHODOLOGY

The lens in which African American students are analyzed is often from a deficit model (Paris, 2012; Sleeter 2012; Brown-Jeffy & Cooper, 2011). African American students are not often touted as democratically engaged or collaborative participants within community, but research proves that many are engaged and methods for successful commitment exists (Zepke, 2010). African American high school students have voiced not being engaged in community service because they don't see how it benefits them. As such, understanding how African American students view community engagement is important in framing the development of successful mandatory service learning programs designed to empower them to become "good citizens".

Theoretical Framework

The theoretical framework explored for the implementation of this research is a culturally relevant pedagogy (CRP) of place (CRPP), grounded in critical race theory (CRT). CRPP and CRT were chosen because of the specific foci on how race, culture, and place impact student beliefs, involvement, and interaction in education (Brown-Jeffy & Cooper, 2011). The lived experience of the student becomes a focal point for examining the meaning behind how they approach education. Young (2010) classifies CRP, as Gloria Ladson-Billings (1995) conceptualized, as a "widely espoused…educational research and practice that advocates academic success, cultural competence, and sociopolitical consciousness" (pg. 248).

The non-judgmental, inclusion focus of CRP, encourages the educator to address the cultural experience of the student to facilitate and ensure successful educational achievement (Brown-Jeffy & Cooper, 2011). Ladson-Billings (1995) adds that CRP is a way for "schools to acknowledge the home-community culture of the students, and through sensitivity to cultural

nuances integrate theses cultural experiences, values, and understandings into teaching and

learning environment" (Brown-Jeffy & Cooper, 2011).

Ladson-Billing's (1995) CRP is comprised of 5 major themes, and which, like CRT's

tenets, are designed to "challenge how knowledge is constructed and carried out" (Brown-Jeffy

& Cooper, 2011). There is a direct correlation between the themes of CRP and the tenets of

CRT. This correlation is critical to the understanding of both as fundamental constructs for the

theoretical framework that guides this study. The five major tenets of CRT are:

1. Racialized power
2. The permanence or centrality of race
3. Counter storytelling as a legitimate critique of the master narrative
4. Interest convergence
5. Critique of liberalism

The five major themes of CRP are:

1. Identity and achievement
2. Equity and excellence
3. Developmental appropriateness
4. Teaching the whole child
5. Student teacher relationships

In order to satisfactorily frame the scope of this research within the constructs of CRP, it is

necessary to expound on the correlation of each theme, and how they are synergistically

connected to the tenets of CRT:

1. **CRP'S identity and achievement correlates with CRT's interest convergence:** Brown-

   Jeffy and Cooper (2011) affirm that theme of identity and achievement is being aware of the

   lens we use to view ourselves, which often differs from the way others view us" (pg. 73).

   Reified through a CRT lens, identity and achievement allows the presence of student voice

   within discourse, and "lets students know that individually and collectively their voices are

heard, that they matter, their presence and contributions are valued" (Brown-Jeffy & Cooper, 2011, pg. 73).

2. **CRP's equity and excellence correlates with CRT's counter storytelling**:   Like Identity and achievement, counter storytelling brings forward the significance of cultural experiences and achievements of the student throughout their academic development. Brown-Jeffy and Cooper (2011) explain that through a CRT lens that equity and excellence ensures that the educational experience for students of varying cultures does "not just [experience] cultural inclusions during specific times of year (Black History Month), but interven[es] the acknowledgement and inclusion of culture throughout the entire academic process".

3. **CRP's developmental appropriateness correlates with CRT's critique of liberalism:** Meeting the student where they are and acknowledging their lived experience as a relevant contribution to their learning is paramount to CRP's developmental appropriateness. Brown-Jeffy and Cooper (2011) explain that Ladson-Billings furthers this assertion, explaining that:

> "Not only does development appropriateness focus on the implementation of activities designed to meet the cognitive, emotional, social and psychological needs of students, it also integrates teaching styles and student learning styles … Developmental appropriateness also means that teachers are cognizant of the dominant and sometimes racist, non-inclusive ideology that has been institutionalized and legalized in American education. CRT forces teachers to critique liberalism and challenge the dominant ideology…."

4. **CRP's teaching the whole child correlates with CRT's interest convergence and critique of liberalism:** Student perceptions and lived experiences, again, are integral in the [shaping of the] "academic identity of students who enter our classrooms" (Brown-Jeffy and Cooper, 2011). Brown-Jeffy and Cooper, 2011 further explain that "while a student can be guided in many ways by cultural group identification, his or her ways of believing and perceiving can also be influenced by individual understandings and conceptualizations." Integrating the

student's cultural experiences by scaffolding them into the academic process, as well as acknowledging that their experience and voice adds value to their academic development.

5. **CRP's student -teacher relationships correlates with three CRT tenets: counter storytelling, permanence of racism, and racialized power:** The teacher within the academic development of the student is representative of a power construct that aids in the identity development of the student, and is a very "important significant other in the lives of students because of the amount of time spent in school" (Brown-Jeffy and Cooper, 2011). Brown-Jeffy and Cooper (2011) reference Gay (2000) who posited, "communication is strongly culturally influenced, experientially situated, and functionally strategic." Because of their influence, of how their relationship is situated, and because of their power construct, how teachers engage students can have a disparate impact on student identity development, and student self-efficacy. Given that the preponderance of learning environments function within historical hegemonic contexts, do not acknowledge the students' lived experiences or integrate student's prior knowledge and cultural experiences into the scaffolding of students' academic development, it is imperative that the culturally responsive teachers "stay in tune with their students".

> "CRT cautions teachers to more closely examine and scrutinize the programming of educational systems, curricular development, and resulting barriers to equal education access and opportunity that could occur because of the permanence of racism in our society. "Awareness, appreciation, and acceptance of different discourse patterns and styles of verbal and non verbal communication, those which go beyond speaking and writing, help to bridge the gap between the home-community and school culture." "CRP teachers accept that the community is a vital partner in students' learning." (Brown-Jeffy and Cooper, 2011)

CRP is a promising area of research in determining the actual effects of the mismatch of the culture of particular populations within the educational system and the effects of schooling on

the learning outcomes of these children. CRPP is specifically identified as a sub-group of CRP in that the focus of this research is specifically designed to analyze the student's sense of place within the context of community and home, and how that impacts the self-efficacy of service learning. As such, through the lens of CRT, this research will attempt to glean the narrative of the students, by coding emergent themes in order to gain better understanding of their knowledge and motivation to become democratically engaged within community, or providing service, especially under an educational mandate.

Methodology

Joseph Wallin (2011) posits "voice is nothing but a voice, and yet concomitantly, so much more". The correlation between CRP's equity and excellence and CRT's counter storytelling, integral in the framing of the methodology of this research study, speaks to Wallin's (2011) belief concerning the importance of voice, and how it "plays a pedagogical role that points to something other than the simple transmission of information" (pg. 95). Interpreting the narrative of the student gives validation to their lived experiences.

Wallin (2011) furthers this contemplation by describing voice "as a complex and difficult monster to control, the voice as such becomes ''forgotten,'' particularly in education, where the function of the voice is directly conflated with the production of meaning or signifying elements" (pp. 107-108). It is this silenced necessity that must be further explored to clarify the true experience of the student engaged in community-based service learning. Laura van Assendelft (2008) supports this belief, asserting, "the voices or shared experiences of the students can be the greatest indicators of the benefits they've achieved through service learning" (pg. 96). James Barkley (2009) adds, "The only way we can come to know and understand our lived

experience(s) is through acts of remembering, and we share stories of our lived experience(s) through processes of telling and/or retelling" (pg. 11).

Robinson and Taylor (2009) frame the basis of the methodology within core values of student voice practice designed to impact educational structure, to impact

> "pedagogical strategies which aim to privilege students' own cultural histories and forms of knowing (Kincheloe and Steinberg 1998) and to actively engage students as producers of knowledge via, for example, students-as-researchers projects (Fielding 2001)" … and most importantly, "increase students' representation at, and participation in, processes and practices from which they have historically been excluded" (pg. 162).

Robinson and Taylor (2009) expound on this moist important aspect of the silencing of student voice and its potential in transformational pedagogy:

> In addition, and perhaps more worryingly, the fact that student voice has most often been allied to agendas around school improvement means that in the 'present performance-dominated climate' student voice might be co-opted to produce 'surface compliance' rather than deeper modes of reflection and engagement. The tensions Rudduck and Fielding (2006) point to here reflect the tensions between the normative ideal of student voice, which aims to embed its core values in transformative practices, and the limitations of that practice in the everyday life of the school or college. In fact, it is the very existence of this gap between normative ideal and actual practice that provides the impetus and theoretical space for a consideration of how power operates to constrain and limit the practical achievements of student voice work (pg. 163).

Within the context of this study, the lived experience of the student will be explored, to unlock the bank, synonymous to Freire's (1993) banking concept. Freire stated:

> If men and women are searchers and their ontological vocation is humanization, sooner or later they may perceive the contradiction in which banking education seeks to maintain them, and then engage themselves in the struggle for their liberation.
> But the humanist revolutionary educator cannot wait for this possibility to materialize. From the outset, her efforts must coincide with those of the students to engage in critical thinking and the quest for mutual humanization. His efforts must be imbued with a profound trust in people and their creative power. To achieve this, they must be partners of the students in their relations with them.
> The banking concept does not admit to such partnership -- and necessarily so. To resolve the teacher-student contradiction, to exchange the role of depositor,

prescriber, domesticator, for the role of student among students would be to undermine the power of oppression and serve the cause of liberation. (pg. 75)

Within this frame, the narratives of the students were constructed through a CRP/CRT lens, informing how their experiences in community-based service learning have impacted their lives. Additionally, the overall expectation was to understand if present pedagogical methods for service learning have positively influenced the democratic and collaborative development of the African American high school student, and determine if the historically marginalized, underperforming group has, through the current structure of community-based service learning, grasp understanding of different modes of power, such as coercion, domination, manipulation, authority and persuasion, and this impacts their lives.

Methods/Data Collection Process

The purpose of the study was to understand African American students' self-efficacy through their lived experiences and their involvement in service learning, and to develop an understanding in how pedagogy of place impacts their participation in civic engagement through mandated service learning. In order to capture these experiences the research data was collected from transcribed interviews.

One one-on-one semi-structured interview were conducted with 11 participants utilizing a protocol consisting of a prescribed number of open-ended questions that guide discussion (Pringle & Lyons, 2010). Semi- structured interviews is a method that uses an interviewing guide consisting of constructing questions in advance that relate to the topic being explored. Semi-structured interviews provide a flexible interviewing process that allows the interviewer the opportunity to focus on the topic, while creating a space for new questions to be developed as a result of responses from the participants creating a level of freedom that allows the interviewer

to tailor the situation (Lindlof & Taylor, 2002). Each interview lasted approximately 30 minutes in length. Each interview had a specific focus. The interviews were conducted at the high school.

Site Context

The research study was set in a large, urban, public high school within the Chicago Public Schools (CPS) system. According to a 2010 report issued by the National Center for Education Statistics (NCES) of the U.S. Department of Education, CPS is the 4th largest school district in the United States, with 421,430 students (National Center for Education Statistics. (2010). At the end of the 2012-2013 academic school years, there were a total of 681 public schools listed under CPS, a total which includes: 472 elementary schools, 106 high schools, 96 charter schools, and 7 contract schools. That same total revealed that there were 113, 873 secondary students (grades 9-12), or approximately 28% of the total number of students enrolled in the CPS school district. Demographically, 87% of the students enrolled in CPS are low-income, 41.6% African American, 44.1% Latino, 8.8% White, 3.4% Asian/Pacific Islander, and 0.4% Native American (Chicago Public Schools, 2013).

The school chosen for this study had a total student school enrollment of 1003 for the 2012-2013 academic school years. 90.7% were low income, and 98.8% of the student population was African American. The school is classified as a neighborhood school, which means that the school has open admissions for students living within the attendance area. The school also has "specialty programs that accepts students citywide through random lottery, freshman level only, with a Stanine of 5-6 or higher" (Chicago Public Schools, 2013). Additionally, CPS describes the school as "an outstanding and educational institution that has served generations of families" within the community, and "offers a personalized, student-centered and technology-based curriculum in a supportive environment where, "[they] meet the

students where they are in order to improve them academically and developmentally" (Chicago Public Schools, 2013). CPS has a mandatory service learning requirement of 40 service hours for its students. The school involved in this study mandates its students to fulfill at least 10 hours of service learning per academic school year.

Participants and Recruiting Methodology

The participants were currently enrolled high school students at the study site. The grade levels for the participants included: freshmen, sophomores, juniors, and seniors. Their ages ranged from 14-19 years of age. The participating school principal allowed students to participate in the interview process during allotted school time. Aside from word of mouth from the teachers, students were informed of the research study from flyers prominently displayed, calling for students to participate in the study. The flyer also informed the students that a $5 gift card would be given as a "Thank you" for any student who voluntarily participates in the study. Students were also informed about the intent of the study, the manner in which the data will be collected, and how it will be analyzed. Because student self-efficacy and student voice are the major focus of the research, the students were asked whether or not they would like to participate in the research.

Envelopes and forms were provided for each student to give to their parent for permission to participate in the research study. The permission packet will contained forms that explained the intent of the study, why the participating school and students were chosen, and what questions or information the intended data is suppose to answer or inform (*The packet will also contain student consent forms for students 18 years of age and older* - **See Appendices Q-Y**). After parental permission was granted, students were further informed about the data collection process and what guidelines they must follow to insure the information provided is not coerced,

provided, influenced, or haphazardly provided. Every attempt to ensure validity of data results

was employed. Additionally, while the interview was being administered, students were asked

whether or not they want to participate voluntarily.

Procedure and Data Collection

A formal request to the principal and the CPS Review Board announcing the purpose of

the research and permission to use the school as a research site initiates the research process was

sent. In order to ensure the consistency of the administration of the survey instrument and to

inform the administrators of the purpose of the research, an informational packet was provided to

the teachers prior to student engagement (**See Appendices Q-Y**). James E. Weber, Paula S.

Weber, Kenneth Schneider, and Bradley J. Sleeper (2004) suggest a simple model for the

methods. The model was customized for the purpose of this research. The subsequent steps

comprise the primary researcher's procedures and data collection process:

1. Explained the research to the participants.

2. Passed out parental permission packets (*Each packet also contains consent forms for students
   age 18 and older* - (**See Appendices Q-Y**))

3. Obtained signed parental permission forms, and signed assent forms from students. The
   students will be assigned an Interviewee number after returning the signed parental
   permission form and signed assent form (*or signed consent form if the student is age 18 or
   older*). The Interviewee number will be the only identifier for the student.

4. Began the interview process by reading the participant screening protocol which informs the
   participant about the research, explains the purpose, and asks questions to determine if the
   student would offer a narrative that informs the research. (**See Appendix AA**)

5. Explained the interview question protocol. (**See Appendices BB**)

6. Asked student if they are voluntarily participating in the interview.

7. Informed student that the interview is confidential and that the information will not be shared.

8. Informed students to answer questions truthfully, explaining the importance of being able to accurately reveal their voice.

9. Conducted the interview by asking the students the pre-printed semi structured interview questions. (**See Appendices BB-CC**)

10. Upon completion of the interview, gave each student participant a $5 gift card.

11. Analyzed data

12. After the data was categorized, the data was coded for themes. (*The themes will be used to explore the students' voice and their understandings of how they are situated within the context of mandated community service*).

Measures

  The primary measure for this mixed methods research was semi-structured interviewing. Semi-structured interviewing allows for the asking of "initial guiding questions and core concepts" (pg. 147), leading to questioning which "emerges and evolves as the interview proceeds" (Trochim, pg. 147, 2008). Additionally, frequency counts; similarity analysis; nodal, value, and relational matrices (*scale data*) were used to quantify the data. Frequency counts allow for the categorization of data, and counts the frequency of the data in each category (Sauro, 2012). Similarity analyses were conducted using qualitative data analysis software. The Similarity Analysis for documents were used to check the similarity or dissimilarity of various documents in terms of code frequency (MAXQDA, pg. 295, 2015). Scale data allows for the "graphical analysis of data" (Miller & Daly, pg. 14, 2013). Analysis of the narrative data helped

identify patterns and exceptions in understanding contributory factors to [narrative] reported" (Miller & Daly, pg. 15, 2013).

Data Analysis

There were multiple methodological processes for analyzing the data collected. First, the data was analyzed manually. The primary researcher transcribed the interviews, and typed them into a Word data document. Second, the primary researcher manually coded the data, to look for patterns. Third, the initial coded data was inputted into a data analysis software program. The program was used to reduce the numbers of primary codes (*recoding*), and to identify emergent themes. Finally, through a thorough coded narrative inquiry of the data, and review of emergent themes, the hope was to present a view of the lived experiences of the students (Connelly & Clandinin, 2006) and how it is relevant to the integration of culturally relevant pedagogy to the service learning experience of the student. A cogent review was essential to frame a clearer understanding as to why and how students interpret their school experiences, based on their interview responses, and how this informs their self-efficacy development.

Ethical Considerations

John Lofland, Davis David A. Snow, Irvine Leon, and Lyn H. Lofland (2006) affirm that ethical considerations must be explored in research such as the one proposed. Given the inherent position of vulnerability of the student participants, the methodology for obtaining the data: from the administering of the interview, to the collection and safeguarding of the data, to validating the data, as well as, the credibility of the analysis, explanation of the ethical safeguards were given clarification and their justifications detailed.

Informed Consent

Instructions to students and their parents were provided detailing the intent of the study, and request for consent of participation were included. Explanation of parental consent was explained to the student participants and their parent or guardian. Opportunities for parents and students to ask questions or to pose concerns about participating in the study were provided. Additionally, the consent information informed students and parents about how their participation in the study will benefit the development of critically relevant curriculum. Conversely, the students and parents were informed of the potential risks of students becoming uncomfortable with participating in the study; as such, student participants, or their parents, were able to revoke consent at any time.

Confidentiality

The interview did not include or record personal identifying information of the student participants. An interviewee number was assigned to the participant after the parent parental form, student assent form, and/or student consent form was received. The recorded interview of was kept in a secure, encrypted, and protected personal computer file of the researcher.

Data Access and Ownership

The data collected in the study was stored in a computer located in a home office. The computer, along with the individual interview files was password protected. The participant permission, assent, and consent forms collected from the student participants was placed in a locked file cabinet to which only the researcher has access to.

Credibility (Validity and Reliability)

Creswell (2009) affirms that validity and credibility, as well as reliability are necessary in research, especially when a qualitative approach is being implemented. The methodology for

this mixed-method research required an explanation of how the research was carried out and what steps were taken to assure a credible research process, imbued with validation of the findings, along with reliability of how the data was analyzed (Creswell, 2009).

Crotty (1998), Creswell (2009), and Hatch (2002) recognized the disparities between quantitative and qualitative research inquiry among scholars concerning validation and reliability of research. Crotty (1998) postulates there also exists a "Great Divide" between quantitative and qualitative research. Crotty furthers that a "consistently objective" meaning must be established from the subjective meanings of people's lives, without diminishing the value of their lived experiences (1998). Similarly, Lofland et al (2006) assert that care must be given to "assessing empirical adequacy (e.g. validity and reliability) of both quantitative and qualitative data. Lofland et al (2006) add that a "critical linchpin" to the development of a "dialogical conversation" within the "interplay of empirical observations and theoretical conceptions" is the accurate collection and interpretation of the data.

Creswell (2009) offers several strategies to ensure consistency and reliability. He suggests that the researcher check for transcript error, and be consistent in coding, as well as develop strategies to ensure validity. These strategies include the development of rich, thick descriptions to convey findings, the clarification of any research bias; and the presentation of any negative or discrepant information.

Also important to ensuring credibility of this research is to acknowledge how the researcher was situated within the construct of the study. Hatch (2002) suggests several strengths for analyzing data in which the researcher may be "involved in the setting", including having firsthand experience to induce participant understanding, being

observant of phenomena participants take for granted, and having close proximity to the social phenomena and adding one's own experience to the analysis.

The setting for this study was located within the community where the researcher lives and works, and at the high school the researcher attended. Because the researcher has been an active participant within the community's macro setting, and was analyzing the behavior of a selected group within the community (micro/mini analysis), every measure was implored to ensure the data was not contaminated, including the elimination of potential perceptual or interpretive bias, allowing for an authentic critical analysis that revealed meaningful and valuable data (Lofland et al, 2006).

Conclusion

The purpose of the study was to give voice to the lived experiences of urban African American students and to explain how their experiences shape their beliefs about their personal successes and failures, as well as how they are engaged in community in and outside of school within an urban community environment. Within a CRP of place framework, through the underpinnings of CRT, the lived experience of the student became a focal point for examining the meaning behind how they approach education. The five tenets of CRP were important to framing the how meaning making of the African American student's life impacts the way in which school experiences are contextualized and serve to shape how a student develops self-efficacy.

By analyzing self-efficacy data on a sample of urban African American high school students within the context of student service learning, it was anticipated that viable and reliable assumptions can be made concerning how their personal experiences impact the quest for identity development and the establishing self-worth (Perez, 2009). Research speaks to the fact

that historical barriers exist that often inhibits social development of urban African American youth. (Kahne and Middaugh, 2008) Within this construct, the urban African American youth has been marginalized, and although success is possible, the status quo does not always support the effort or provide the opportunity to obtain it (Perez, 2009).

The site selection for the study epitomizes a sample of urban high schools in communities that can benefit from students engaged in collaborative efforts within the community. The school, which is situated in the country's fourth largest school district, is representative of a large urban school with students perceived as low performing and disengaged. Considering the mandated service learning graduation requirement, information that explains why the students often delay performing or engaging in student learning projects is a matter of importance to assist in developing rich, engaging curriculum that ensures the success of the student by offering an encouraging and engaging learning environment.

Significant to the success of the research was the distribution and collection of the survey instrument, as well as the analysis of the data. Vital to gleaning the meaning behind the narratives the students provide was the critical analysis of the data. It was necessary to determine how the students interpret their lived experiences and how that experience impacts motivation, identity development, and self-efficacy. The information gathered was utilized to answer the five research questions:

1. What does a compulsory educational requirement in the form of volunteerism mean to an urban educated African American high school student?

2. Does a student's perception of place and space define the level of commitment and participation within community? What then, is community?

3. Does a mandate of service equate a willingness to provide community support, or is it simply forced labor, or forced adaptation to policy and procedure?

4. Does service to community necessarily result in a linkage of student to "belonging to" community, or student being indoctrinated into becoming "a part of community" because of the service rendered?

5. Does the student interpret his/her involvement and participation in service projects as segue into acceptance and belonging within the community?

The success of the study was predicated on incorporating what was analyzed to the body of knowledge that currently exists.

CHAPTER 4

DATA ANALYSIS

The purpose of the study was to examine how the lived experiences of urban African American high school students inform self-efficacy development during their participation in mandatory service learning projects. According to Bandura (1986), self efficacy, is defined by "how people behave and can often be better predicted by the beliefs they hold about their capabilities", impacts behavior towards motivation (Cherry, 2007), and can play a major role in how one approaches goals, tasks, and challenges, as well as informs how judgments are made of one's capabilities to perform given actions (Kirk, 2011). Utilizing a lens of culturally relevant pedagogy (CRP) (Ladson-Billings, 1995) grounded in CRT the researcher explored the meaning behind how African American high school students approach their participation in mandated service learning projects through interviews that were transcribed and coded.

The lens of critical race theory (CRT) espouses a place where the lived experiences of people of color can be critically observed and an authentic interpretation of their narratives explored (Brown-Jeffy & Cooper, 2011; Solórzano & Yosso, 2002). The goal of the research was to gain understanding into how African American student involvement in service learning can aid in the interpretation of their self-efficacy, as well as to develop an understanding into how pedagogy of place impacts African American student participation in civic engagement, especially when service learning project participation is compulsory and a requirement for high school graduation.

Additionally, the study attempted to frame how the student participants interpret the service learning program structure. The students answered questions about the perceived purpose of service learning participation, as well as the service learning program connections

between what was taught in the classroom and their actual service learning project participation.

Lenzi et al (2012) posit a "need to study contextual correlates of civic engagement…in greater qualitative depth in order to gain a better understanding of the psychological processes through which social contexts influence adolescent development" for the civic engagement of African American students (pg. 208). This correlation is particularly important for African American students where research affirms the "importance of family, school, and neighborhood contexts for the development of civic engagement in adolescence", and where with African American youth research has revealed positive expressions of service to home, and to community, but offers no connection to improvement of community and politics (Kahne and Middaugh, 2008).

In this study, the broader interpretation of self-efficacy includes motivation and empowerment, acquisition of knowledge or specified goals, as well as, leadership, transformation, and coping strategy/ social development. Analyses of these attributes through coding of interviews, constructed the themes that contextualize how the students engaged in service learning and inform the narratives the students provide concerning their beliefs about how they have been impacted academically and personally by required (or mandated) service learning project participation.

The following chapter is comprised of data results and analyses of transcribed interviews conducted with 11 African American high school student participants. Three primary themes were identified; these primary themes were identified through several modalities that incorporated multiple analytic methods including: frequency counts; content analysis via multiple coding levels (manual coding and analysis and Computer Assisted Qualitative Data Analysis CAQDA analysis); CAQDA graphic representations; similarity, nodal, value, and

relational matrices; and table/display analysis. Analysis of the data revealed three common

reoccurring themes that contextualize the students lived experiences and informs their

understanding of the "purpose" behind participating in service learning projects. The following

themes offer insight into how participation in service learning projects serve to frame student

self-efficacy in relation to service participation within the community: 1) perceptions of student

social and emotional development through service learning participation (*student self efficacy*

and altruistic behavior work synergistically through motivation and manifests through student

empowerment); 2) perceptions of student altruism (*the fulfillment of graduation requirements in*

the course of service learning project participation is due, in part, to the development of self

efficacy through transformative altruistic behavior inculcated in empathy through

philanthropy); and 3) the connection between participating in service learning projects and

fulfilling the compulsory graduation requirement *(the subjugated construct of*

mandated/compulsory service learning project participation is impactful in student involvement

within service, yet arbitrary to the success of the students' fulfillment of the graduation

requirement). The following sections discuss the construction and analysis of each theme.

Preliminary Analyses

Analyses of the data originated from transcribed text generated from audio-recorded

interviews conducted with eleven African American high school students. The primary

researcher manually transcribed each interview by listening to the interview, typing precisely

what was said (*inserted in the transcription were anecdotal notes taken by the primary*

researcher in regards to non-verbal gestures or inaudible comments), and then re-listening to the

interview to make certain that the interview was transcribed accurately.

The student participants volunteered to participate, and provided consent either directly

(students age 18 and older), or through parental/guardian permission and student assent. The

participant sample consisted of 6 girls and 5 boys ranging from ages 16-18 years old. The grade

level participation was 5 sophomores and 6 juniors. There were no freshmen participants due to

the lack of response in returning parental permission forms. Additionally, there were no senior

participants because the seniors had completed their required program of study, had graduated,

and were not required to attend school the final week of classes; students who had taken final

exams were coming to school sporadically. The students were asked a set of 19 pre-printed

semi-structured interview questions, followed by probative questions (*variations in questioning*

only differed if the student asked for clarity, if the student response indicated the student did not

understand the question or if a student had provided a response that rendered the follow-up

question unnecessary). Table 1 shows the complete interview protocol used for this study.

Table 1
Student Participant Interview Questions Protocol

Student participant interview questions protocol

Participant #: _____
Interview #: _____

_____

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

<u>**Student Background:**</u>

1. How old are you?
2. What is your race?
3. What year are you in school?

4. How does service learning fit in with your academic life? Explain.
5. Did you choose to be involved in service learning? Why or why not?
6. Did you know anything about service learning before you became involved? What did you know or think about service learning?
7. Did you know that service learning was a requirement to graduate? What do you feel about that?
8. Have you or your family and/or friends ever been involved in community service before you participated in service learning? What did you do? What was your experience?

Student Service Learning (General)

1. Have you volunteered or worked in an elementary school setting before?
2. What do you like most about service learning? Why?
3. What do you feel that you are learning with your participation in service learning? Why?
4. How do you feel when you participate in service learning? Why?
5. Describe any connections you see between what you are learning about service learning in class, and the service learning projects you have participated in?

Probes:

1. Are you drawing on site to help you understand the readings? How?
2. Does it help to write notes about your experiences in service learning? Why?
3. Do you write reflections on the service learning projects you participate in? What do you write?
4. Do your reflections change the way you perform your service? How?
5. Do your reflections assist in understanding what you learn in the classroom about service learning?
6. Describe any kind of impact that this course is having on you, personally and academically.

The coding techniques used in this study were based on multiple coding methodologies suggested by Saldaña (2013). The data analysis process began with a *simultaneous coding* method that included: *in-vivo coding* where specific words and phrases were identified, and or assigned code words that served to give a more patent and concise description to the comment identified, *values coding* where specific words were identified based on the student's affective response, and *descriptive coding* where the student explicitly explained a statement. This first cycle of coding yielded over 100 "emergent data driven codes" (Saldaña, 2013, pg. 65). A second coding cycle, *descriptive coding*, was implemented to reduce and refine the number of

codes, by assigning codes with similar meaning the same code, resulting in 88 codes (*labeled ancillary codes*).

A third more deliberate and heuristic coding cycle was performed to identify *primary codes*, and where evident, to assign multiple codes to segments with multiple meanings and/or reflective of affective responses that yield rich and truly authentic explanations through the student's lens of interpretation. This cycle of coding allowed for codes with similar meaning, but with different intentions to be clearly identified, and to be categorized under a single primary code. This cycle of coding yielded 26 primary codes, 13 of which are comprised of ancillary codes (*subcodes*) stemming from the original 88 codes identified in the 2nd cycle of coding (*9 primary codes were the anti-thesis of the primary codes with subcodes*). Table 2 shows the primary and ancillary codes with numbers associated for each.

Table 2
All Primary and Ancillary Codes

CODES: ANCILLARY CODES (Total number of occurrences in transcriptions)
1. GRADUATION REQUIREMENT **(96)**
• Graduation requirement (39)
• Subjugation (18)
• Consequences (7)
• Grade point requirement (4)
• Priority (2)
• Compulsory participation (26)
o Compulsory participation (23)
o Scheduled assignment (2)
o Regular assignment (1)
2. CHOSE TO PARTICIPATE **(7)**
3. PRIOR KNOWLEDGE OF WHAT IS SERVICE LEARNING **(29)**
• Prior knowledge of what is service learning (9)
• Prior school or community service (9)
• Familial participation (11)
•
4. ALTRUISM **(102)**
• Altruism (51)
• Philanthropy (12)
• Empathetic revelation (7)
• Predilection towards community (6)
• Affirmation of poverty need (1)
• Empathy (13)

Table 2 (cont.)

CODES: ANCILLARY CODES (Total number of occurrences in transcriptions) cont.

- Grassroots participation (12)

5. PRO-CHOICE **(4)**
    - Pro-choice (3)
    - Option (1)

6. SELF-EFFICACY **(231)**
    - Motivation **(35)**
        o Motivation (12)
        o Repetitious participation (2)
        o Service driven motivation (10)
        o Aspirant participant (11)
    - Self-efficacy (58)
    - Empowerment (29)
    - Self-reflection (7)
    - Aggrandizement (12)
    - Goal=learning project="Get the hours" (13)
    - Acquired new knowledge/learned something (27)
    - Effortless acquisition of learning hours (8)
    - Leadership (1)
    - Transformation (18)
    - Self-efficacy leadership (1)
    - Coping strategy/social development (22)

7. DISCERNMENT **(45)**
    - Discernment (10)
    - Assumptive (1)
    - Discerning perspective (4)
    - Summative cogitation (3)
    - Contemplation (8)
    - Acumen (4)
    - Perception (4)
    - Cogitation (7)
    - Speculative contrast (4)

8. CONNECTION **(37)**
    - Connection (19)
    - Clarification (4)
    - Task simulation (2)
    - Task interrelationship (12)

9. DISCONNECTION **(89)**
    - Disconnection (18)
    - What's the purpose? (30)*
        o What's the purpose? (9)
        o Service learning inculcates stress/overwhelms/extra stuff to do (8)
        o Collaboration (8)
        o Service learning definition (5)
    - Affirms disjunction (8)
    - Disjointed perception (6)
    - Contradistinction (17)
    - Diametric (3)
    - Contradiction (2)
    - Contradiction of task interrelationship (1)
    - Task contraposition (4)

10. TAKES NOTES AND/OR WRITES REFLECTIONS **(30)**
    - Takes notes and/or writes reflections (12)
    - Notes are task/essay antecedents (4)
    - Reflections/Experiences (14)

<div style="border:1px solid black">

CODES: ANCILLARY CODES (Total number of occurrences in transcriptions) cont.

11. RESEARCH DOCUMENTATION **(8)**
   - Research documentation (6)
   - Online research (2)

12. LEARNING DEFICIENCY **(7)**
   - Learning deficiency (4)
   - Subject insufficiency (3)

13. DID NOT CHOOSE TO PARTICIPATE **(5)**

14. PROGRAM IMPROVEMENT **(3)**

15. COMPLIANCE **(10)**
   - Compliance (4)
   - Acquiescence (4)
   - Capitulation (2)

16. TORPID ATTITUDE **(37)**
   - Torpid attitude (17)
   - Non-motivating (3)
   - Aberrant teacher behavior (7)
   - Reflection aberration/aberrant student behavior (10)

17. AMBIVALENT **(29)**

18. PROGRAM CHANGE/DIFFERENCE **(3)**

19. NO PRIOR KNOWLEDGE OF WHAT IS SERVICE LEARNING **(6)**

20. NO NOTE TAKING OR REFLECTION **(8)**

21. DISLIKES SERVICE LEARNING REQUIREMENT **(10)**

22. NO FAMILIAL PARTICIPATION **(3)**

23. NON-TRANSFORMATIVE **(1)**

24. UNAWARE OF GRADUATION REQUIREMENT **(2)**

25. NO ACADEMIC BENEFIT/NOT A GRADE **(11)**

26. NO PRIOR SERVICE PARTICIPATION **(7)**

88 TOTAL CODES
26 PRIMARY CODES

_____

* "What's the purpose?" is the only ancillary code whose number of repetitions reflects an amount greater than the primary ancillary code. Its total includes sub-ancillary codes.

</div>

The third coding cycle was also important because it created the framework for the fourth

and final cycle of coding, resulting in the specification of code (and code segments) counts

through nodal and value matrices (**See Tables 3-8 below**),

Table 3
I.S.O.W. Interviewee Summation Nodal Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

	No prior school service	No academic benefit /not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	■	0	0	0	0	0	0	0	0	0	■	■	0	■	■	■	■	■	■	■	■	■	■	■	0	■	54
Interview #2	■	■	0	0	■	0	0	0	■	■	■	■	■	0	0	■	■	■	■	■	■	■	■	■	■	■	40
Interview #3	0	0	0	0	0	0	■	■	0	■	0	■	0	0	0	0	■	■	■	■	■	0	■	■	■	■	38
Interview #4	■	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	0	■	■	0	■	0	■	■	32
Interview #5	0	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	■	■	■	0	■	■	■	■	41
Interview #6	■	■	0	■	0	■	0	■	0	■	■	0	0	■	0	■	■	■	■	■	■	■	■	■	0	■	41
Interview #7	■	■	0	0	0	■	0	■	■	0	0	0	0	0	0	■	■	■	■	■	■	0	■	■	■	■	32
Interview #8	■	■	0	0	0	■	■	■	0	■	■	■	0	■	0	0	0	■	0	0	■	0	■	■	0	■	25
Interview #9	■	0	■	0	0	0	■	■	0	■	0	0	0	0	■	0	0	■	■	■	■	0	■	■	0	■	23
Interview #10	0	■	0	0	0	■	0	0	■	■	■	■	■	■	■	0	■	■	0	■	■	■	■	■	0	■	36
Interview #11	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	■	■	■	■	0	■	0	■	■	■	■	25
SUM	7	5	2	1	3	6	4	5	3	8	14	7	2	5	6	6	17	49	20	32	82	4	38	20	6	35	387

Table 4
I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

	No prior school service	No academic benefit /not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	1	0	0	0	0	0	0	0	0	0	1	2	0	1	2	2	2	6	5	8	10	1	7	2	0	4	54
Interview #2	1	1	0	0	1	0	0	0	1	1	3	1	1	0	0	1	3	5	1	1	8	1	1	1	1	7	40
Interview #3	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	2	7	1	8	7	0	4	3	1	1	38
Interview #4	1	0	0	0	1	1	0	0	0	1	2	0	0	0	1	0	1	5	0	2	8	0	4	0	1	4	32
Interview #5	0	0	0	0	1	1	0	0	0	1	2	0	0	0	1	0	3	6	3	3	9	0	6	2	1	2	41
Interview #6	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	2	4	4	3	9	1	4	2	0	3	41
Interview #7	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	1	2	1	2	4	8	0	3	1	1	4	32
Interview #8	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	0	6	0	0	5	0	1	1	0	3	25
Interview #9	1	0	1	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	2	2	7	0	1	2	0	2	23
Interview #10	0	1	0	0	0	1	0	0	1	1	4	2	1	1	2	0	1	7	0	1	3	1	2	3	0	4	36
Interview #11	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	2	0	8	0	5	3	1	1	25
SUM	7	5	2	1	3	6	4	5	3	8	14	7	2	5	6	6	17	49	20	32	82	4	38	20	6	35	387

Table 5
I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	1	1	0	1	0	5
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	1	1	1	0	1	0	6
No note taking or reflection	0	0	1	0	0	0	0	1	1	0	1	4
No prior knowledge of what is service learning	0	0	1	0	0	1	1	1	1	0	0	5
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	1	1	1	1	1	0	1	1	1	0	8
Torpid attitude	0	1	0	1	0	0	0	1	0	1	0	4
Torpid attitude\Non-motivating	0	1	0	0	0	0	0	0	0	1	0	2
Torpid attitude\Aberrant teacher behavior	0	0	0	1	1	0	0	0	0	1	0	3
Torpid attitude\Reflection aberration/aberrant student behavior	1	1	0	0	1	1	0	0	0	1	0	5
Compliance	1	0	0	0	0	0	0	1	0	1	0	3
Compliance\Capitulation	1	0	0	0	0	0	0	0	0	0	0	1
Compliance\Acquiescence	0	1	1	0	0	0	0	0	0	1	0	3
Program improvement	0	1	0	0	0	0	0	0	0	1	0	2
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	1	0	0	0	1	0	0	0	0	1	0	3
Learning deficiency\Subject insufficiency	1	0	0	1	0	0	0	0	0	1	0	3
Research documentation	1	1	0	0	0	1	1	0	0	0	1	5
Research documentation\Online research	1	0	0	0	0	0	0	0	0	0	0	1
Takes notes and/or writes reflection	1	1	1	0	1	1	1	0	0	1	1	8
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	1	0	0	1	1	0	0	0	0	0	3
Takes notes and/or writes reflection\Reflections/Experiences	1	1	1	1	1	0	1	0	0	0	0	6
Disconnection	1	1	1	1	1	1	0	1	0	1	0	8
Disconnection\What's the purpose?	0	0	0	0	0	1	0	1	0	1	0	3
Disconnection\What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff	0	1	1	1	0	0	0	0	0	1	0	4
Disconnection\What's the purpose?\Collaboration	0	0	1	1	1	0	0	1	0	0	1	5
Disconnection\What's the purpose?\Service learning definition	0	1	1	0	1	0	0	0	0	0	0	3
Disconnection\Affirms disjunction	1	0	0	1	1	1	0	1	0	1	0	6
Disconnection\Disjointed perception	1	1	1	0	0	0	1	0	1	0	0	5
Disconnection\Contradistinction	1	0	1	0	1	1	0	1	0	1	0	6
Disconnection\Diametric	0	1	0	0	1	0	0	0	0	1	0	3
Disconnection\Contradiction	0	0	1	0	0	0	0	0	0	1	0	2
Disconnection\Contradiction of task	1	0	0	0	0	0	0	0	0	0	0	1
Disconnection\Task contraposition	1	0	0	1	0	0	0	1	0	0	0	3
Connection	1	1	1	0	1	1	1	0	1	0	1	8
Connection\Clarification	1	0	0	0	0	0	0	0	0	0	0	1
Connection\Clarification\Classroom discussion	1	0	0	0	1	1	0	0	0	0	0	3
Connection\Task Simulation	1	0	0	0	0	1	0	0	0	0	0	2
Connection\Task interrelationship	1	0	0	0	1	1	1	0	1	0	1	6
Discernment	1	0	1	0	1	1	1	0	0	0	0	5
Discernment\Assumptive	1	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discerning perspective	1	0	1	0	1	0	0	0	0	0	0	3
Discernment\Summative cogitation	1	0	1	0	0	1	0	0	0	0	0	3
Discernment\Contemplation	1	0	1	0	1	0	1	0	1	0	0	5

Table 5 (cont.)
I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
Discernment\Acumen	1	0	1	1	0	0	1	0	0	0	0	4
Discernment\Perception	0	0	1	1	0	0	0	0	0	1	0	3
Discernment\Cogitation	1	1	1	0	0	1	1	0	0	0	0	5
Discernment\Speculative contrast	1	0	1	0	0	0	0	0	1	0	0	3
Self efficacy	1	1	1	1	1	1	1	1	1	0	1	10
Self efficacy\Motivation	1	1	1	0	0	1	0	0	0	0	1	5
Self efficacy\Motivation\Repetitious participation	1	0	0	1	0	0	0	0	0	0	0	2
Self efficacy\Motivation\Service driven motivator/motivation	1	0	0	1	1	1	1	0	0	0	0	5
Self efficacy\Motivation\Aspirant Participant	1	0	0	1	1	1	0	0	1	0	0	5
Self efficacy\Empowerment	0	1	1	1	1	1	1	1	1	0	1	9
Self efficacy\Self reflection	0	0	1	0	0	0	1	0	1	0	1	4
Self efficacy\Aggrandizement	1	1	0	1	1	1	0	0	1	0	0	6
Self efficacy\Goal=Learning Project=Get the hours	0	1	0	1	1	1	1	0	0	1	0	6
Self efficacy\Acquired new knowledge/learned something	0	1	1	1	1	1	1	1	1	1	1	10
Self efficacy\Effortless acquisition of learning hours	0	1	0	0	0	1	0	1	0	1	1	5
Self efficacy\Leadership	1	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	1	1	1	0	1	0	1	1	1	0	1	8
Self efficacy\Self efficacy leadership	1	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Coping strategy/social development	1	0	1	0	1	0	1	0	0	0	1	5
Pro-choice	1	0	0	0	0	1	0	0	0	1	0	3
Pro-choice\Option	0	1	0	0	0	0	0	0	0	0	0	1
Altruism	1	1	1	1	1	1	1	0	1	1	1	10
Altruism\Philanthropy	1	0	0	1	1	1	0	0	0	0	1	5
Altruism\Empathetic revelation	1	0	1	0	1	0	0	0	0	0	1	4
Altruism\Predilection towards community	1	0	0	1	1	1	0	0	0	0	0	4
Altruism\Affirmation of poverty need	1	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	1	0	1	1	1	0	1	0	0	0	1	6
Altruism\Grassroots participation	1	0	1	0	1	1	1	1	0	1	1	8
Prior knowledge of what is service learning	1	1	1	0	1	1	0	0	0	1	1	7
Prior knowledge of what is service learning\Prior school or community service	0	0	1	0	1	0	0	0	1	1	1	5
Prior knowledge of what is service learning\Familial participation in service	1	0	1	0	0	1	1	1	1	1	1	8
Chose to participate	0	1	1	1	1	0	1	0	0	0	1	6
Graduation requirement	1	1	1	1	1	1	1	1	1	1	1	11
Graduation requirement\Subjugation	1	1	0	0	0	1	1	1	0	1	0	6
Graduation requirement\Consequences	0	1	0	1	0	0	0	0	0	1	0	3
Graduation requirement\Grade promotion requirement	0	1	0	0	0	0	1	0	0	0	0	2
Graduation requirement\Priority	1	0	0	1	0	0	0	0	0	0	0	2
Graduation requirement\Compulsory participation	1	1	0	1	1	1	1	1	1	1	0	9
Graduation requirement\Compulsory participation\Scheduled assignment	0	1	0	0	0	0	0	0	0	0	0	1
Graduation requirement\Compulsory participation\Regular assignment	0	1	0	0	0	0	0	0	0	0	0	1
SUM	54	40	38	32	41	41	32	25	23	36	25	387

Table 6

I.S.O.W. Interviewee Summation Nodal Matrix: Total of 3rd Cycle Primary Code Segments for all occurrences

	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	■	0	0	0	0	0	0	0	0	0	■	■	0	■	■	■	■	■	■	■	■	■	■	■	0	■	86
Interview #2	■	■	0	0	■	0	0	0	■	■	■	■	■	0	0	■	■	■	■	■	■	■	■	■	■	■	66
Interview #3	0	0	0	0	0	0	■	■	0	■	0	■	0	0	0	0	■	■	■	■	■	0	■	■	■	■	83
Interview #4	■	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	0	■	■	0	■	0	■	■	68
Interview #5	0	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	■	■	■	0	■	■	■	■	105
Interview #6	■	■	0	■	0	■	0	■	0	■	■	0	0	■	0	■	■	■	■	■	■	■	■	■	0	■	95
Interview #7	■	■	0	0	0	■	0	■	■	0	0	0	0	0	0	■	■	■	■	■	■	0	■	■	■	■	79
Interview #8	■	■	0	0	0	■	■	■	0	■	■	■	0	■	0	0	0	■	0	0	■	0	■	■	0	■	54
Interview #9	■	0	■	0	0	0	■	■	0	■	0	0	0	■	0	0	0	■	■	■	■	0	■	■	0	■	39
Interview #10	0	■	0	0	0	■	0	0	■	■	■	■	■	■	■	0	■	■	0	■	■	■	■	■	0	■	93
Interview #11	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	■	■	■	■	0	■	0	■	■	■	■	52
SUM	7	11	2	1	3	10	8	6	3	29	37	10	3	5	7	8	30	89	37	45	231	4	102	29	7	96	820

Table 7

I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary Code Segments for all occurrences

	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	1	0	0	0	0	0	0	0	0	0	1	3	0	1	2	3	3	10	6	11	14	1	13	4	0	13	86
Interview #2	1	1	0	0	1	0	0	0	1	8	3	1	1	0	0	1	5	10	1	2	10	1	2	1	1	15	66
Interview #3	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	4	12	3	12	31	0	9	5	1	2	83
Interview #4	1	0	0	0	1	1	0	0	0	1	5	0	0	0	1	0	4	5	0	2	26	0	11	0	1	9	68
Interview #5	0	0	0	0	1	1	0	0	0	1	2	0	0	0	2	0	4	17	8	3	39	0	16	2	2	7	105
Interview #6	1	1	0	1	0	2	0	2	0	2	3	0	0	1	0	2	3	5	9	3	26	1	16	3	0	14	95
Interview #7	1	2	0	0	0	2	0	1	1	0	0	0	0	0	0	1	4	1	4	9	37	0	9	1	1	5	79
Interview #8	1	2	0	0	0	1	3	1	0	10	2	1	0	1	0	0	0	10	0	0	7	0	3	2	0	10	54
Interview #9	1	0	1	0	0	0	2	1	0	2	0	0	0	1	0	0	0	1	3	2	13	0	7	3	0	2	39
Interview #10	0	5	0	0	0	3	0	0	1	4	21	4	2	1	2	0	2	16	0	1	6	1	2	5	0	17	93
Interview #11	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	1	2	3	0	22	0	14	3	1	2	52
SUM	7	11	2	1	3	10	8	6	3	29	37	10	3	5	7	8	30	89	37	45	231	4	102	29	7	96	820

Table 8

I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Codes	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5	Interviewee #6	Interviewee #7	Interviewee #8	Interviewee #9	Interviewee #10	Interviewee #11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	2	2	0	5	0	11
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	2	2	1	0	3	0	10
No note taking or reflection	0	0	1	0	0	0	0	3	2	0	2	8
No prior knowledge of what is service learning	0	0	1	0	0	2	1	1	1	0	0	6
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	8	1	1	1	2	0	10	2	4	0	29
Torpid attitude	0	1	0	1	0	0	0	2	0	13	0	17
Torpid attitude\Non-motivating	0	1	0	0	0	0	0	0	0	2	0	3
Torpid attitude\Aberrant teacher behavior	0	0	0	4	1	0	0	0	0	2	0	7
Torpid attitude\Reflection aberration/aberrant student behavior	1	1	0	0	1	3	0	0	0	4	0	10
Compliance	1	0	0	0	0	0	0	1	0	2	0	4
Compliance\Acquiescence	0	1	1	0	0	0	0	0	0	2	0	4
Compliance\Capitulation	2	0	0	0	0	0	0	0	0	0	0	2
Program improvement	0	1	0	0	0	0	0	0	0	2	0	3
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	1	0	0	0	2	0	0	0	0	1	0	4
Learning deficiency\Subject insufficiency	1	0	0	1	0	0	0	0	0	1	0	3
Research documentation	1	1	0	0	0	2	1	0	0	0	1	6
Research documentation\Online research	2	0	0	0	0	0	0	0	0	0	0	2
Takes notes and/or writes reflection	2	1	1	0	1	1	3	0	0	2	1	12
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	1	0	0	1	2	0	0	0	0	0	4
Takes notes and/or writes reflection\Reflections/Experiences	1	3	3	4	2	0	1	0	0	0	0	14
Disconnection	2	3	2	1	4	1	0	4	0	1	0	18
Disconnection\What's the purpose?	0	0	0	0	0	2	0	1	0	6	0	9
Disconnection\What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	2	2	1	0	0	0	0	0	3	0	8
Disconnection\What's the purpose?\Collaboration	0	0	1	1	3	0	0	1	0	0	2	8
Disconnection\What's the purpose?\Service learning definition	0	2	1	0	2	0	0	0	0	0	0	5
Disconnection\Affirms disjunction	1	0	0	1	1	1	0	1	0	3	0	8
Disconnection\Disjointed perception	1	2	1	0	0	0	1	0	1	0	0	6
Disconnection\Contradistinction	4	0	4	0	6	1	0	1	0	1	0	17
Disconnection\Diametric	0	1	0	0	1	0	0	0	0	1	0	3
Disconnection\Contradiction	0	0	1	0	0	0	0	0	0	1	0	2
Disconnection\Contradiction of task interrelationship	1	0	0	0	0	0	0	0	0	0	0	1
Disconnection\Task contraposition	1	0	0	1	0	0	0	2	0	0	0	4
Connection	2	1	3	0	3	3	3	0	2	0	2	19
Connection\Clarification	1	0	0	0	0	0	0	0	0	0	0	1
Connection\Clarification\Classroom discussion	1	0	0	0	1	1	0	0	0	0	0	3
Connection\Task Simulation	1	0	0	0	0	1	0	0	0	0	0	2
Connection\Task interrelationship	1	0	0	0	4	4	1	0	1	0	1	12
Discernment	3	0	2	0	1	1	3	0	0	0	0	10
Discernment\Assumptive	1	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discerning perspective	2	0	1	0	1	0	0	0	0	0	0	4
Discernment\Summative cogitation	1	0	1	0	0	1	0	0	0	0	0	3
Discernment\Contemplation	1	0	2	0	1	0	3	0	1	0	0	8
Discernment\Acumen	1	0	1	1	0	0	1	0	0	0	0	4
Discernment\Perception	0	0	2	1	0	0	0	0	0	1	0	4
Discernment\Cogitation	1	2	1	0	0	1	2	0	0	0	0	7
Discernment\Speculative contrast	1	0	2	0	0	0	0	0	1	0	0	4

Table 8 (cont.)

I.S.O.W. Interviewee Summation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Codes	Interviewee #1	Interviewee #2	Interviewee #3	Interviewee #4	Interviewee #5	Interviewee #6	Interviewee #7	Interviewee #8	Interviewee #9	Interviewee #10	Interviewee #11	SUM
Self efficacy	4	1	3	11	14	8	9	2	2	0	4	58
Self efficacy\Motivation	2	2	1	0	0	3	0	0	0	0	4	12
Self efficacy\Motivation\Repetitious participation	1	0	0	1	0	0	0	0	0	0	0	2
Self efficacy\Motivation\Service driven motivator/motivation	1	0	0	2	3	3	1	0	0	0	0	10
Self efficacy\Motivation\Aspirant Participant	1	0	0	4	2	3	0	0	1	0	0	11
Self efficacy\Empowerment	0	1	3	2	3	1	8	2	6	0	3	29
Self efficacy\Self reflection	0	0	2	0	0	0	3	0	1	0	1	7
Self efficacy\Aggrandizement	1	1	0	4	3	2	0	0	1	0	0	12
Self efficacy\Goal=Learning Project=Get the hours	0	1	0	1	2	3	3	0	0	3	0	13
Self efficacy\Acquired new knowledge/learned something	0	2	9	1	2	1	5	1	1	1	4	27
Self efficacy\Effortless acquisition of learning hours	0	1	0	0	0	2	0	1	0	2	2	8
Self efficacy\Leadership	1	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	1	1	5	0	5	0	3	1	1	0	1	18
Self efficacy\Self efficacy leadership	1	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Coping strategy/social development	1	0	8	0	5	0	5	0	0	0	3	22
Pro-choice	1	0	0	0	0	1	0	0	0	1	0	3
Pro-choice\Option	0	1	0	0	0	0	0	0	0	0	0	1
Altruism	5	2	3	4	6	8	5	0	7	1	10	51
Altruism\Philanthropy	2	0	0	3	2	4	0	0	0	0	1	12
Altruism\Empathetic revelation	1	0	2	0	3	0	0	0	0	0	1	7
Altruism\Predilection towards community	1	0	0	3	1	1	0	0	0	0	0	6
Altruism\Affirmation of poverty need	1	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	2	0	3	1	3	0	3	0	0	0	1	13
Altruism\Grassroots participation	1	0	1	0	1	3	1	3	0	1	1	12
Prior knowledge of what is service learning	2	1	1	0	1	2	0	0	0	1	1	9
Prior knowledge of what is service learning\Prior school or community service	0	0	3	0	1	0	0	0	2	2	1	9
Prior knowledge of what is service learning\Familial participation in service	2	0	1	0	0	1	1	2	1	2	1	11
Chose to participate	0	1	1	1	2	0	1	0	0	0	1	7
Graduation requirement	6	3	2	5	6	6	1	4	1	3	2	39
Graduation requirement\Subjugation	3	1	0	0	0	4	1	3	0	6	0	18
Graduation requirement\Consequences	0	3	0	2	0	0	0	0	0	2	0	7
Graduation requirement\Grade promotion requirement	0	2	0	0	0	0	2	0	0	0	0	4
Graduation requirement\Priority	1	0	0	1	0	0	0	0	0	0	0	2
Graduation requirement\Compulsory participation	3	3	0	1	1	4	1	3	1	6	0	23
Graduation requirement\Compulsory participation\Scheduled assignment	0	2	0	0	0	0	0	0	0	0	0	2
Graduation requirement\Compulsory participation\Regular assignment	0	1	0	0	0	0	0	0	0	0	0	1
SUM	86	66	83	68	110	95	79	54	39	93	52	820

and identifying code relations through: nodal and value matrices (**See Tables 9-12**),

Table 9

I.S.O.W. Primary Code Relation Nodal Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	4
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	2
Dislikes service learning requirement	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	2
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	■	6
Ambivalent	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	■	■	0	0	0	0	0	8
Torpid attitude	0	■	0	0	0	■	0	0	0	■	■	■	0	0	0	0	0	■	0	■	■	0	■	■	0	■	21
Non-motivating	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	■	3
Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	0	0	■	5
Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	0	0	■	0	0	0	0	■	6
Compliance	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	■	0	0	■	0	0	0	0	■	8
Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	1
Acquiescence	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	■	0	0	0	0	■	5
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	5
Subject insufficiency	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	4
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	3
Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	■	0	0	0	0	■	5
Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	■	0	0	■	5
Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	■	0	■	0	0	0	8

Table 9 (cont.)
I.S.O.W. Primary Code Relation Nodal Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Disconnection	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0	0	■	0	0	0	0	0	0	0	■	13
What's the purpose?	0	0	0	0	0	■	0	■	0	■	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	5
Service learning inculcates stress/overwhelms/extra stuff to do	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	20
Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	2
Affirms disjunction	0	0	0	0	0	0	0	0	0	0	■	■	■	0	■	0	0	■	0	0	0	0	■	0	0	■	12
Disjointed perception	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	3
Contradistinction	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	■	0	■	■	0	■	0	0	0	14
Diametric	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	■	0	0	0	0	0	0	0	■	6
Contradiction	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	3
Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	■	0	0	0	13
Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	3
Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	2
Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	7
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	■	0	0	0	0	0	0	10
Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	1
Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	■	6
Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	0	0	0	0	5
Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	6
Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	2
Perception	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	■	0	■	0	0	■	13
Cogitation	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	0	■	■	■	0	■	0	0	0	16
Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	■	■	0	■	0	0	0	6
Self efficacy	0	0	0	0	■	■	0	0	0	■	0	0	0	0	0	■	0	■	0	■	0	0	■	0	0	■	59
Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	13
Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	4
Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	■	0	■	■	21

Table 9 (cont.)
I.S.O.W. Primary Code Relation Nodal Matrix: Total of 3ʳᵈ Cycle Primary Code
Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0	■	0	■	■	16
Empowerment	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	■	0	0	0	36
Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	■	0	0	0	16
Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	■	13
Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	■	■	0	0	0	0	■	16
Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	■	■	■	■	0	■	0	0	0	42
Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	■	0	0	■	0	■	■	0	0	7
Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	1
Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	■	0	0	0	32
Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	0	0	■	0	0	0	17
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	1
Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	■	■	■	0	■	0	0	■	56
Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	22
Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	■	0	0	0	12
Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	0	0	0	■	14
Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	1
Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	■	0	0	■	28
Grassroots participation	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	4
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior school or community service	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	3
Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	■	■	0	0	4
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	4
Graduation requirement	0	0	0	0	0	0	0	0	0	0	■	■	0	■	■	0	0	■	0	■	■	0	0	0	0	■	28
Subjugation	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	■	0	0	0	■	■	0	0	0	■	23
Consequences	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	■	0	0	0	0	0	0	0	■	11
Grade promotion requirement	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	5
Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	■	0	0	0	6

Table 9 (cont.)
I.S.O.W. Primary Code Relation Nodal Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Compulsory participation	0	0	0	0	0	0	0	0	■	0	■	■	0	■	0	0	■	0	0	0	■	0	0	0	■	■	26
Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	2	6	8	35	14	2	4	9	3	18	80	25	65	293	1	137	8	4	99	824

Table 10
I.S.O.W. Primary Code Relation Value Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	4
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3	6
Ambivalent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	0	1	2	0	0	0	0	0	8
Torpid attitude	0	2	0	0	0	2	0	0	0	1	2	2	0	0	0	0	0	3	0	1	1	0	2	1	0	4	21
Non-motivating	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3

Table 10 (cont.)
I.S.O.W. Primary Code Relation Value Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	0	2	5
Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	2	6
Compliance	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	0	0	1	0	0	0	0	3	8
Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Acquiescence	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2	5
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Subject insufficiency	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2	5
Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	2	5
Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	3	0	1	0	0	0	8
Disconnection	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	8	0	0	0	0	0	0	0	2	13
What's the purpose?	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	5
Service learning inculcates stress/overwhelms/extra stuff to do	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	7	0	0	0	20
Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2
Affirms disjunction	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	5	0	1	0	0	1	0	0	1	12
Disjointed perception	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	3
Contradistinction	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	7	0	2	1	0	1	0	0	0	14
Diametric	0	0	0	0	0	0	0	0	0	1	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	6
Contradiction	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	3
Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	6	4	2	0	0	0	0	0	13
Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	3
Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	1	0	0	0	7
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	5	3	0	0	0	0	0	10
Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	0	0	1	6

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	0	0	0	0	0	5
Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	0	0	0	6
Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	1	3	0	5	0	0	1	13
Cogitation	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	2	2	8	0	1	0	0	0	16
Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	6
Self efficacy	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	1	1	0	4	30	0	18	0	0	1	59
Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	9	0	3	0	0	0	13
Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	0	4
Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	8	0	9	0	1	1	21
Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	6	0	5	0	2	1	16
Empowerment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	27	0	4	0	0	0	36
Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8	0	4	0	0	0	16
Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	7	0	4	0	0	1	13
Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	1	4	0	0	0	0	8	16
Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	3	1	6	20	0	9	0	0	0	42
Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	0	0	1	0	1	1	0	0	7
Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	17	0	10	0	0	0	32
Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	1	2	7	0	4	0	0	0	17
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	1	2	35	0	12	0	0	1	56
Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	13	0	7	0	0	0	22
Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	6	0	4	0	0	0	12
Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	6	0	5	0	0	1	14
Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4	12	0	9	0	0	1	28
Grassroots participation	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	4
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior school or community service	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	3
Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	4
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	1	4
Graduation requirement	0	0	0	0	0	0	0	0	0	0	2	1	0	1	1	0	0	4	0	1	5	0	0	0	0	13	28
Subjugation	0	0	0	0	0	0	0	0	1	0	2	2	0	1	0	0	2	0	0	0	2	1	0	0	0	12	23

Table 10 (cont.)

Table 10 (cont.)
I.S.O.W. Primary Code Relation Value Matrix: Total of 3rd Cycle Primary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Consequences	0	0	0	0	0	0	0	0	0	0	3	0	0	1	1	0	0	1	0	0	0	0	0	0	0	5	11
Grade promotion requirement	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5
Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	3	0	0	0	6
Compulsory participation	0	0	0	0	0	0	0	0	1	0	2	2	0	1	0	0	2	0	0	0	3	0	0	0	1	14	26
Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	2	6	8	35	14	2	4	9	3	18	80	25	65	293	1	137	8	4	99	824

Table 11
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation	Non-transformative	No familial participation	Dislikes service learning	No note taking or reflection	No prior knowledge of what is	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes	Notes are task/essay antecedent	Reflections/Experiences
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude	0	2	0	0	0	2	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0

Table 11 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning	No note taking or reflection	No prior knowledge of what is	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes	Notes are task/essay antecedent	Reflections/Experiences
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Compliance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 11 (cont.)

I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Discernment\Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Self efficacy	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Self efficacy\Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Empowerment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Self efficacy\Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	0	0	1	1	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	0	0	1	1	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	2	6	8	21	3	5	6	8	5	1	2	4	5	4	3	0	5	5	8

Table 11 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Torpid attitude	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Program improvement	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Disconnection	0	0	0	0	0	3	1	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	3	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Disconnection\Disjointed perception	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	3	0	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Disconnection\Diametric	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4	1	0	0	0	0	0	0	2	1
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	1	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	2	0	0	2	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	0	0
Discernment\Speculative contrast	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Self efficacy	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0
Self efficacy\Motivation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Repetitious participation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Motivation\Aspirant Participant	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Empowerment	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0
Self efficacy\Aggrandizement	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Self efficacy\Acquired new knowledge/learned something	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	2	1
Self efficacy\Effortless acquisition of learning hours	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0
Altruism\Philanthropy	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Predilection towards community	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	13	5	1	20	2	12	3	14	6	3	0	1	13	0	3	2	7	10	1	6	5	6	2	13	16	6

Table 11 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Self efficacy	Self efficacy\Motivation	Self efficacy\Empowerment	Self efficacy\Self reflection	Self efficacy\Aggrandizement	Self efficacy\Goal=Learning Project=Get the hours	Self efficacy\Acquired new knowledge/learned something	Self efficacy\Effortless acquisition of learning hours	Self efficacy\Leadership	Self efficacy\Transformation	Self efficacy\Self efficacy leadership	Self efficacy\Coping strategy/social development	Pro-choice	Pro-choice\Option	Altruism	Altruism\Philanthropy	Altruism\Empathetic revelation	Altruism\Predilection towards community	Altruism\Affirmation of poverty need	Altruism\Empathy	Altruism\Grassroots participation
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Ambivalent	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Table 11 (cont.)

I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Self efficacy	Self efficacy\Motivation	Self efficacy\Empowerment	Self efficacy\Self reflection	Self efficacy\Aggrandizement	Self efficacy\Goal=Learning Project=Get the hours	Self efficacy\Acquired new knowledge/learned something	Self efficacy\Effortless acquisition of learning hours	Self efficacy\Leadership	Self efficacy\Transformation	Self efficacy\Self efficacy leadership	Self efficacy\Coping strategy/social development	Pro-choice	Pro-choice\Option	Altruism	Altruism\Philanthropy	Altruism\Empathetic revelation	Altruism\Predilection towards community	Altruism\Affirmation of poverty need	Altruism\Empathy	Altruism\Grassroots participation
Non-motivating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Acquiescence	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Notes are task/essay antecedent	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Reflections/Experiences	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service learning inculcates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Collaboration	1	4	2	0	0	0	1	2	0	1	0	2	0	0	3	2	0	1	0	1	0
Service learning definition	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Affirms disjunction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disjointed perception	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Contradistinction	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Diametric	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Discernment	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discerning perspective	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
Summative cogitation	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Contemplation	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Acumen	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Perception	1	1	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	1	0	2	0
Cogitation	2	0	1	1	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Speculative contrast	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Self efficacy	0	6	6	2	3	1	5	0	0	5	0	2	0	0	8	4	1	2	0	3	0
Motivation	1	2	2	0	0	0	1	0	1	1	0	1	0	0	2	1	0	0	0	0	0
Repetitious participation	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Service driven motivator/motivation	3	3	1	0	0	0	0	0	0	1	0	0	0	0	3	3	0	2	0	1	0
Aspirant Participant	2	4	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0

Table 11 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Self efficacy	Self efficacy\Motivation	Self efficacy\Empowerment	Self efficacy\Self reflection	Self efficacy\Aggrandizement	Self efficacy\Goal=Learning Project=Get the hours	Self efficacy\Acquired new knowledge/learned something	Self efficacy\Effortless acquisition of learning hours	Self efficacy\Leadership	Self efficacy\Transformation	Self efficacy\Self efficacy leadership	Self efficacy\Coping strategy/social development	Pro-choice	Pro-choice\Option	Altruism	Altruism\Philanthropy	Altruism\Empathetic revelation	Altruism\Predilection towards community	Altruism\Affirmation of poverty need	Altruism\Empathy	Altruism\Grassroots participation
Empowerment	6	3	0	2	2	1	5	1	0	5	0	2	0	0	3	0	0	0	0	1	0
Self reflection	2	0	2	0	0	1	2	0	0	1	0	0	0	0	2	0	1	0	0	1	0
Aggrandizement	3	0	2	0	0	0	1	0	0	1	0	0	0	0	2	0	0	2	0	0	0
Goal=Learning Project=Get the hours	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Acquired new knowledge/learned something	5	1	5	2	1	1	0	0	0	3	0	2	0	0	4	1	2	0	0	2	0
Effortless acquisition of learning hours	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Leadership	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transformation	5	2	5	1	1	0	3	0	0	0	0	0	0	0	4	0	2	0	0	4	0
Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coping strategy/social development	2	1	2	0	0	0	2	0	0	0	0	0	0	0	3	1	0	0	0	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	8	9	3	2	2	0	4	0	0	4	0	3	0	0	0	5	1	3	0	3	0
Philanthropy	4	7	0	0	0	0	1	0	0	0	0	1	0	0	5	0	0	1	0	1	0
Empathetic revelation	1	0	0	1	0	0	2	0	0	2	0	0	0	0	1	0	0	0	0	3	0
Predilection towards community	2	2	0	0	2	0	0	0	0	0	0	0	0	0	3	1	0	0	0	1	0
Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Empathy	3	1	1	1	0	0	2	0	0	4	0	0	0	0	3	1	3	1	1	0	0
Grassroots participation	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior school or community service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Familial participation in service	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Chose to participate	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subjugation	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Consequences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade promotion requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Priority	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0
Compulsory participation	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	59	54	3	16	13	1	4	7	1	3	0	17	1	0	5	2	12	14	1	28	4

Table 11 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Prior knowledge of what is service learning	Prior knowledge of what is service learning\Prior school or community service	Prior knowledge of what is service learning\Familial participation in service	Chose to participate	Graduation requirement	Graduation requirement\Subjugation	Graduation requirement\Consequences	Graduation requirement\Grade promotion requirement	Graduation requirement\Priority	Graduation requirement\Compulsory participation	Compulsory participation\Scheduled assignment	Compulsory participation\Regular assignment	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	4
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	2
Dislikes service learning requirement	0	0	0	0	0	0	0	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	2
Program change/difference	1	0	0	0	0	1	0	1	0	1	0	0	6
Ambivalent	0	0	0	0	0	0	0	0	0	0	0	0	8
Torpid attitude	0	1	0	0	1	1	1	0	0	1	0	0	21
Non-motivating	0	0	0	0	0	0	1	0	0	0	0	0	3
Aberrant teacher behavior	0	0	0	0	1	0	1	0	0	0	0	0	5
Reflection aberration/aberrant student behavior	0	0	0	0	0	1	0	0	0	1	0	0	6
Compliance	0	0	0	0	1	1	0	0	0	1	0	0	8
Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	1
Acquiescence	0	0	0	0	0	1	0	0	0	1	0	0	5
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	1	1	1	0	0	1	0	0	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	5
Subject insufficiency	0	0	0	0	1	0	1	0	0	0	0	0	4
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	3
Online research	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	1	0	0	0	1	0	0	5
Notes are task/essay antecedent	0	0	0	0	0	1	0	0	0	1	0	0	5
Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	8
Disconnection	0	0	0	0	2	0	0	0	0	0	0	0	13
What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	5
Service learning inculcates stress/overwhelms/extra	0	0	0	0	0	0	0	0	0	0	0	0	1
Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	20
Service learning definition	0	0	0	0	1	0	0	0	0	0	0	0	2
Affirms disjunction	0	0	0	0	1	0	0	0	0	0	0	0	12
Disjointed perception	0	0	0	0	0	0	0	0	0	0	0	0	3
Contradistinction	0	0	0	0	0	0	0	0	0	0	0	0	14
Diametric	0	0	0	0	0	0	1	0	0	0	0	0	6
Contradiction	0	1	1	0	0	0	0	0	0	0	0	0	3
Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0
Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	0	0	0	0	0	13
Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0
Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	3

Table 11 (cont.)

I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for one occurrence

Code System	Prior knowledge of what is service learning	Prior knowledge of what is service learning\Prior school or community service	Prior knowledge of what is service learning\Familial participation in service	Chose to participate	Graduation requirement	Graduation requirement\Subjugation	Graduation requirement\Consequences	Graduation requirement\Grade promotion requirement	Graduation requirement\Priority	Graduation requirement\Compulsory participation	Compulsory participation\Scheduled assignment	Compulsory participation\Regular assignment	SUM
Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	2
Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	7
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	10
Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	1
Discerning perspective	0	0	0	0	1	0	0	0	0	0	0	0	6
Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	5
Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	6
Acumen	0	0	0	0	0	0	0	0	0	0	0	0	2
Perception	0	0	0	0	0	0	0	0	0	1	0	0	13
Cogitation	0	0	0	0	0	0	0	0	0	0	0	0	16
Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	6
Self efficacy	0	0	0	0	0	0	0	0	1	0	0	0	59
Motivation	0	0	0	0	0	0	0	0	0	0	0	0	13
Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	4
Service driven motivator/motivation	0	0	0	1	0	0	0	0	1	0	0	0	21
Aspirant Participant	0	0	0	2	0	0	0	0	0	1	0	0	16
Empowerment	0	0	0	0	0	0	0	0	0	0	0	0	36
Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	16
Aggrandizement	0	0	0	0	1	0	0	0	0	0	0	0	13
Goal=Learning Project=Get the hours	0	0	0	0	4	2	0	0	0	2	0	0	16
Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	0	0	0	42
Effortless acquisition of learning hours	0	0	1	0	0	0	0	0	0	0	0	0	7
Leadership	0	0	0	0	0	0	0	0	0	0	0	0	1
Transformation	0	0	0	0	0	0	0	0	0	0	0	0	32
Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0
Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	17
Pro-choice	0	0	0	0	0	1	0	0	0	0	0	0	1
Option	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	1	0	0	0	56
Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	22
Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	12
Predilection towards community	0	0	0	0	0	0	0	0	1	0	0	0	14
Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	1
Empathy	0	0	0	0	0	0	0	0	1	0	0	0	28
Grassroots participation	0	0	1	0	0	0	0	0	0	0	0	0	4
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior school or community service	0	0	1	0	0	0	0	0	0	0	0	0	3
Familial participation in service	0	1	0	0	0	0	0	0	0	0	0	0	4
Chose to participate	0	0	0	0	0	0	0	0	0	1	0	0	4
Graduation requirement	0	0	0	0	0	4	2	1	0	6	0	0	28
Subjugation	0	0	0	0	4	0	1	1	0	6	0	0	23
Consequences	0	0	0	0	2	1	0	1	0	1	0	0	11
Grade promotion requirement	0	0	0	0	1	1	1	0	0	1	0	0	5
Priority	0	0	0	0	0	0	0	0	0	0	0	0	6
Compulsory participation	0	0	0	1	6	6	1	1	0	0	0	0	26
Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	1	3	4	4	28	23	11	5	6	26	0	0	824

Table 12

I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude	0	■	0	0	0	■	0	0	0	■	0	■	0	■	■	■	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Compliance	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	■	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	■	0	■	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	■	■	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 12 (cont.)

I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■
Discernment\Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0
Self efficacy	0	0	0	0	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■
Self efficacy\Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Self efficacy\Empowerment	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0
Self efficacy\Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	0	0	0	0	0	0	■	0	■	0	■	0	0	0	■	0	■	0	0	0	0	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	■	0	■	0	0	■	■	■	0	0	■	0	0	0	0	■	■	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	0	0	0	■	0	■	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	■	0	■	0	0	■	■	■	0	0	■	0	0	0	0	■	■	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	3	6	9	24	3	6	8	9	6	1	2	4	6	4	3	0	7	5	10

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Disconnection	What's the purpose?	Service learning	Collaboration	Service learning	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	■	0	0	0	0	■	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Torpid attitude	0	■	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Program improvement	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	■	0	0	0	0	■	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0
Disconnection	0	0	0	0	0	■	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Disconnection\Disjointed perception	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
Disconnection\Contradistinction	■	0	0	0	0	■	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■
Disconnection\Diametric	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	0	0	0	0	0	0	■	■
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	■	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	■	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	■	0	0	■	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	■	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0
Discernment\Speculative contrast	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	■	0	0
Self efficacy	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	0
Self efficacy\Motivation	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Repetitious participation	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Motivation\Aspirant Participant	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Empowerment	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	■	0
Self efficacy\Aggrandizement	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Self efficacy\Acquired new knowledge/learned something	0	■	0	■	0	0	0	■	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	■	■	■
Self efficacy\Effortless acquisition of learning hours	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast
Self efficacy\Transformation	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	■	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0
Altruism\Philanthropy	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Predilection towards community	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	■	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	15	8	1	22	2	12	3	21	6	3	0	1	17	0	3	2	11	12	1	6	5	8	2	17	19	10

Table 12 (cont.)
I.S.O.W. Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Unaware of graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Dislikes service learning	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	■	0	■	0	0	6
Ambivalent	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Torpid attitude	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	■	■	■	0	■	0	0	24
Torpid attitude\Non-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	3
Torpid attitude\Aberrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	6
Torpid attitude\Reflection	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	8
Compliance	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0	0	9
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	6
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	■	0	0	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Learning deficiency\Subject	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	4
Research documentation	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	7
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	■	0	0	5
Takes notes and/or writes	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	15
Disconnection\What's the	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
What's the purpose?\Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
What's the	■	■	■	■	■	■	0	0	0	■	■	0	■	0	■	0	0	■	■	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	22
What's the purpose?\Service	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	2
Disconnection\Affirms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	12
Disconnection\Disjoin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Disconnection\	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	21
Disconnection\Diamet	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	6
Disconnection\Contra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	3
Disconnection\Contra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
Connection\Clarificati	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Connection\Task	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Connection\Task	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Discernment	■	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Discernment\Assumpti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discernin	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	6
Discernment\Summativ	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5

Table 12 (cont.)
I.S.O.W. Primary Code Relation Nodal Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/ social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
Discernment\Contempl	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Discernment\Acumen	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Discernment\Perceptio	■	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	17
Discernment\Cogitatio	■	0	0	0	0	■	■	0	■	■	0	0	0	0	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	19
Discernment\Speculati	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Self efficacy	0	■	0	■	■	■	■	■	■	■	0	0	0	■	0	■	0	0	■	■	■	■	■	0	0	0	0	0	0	0	0	0	■	0	0	0	94
Self	■	0	0	■	■	■	0	0	0	■	0	■	■	0	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Motivation\Repetitiou	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Motivation\Service	■	■	0	0	■	■	0	0	0	0	0	0	■	0	0	0	0	■	■	0	■	0	■	0	0	■	0	0	0	0	0	0	■	0	0	0	32
Motivation\Aspirant	■	■	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	■	0	0	23
Self	■	■	0	■	0	0	■	■	■	0	■	0	0	■	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	58
Self efficacy\Self	■	0	0	0	0	■	0	0	■	0	0	0	0	0	0	0	0	■	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Self	■	0	0	0	0	■	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	18
Self	■	0	0	0	0	■	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	0	25
Self efficacy\Acquired	■	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	68
Self efficacy\Effortless	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	8
Self	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self	■	■	0	■	0	■	■	■	0	■	0	0	0	0	0	0	0	■	0	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	42
Self efficacy\Self	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping	■	■	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	1
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	■	■	■	■	■	■	■	■	■	0	0	0	■	0	■	0	0	■	■	■	■	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	93
Altruism\Philanthropy	■	■	■	■	■	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	29
Altruism\Empathetic	■	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Altruism\Predilection	■	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	16
Altruism\Affirmation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	■	0	0	■	0	■	■	0	0	■	0	0	■	0	0	0	0	■	■	■	■	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	36
Altruism\Grassroots	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	5
Prior knowledge of	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior knowledge of	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	3
Prior knowledge of	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	5
Chose to participate	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	4
Graduation requirement	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	0	■	0	0	33
Graduation	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	■	0	■	0	0	0	11
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	■	0	0	0	5
Graduation	■	0	0	■	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Graduation	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	■	0	0	0	0	39
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	9	2	4	3	2	5	2	1	2	6	8	1	4	0	2	1	0	9	2	1	1	1	3	5	1	3	5	4	3	3	1	5	6	3	0	0	1120

similarity analysis (**See Table 13**),

Table 13
I.S.O.W. Interviewee Similarity Analysis Matrix

Document name	Interview #1	Interview #2	Interview #3	Interview #4	Interview #5	Interview #6	Interview #7	Interview #8	Interview #9	Interview #10	Interview #11
Interview #1	1	0.34	0.5	0.45	0.56	0.6	0.52	0.42	0.47	0.36	0.47
Interview #2	0.34	1	0.55	0.57	0.56	0.58	0.64	0.56	0.56	0.61	0.56
Interview #3	0.5	0.55	1	0.52	0.65	0.51	0.68	0.58	0.67	0.5	0.74
Interview #4	0.45	0.57	0.52	1	0.67	0.56	0.59	0.65	0.6	0.57	0.56
Interview #5	0.56	0.56	0.65	0.67	1	0.66	0.63	0.55	0.59	0.53	0.66
Interview #6	0.6	0.58	0.51	0.56	0.66	1	0.65	0.68	0.61	0.6	0.59
Interview #7	0.52	0.64	0.68	0.59	0.63	0.65	1	0.65	0.72	0.5	0.72
Interview #8	0.42	0.56	0.58	0.65	0.55	0.68	0.65	1	0.73	0.69	0.66
Interview #9	0.47	0.56	0.67	0.6	0.59	0.61	0.72	0.73	1	0.51	0.75
Interview #10	0.36	0.61	0.5	0.57	0.53	0.6	0.5	0.69	0.51	1	0.51
Interview #11	0.47	0.56	0.74	0.56	0.66	0.59	0.72	0.66	0.75	0.51	1

frequency configuration tables (**See Tables 14 and 15**):

Table 14
Configuration Table for Top 10 Primary Codes for All 11 Interviews

Document	Self efficacy	Altruism	Graduation requirement	Disconnection	Discernment	Connection	Torpid attitude	Takes notes and/or writes	Ambivalent	Prior knowledge	Sum
Interview #1	•	•	•	•	•	•		•		•	8
Interview #2	•	•	•	•		•	•	•	•	•	9
Interview #3	•	•	•	•	•	•		•	•	•	9
Interview #4	•	•	•	•			•		•		6
Interview #5	•	•	•	•	•	•		•	•	•	9
Interview #6	•	•	•	•	•	•		•	•	•	9
Interview #7	•	•	•		•	•		•			6
Interview #8	•		•	•			•		•		5
Interview #9	•	•	•			•			•		5
Interview #10		•	•	•			•	•	•	•	7
Interview #11	•	•	•			•		•		•	6

Table 15
Frequency Configuration Table for Top 10 Primary Codes
(1024 related coded segment combinations)

Self efficacy	Altruism	Graduation requirement	Disconnection	Discernment	Connection	Torpid attitude	Takes notes and/or writes	Ambivalent	Prior knowledge	Frequency	Percent
•	•	•		•	•		•			1	9
•	•	•			•			•		1	9
•		•	•			•		•		1	9
•	•	•	•			•		•		1	9
•	•	•			•		•		•	1	9
•	•	•	•	•	•		•		•	1	9
•	•	•	•	•	•		•	•	•	3	27
	•	•	•			•	•	•	•	1	9
•	•	•	•		•	•	•	•	•	1	9
										11	100

and validity analysis (**See Tables 16-18**).

Table 16

Self-efficacy			
Name	Frequency	Percentage	Percentage (valid)
Acquired new knowledge/learned something	10	90.91	90.91
Empowerment	9	81.82	81.82
Motivation	9	81.82	81.82
Transformation	8	72.73	72.73
Aggrandizement	6	54.55	54.55
Goal=Learning Project=Get the hours	6	54.55	54.55
Effortless acquisition of learning hours	5	45.45	45.45
Coping strategy/social development	5	45.45	45.45
Self reflection	4	36.36	36.36
Leadership	1	9.09	9.09
Self efficacy leadership	1	9.09	9.09
Total	11	100.00	100.00
Missing	0	0.00	-
Total	11	100.00	-

Table 17

Altruism			
Name	Frequency	Percentage	Percentage (valid)
Grassroots participation	8	72.73	88.89
Empathy	6	54.55	66.67
Philanthropy	5	45.45	55.56
Empathetic revelation	4	36.36	44.44
Predilection towards community	4	36.36	44.44
Affirmation of poverty need	1	9.09	11.11
Total	9	81.82	100.00
Missing	2	18.18	-
Total	11	100.00	-

Table 18

Graduation Requirement			
Name	Frequency	Percentage	Percentage (valid)
Compulsory participation	9	81.82	100.00
Subjugation	6	54.55	66.67
Consequences	3	27.27	33.33
Priority	2	18.18	22.22
Grade promotion requirement	2	18.18	22.22
Total	9	81.82	100.00
Missing	2	18.18	-
Total	11	100.00	-

These quantitative data results were constructed from data extracted through MAX Qualitative Data Analysis ((MAXQDA) *a qualitative data analysis software program named after its predecessor, MAX, a DOS based text analysis program*) from the original transcribed interviews, 88 ancillary codes, and 26 primary codes were identified. In the MAXQDA program, the comments and codes identified through the first three cycles of coding were labeled with the ancillary and primary codes.

Additionally, data matrices were constructed that reported a summation of the coded comments assigned to each interviewee, as well as for each primary code (*both singular and all occurrences*). Complex coding queries were also implemented using the MAXQDA Intersection (set) retrieval function that analyzes "activated" codes, and reveals code combinations where "at least three code intersections are required" (MAXQDA 12 User Manual, 2015, pg. 206). The retrieved segments in this query were used to formulate the data for the similarity matrices.

The primary and ancillary coded segment matrices were then analyzed for code relations based on code and/or comment counts and frequency, code repetition, and similarity analysis from similarity and distance matrices. The analyses yielded the following data from the interviewee code summation (Σ) nodal/value matrices (*4th cycle coded segments*):

Σ = 147 - Primary coded segments with one occurrence for all interviewees (**Table 19**)

Table 19

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	1	1	0	1	0	5
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	1	1	1	0	1	0	6
No note taking or reflection	0	0	1	0	0	0	0	1	1	0	1	4
No prior knowledge of what is service learning	0	0	1	0	0	1	1	1	1	0	0	5
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	1	1	1	1	1	0	1	1	1	0	8
Torpid attitude	0	1	0	1	0	0	0	1	0	1	0	4
Compliance	1	0	0	0	0	0	0	1	0	1	0	3
Program improvement	0	1	0	0	0	0	0	0	0	1	0	2
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	1	0	0	0	1	0	0	0	0	1	0	3
Research documentation	1	1	0	0	0	1	1	0	0	0	1	5
Takes notes and/or writes reflection	1	1	1	0	1	1	1	0	0	1	1	8
Disconnection	1	1	1	1	1	1	0	1	0	1	0	8
Connection	1	1	1	0	1	1	1	0	1	0	1	8
Discernment	1	0	1	0	1	1	1	0	0	0	0	5
Self efficacy	1	1	1	1	1	1	1	1	1	0	1	10
Pro-choice	1	0	0	0	0	1	0	0	0	1	0	3
Altruism	1	1	1	1	1	1	1	0	1	1	1	10
Prior knowledge of what is service learning	1	1	1	0	1	1	0	0	0	1	1	7
Chose to participate	0	1	1	1	1	0	1	0	0	0	1	6
Graduation requirement	1	1	1	1	1	1	1	1	1	1	1	11
SUM	14	16	12	10	13	17	13	12	10	15	10	142

Σ = 345 - Primary coded segments with all occurrences for all interviewees (**Table 20**):

Table 20

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	2	2	0	5	0	11
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	2	2	1	0	3	0	10
No note taking or reflection	0	0	1	0	0	0	0	3	2	0	2	8
No prior knowledge of what is service learning	0	0	1	0	0	2	1	1	1	0	0	6
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	8	1	1	1	2	0	10	2	4	0	29
Torpid attitude	0	1	0	1	0	0	0	2	0	13	0	17
Compliance	1	0	0	0	0	0	0	1	0	2	0	4
Program improvement	0	1	0	0	0	0	0	0	0	2	0	3
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	1	0	0	0	2	0	0	0	0	1	0	4
Research documentation	1	1	0	0	0	2	1	0	0	0	1	6
Takes notes and/or writes reflection	2	1	1	0	1	1	3	0	0	2	1	12

Table 20 (cont.)

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
Disconnection	2	3	2	1	4	1	0	4	0	1	0	18
Connection	2	1	3	0	3	3	3	0	2	0	2	19
Discernment	3	0	2	0	1	1	3	0	0	0	0	10
Self efficacy	4	1	3	11	14	8	9	2	2	0	4	58
Pro-choice	1	0	0	0	0	1	0	0	0	1	0	3
Altruism	5	2	3	4	6	8	5	0	7	1	10	51
Prior knowledge of what is service learning	2	1	1	0	1	2	0	0	0	1	1	9
Chose to participate	0	1	1	1	2	0	1	0	0	0	1	7
Graduation requirement	6	3	2	5	6	6	1	4	1	3	2	39
SUM	32	28	21	27	43	43	33	32	20	41	25	345

Σ = 387 - Primary and ancillary coded segments with one occurrence for all interviewees (**Table 21**)

Table 21

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	1	1	0	1	0	5
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	1	1	1	0	1	0	6
No note taking or reflection	0	0	1	0	0	0	0	1	1	0	1	4
No prior knowledge of what is service learning	0	0	1	0	0	1	1	1	1	0	0	5
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	1	1	1	1	1	0	1	1	1	0	8
Torpid attitude	1	3	0	2	2	1	0	1	0	4	0	14
Compliance	2	1	1	0	0	0	0	1	0	2	0	7
Program improvement	0	1	0	0	0	0	0	0	0	1	0	2
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	2	0	0	1	1	0	0	0	0	2	0	6
Research documentation	2	1	0	0	0	1	1	0	0	0	1	6
Takes notes and/or writes reflection	2	3	2	1	3	2	2	0	0	1	1	17
Disconnection	6	5	7	5	6	4	1	6	1	7	1	49
Connection	5	1	1	0	3	4	2	0	2	0	2	20
Discernment	8	1	8	2	3	3	4	0	2	1	0	32
Self efficacy	10	8	7	8	9	9	8	5	7	3	8	82
Pro-choice	1	1	0	0	0	1	0	0	0	1	0	4
Altruism	7	1	4	4	6	4	3	1	1	2	5	38
Prior knowledge of what is service learning	2	1	3	0	2	2	1	1	2	3	3	20
Chose to participate	0	1	1	1	1	0	1	0	0	0	1	6
Graduation requirement	4	7	1	4	2	3	4	3	2	4	1	35
SUM	54	40	38	32	41	41	32	25	23	36	25	387

$\Sigma = 820$ - Primary and ancillary coded segments with all occurrences for all interviewees (**Table 22**)

Table 22

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	SUM
No prior school service	1	1	0	1	0	1	1	1	1	0	0	7
No academic benefit/not a grade	0	1	0	0	0	1	2	2	0	5	0	11
Unaware of graduation requirement	0	0	0	0	0	0	0	0	1	0	1	2
Non-transformative	0	0	0	0	0	1	0	0	0	0	0	1
No familial participation	0	1	0	1	1	0	0	0	0	0	0	3
Dislikes service learning requirement	0	0	0	1	1	2	2	1	0	3	0	10
No note taking or reflection	0	0	1	0	0	0	0	3	2	0	2	8
No prior knowledge of what is service learning	0	0	1	0	0	2	1	1	1	0	0	6
Program change/difference	0	1	0	0	0	0	1	0	0	1	0	3
Ambivalent	0	8	1	1	1	2	0	10	2	4	0	29
Torpid attitude	1	3	0	5	2	3	0	2	0	21	0	37
Compliance	3	1	1	0	0	0	0	1	0	4	0	10
Program improvement	0	1	0	0	0	0	0	0	0	2	0	3
Did not chose to participate	1	0	0	0	0	1	0	1	1	1	0	5
Learning deficiency	2	0	0	1	2	0	0	0	0	2	0	7
Research documentation	3	1	0	0	0	2	1	0	0	0	1	8
Takes notes and/or writes reflection	3	5	4	4	4	3	4	0	0	2	1	30
Disconnection	10	10	12	5	17	5	1	10	1	16	2	89
Connection	6	1	3	0	8	9	4	0	3	0	3	37
Discernment	11	2	12	2	3	3	9	0	2	1	0	45
Self efficacy	14	10	31	26	39	26	37	7	13	6	22	231
Pro-choice	1	1	0	0	0	1	0	0	0	1	0	4
Altruism	13	2	9	11	16	16	9	3	7	2	14	102
Prior knowledge of what is service learning	4	1	5	0	2	3	1	2	3	5	3	29
Chose to participate	0	1	1	1	2	0	1	0	0	0	1	7
Graduation requirement	13	15	2	9	7	14	5	10	2	17	2	96
SUM	86	66	83	68	105	95	79	54	39	93	52	820

Code relations summation (Σ) nodal/value matrices between primary and all codes yielded the following results (*4th cycle coded segments*):

$\Sigma = 824$ -Relations for all codes and primary codes occurring once (**Table 23**)

Table 23

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	4
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3	6
Ambivalent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	0	1	2	0	0	0	0	0	8
Torpid attitude	0	2	0	0	0	2	0	0	0	1	2	2	0	0	0	0	0	3	0	1	1	0	2	1	0	4	21
Non-motivating	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3
Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	0	2	5
Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	2	6
Compliance	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	0	0	1	0	0	0	0	3	8
Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Acquiescence	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2	5
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4	0	0	0	0	0	0	0	0	5
Subject insufficiency	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4

Table 23(cont.)

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2	5
Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	2	5
Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	3	0	1	0	0	0	8
Disconnection	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	8	0	0	0	0	0	0	0	2	13
What's the purpose?	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	5
Service learning inculcates stress/overwhelms/extra stuff to do	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	7	0	0	0	20
Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2
Affirms disjunction	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	5	0	1	0	0	1	0	0	1	12
Disjointed perception	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	3
Contradistinction	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	7	0	2	1	0	1	0	0	0	14
Diametric	0	0	0	0	0	0	0	0	0	1	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	6
Contradiction	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	3
Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	6	4	2	0	0	0	0	0	13
Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	3
Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	1	0	0	0	7
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	5	3	0	0	0	0	0	10
Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	0	0	1	6
Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	0	0	0	0	0	5
Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	0	0	0	6
Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	1	3	0	5	0	0	1	13

Table 23(cont.)

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Cogitation	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	2	2	8	0	1	0	0	0	16
Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	6
Self efficacy	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	1	1	0	4	30	0	18	0	0	1	59
Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	9	0	3	0	0	0	13
Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	0	4
Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	8	0	9	0	1	1	21
Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	6	0	5	0	2	1	16
Empowerment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	27	0	4	0	0	0	36
Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8	0	4	0	0	0	16
Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	7	0	4	0	0	1	13
Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	1	4	0	0	0	0	8	16
Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	3	1	6	20	0	9	0	0	0	42
Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	0	0	1	0	1	1	0	0	7
Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	17	0	10	0	0	0	32
Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2	7	0	4	0	0	0	17
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	1	2	35	0	12	0	0	1	56
Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	13	0	7	0	0	0	22
Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	6	0	4	0	0	0	12
Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	6	0	5	0	0	1	14
Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4	12	0	9	0	0	1	28
Grassroots participation	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	4
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Table 23(cont.)

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Prior school or community service	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	3
Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	4
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	1	4
Graduation requirement	0	0	0	0	0	0	0	0	0	0	2	1	0	1	1	0	0	4	0	1	5	0	0	0	0	13	28
Subjugation	0	0	0	0	0	0	0	0	1	0	2	2	0	1	0	0	2	0	0	0	2	1	0	0	0	12	23
Consequences	0	0	0	0	0	0	0	0	0	0	3	0	0	1	1	0	0	1	0	0	0	0	0	0	0	5	11
Grade promotion requirement	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5
Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	3	0	0	0	6
Compulsory participation	0	0	0	0	0	0	0	0	1	0	2	2	0	1	0	0	2	0	0	0	3	0	0	0	1	14	26
Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	2	6	8	35	14	2	4	9	3	18	80	25	65	293	1	137	8	4	99	824

$\Sigma = 1118$ - Relations for all codes and all occurrences (**Table 24**)

Table 24
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude	0	2	0	0	0	2	0	0	0	1	0	1	0	2	1	1	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Compliance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	1	0	2	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 24 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Acquiescence	Capitulation	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
Discernment\Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Self efficacy	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
Self efficacy\Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Repetitious participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Aspirant Participant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Self efficacy\Acquired new knowledge/learned something	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Empowerment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	0	0	0	0	0	0	1	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	0	0	2	1	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	0	0	2	1	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	**0**	**4**	**0**	**0**	**2**	**5**	**0**	**3**	**6**	**9**	**24**	**3**	**6**	**8**	**9**	**6**	**1**	**2**	**4**	**6**	**4**	**3**	**0**	**7**	**5**	**10**

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast	Self efficacy	Motivation
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	2	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Torpid attitude	0	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	1	0	0	0	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0
Disconnection	0	0	0	0	0	3	1	5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 24 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast	Self efficacy	Motivation
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	3	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Disconnection\Disjointed perception	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	5	0	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0
Disconnection\Diametric	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	8	1	0	0	0	0	0	0	0	2	1	0	0
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	8	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	4	0	0	2	0	1	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	1	0	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0
Discernment\Speculative contrast	0	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Self efficacy	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0	0	1
Self efficacy\Motivation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Motivation\Repetitious participation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motivation\Service driven motivator/motivation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4	3
Motivation\Aspirant Participant	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Self efficacy\Empowerment	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	13	2
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	2	0	3	0
Self efficacy\Aggrandizement	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0
Self efficacy\Acquired new knowledge/learned something	0	1	0	1	0	0	0	2	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	2	2	2	8	1

Table 24 (cont.)

I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast	Self efficacy	Motivation
Self efficacy\Effortless acquisition of learning hours	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	10	1
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	5	3
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	16	6
Altruism\Philanthropy	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Altruism\Predilection towards community	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	2	5	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	15	8	1	22	2	12	3	21	6	3	0	1	17	0	3	2	11	12	1	6	5	8	2	17	19	10	94	23

Code System	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Dislikes service learning requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Program change/difference	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	0	6
Ambivalent	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Torpid attitude	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	1	1	0	1	0	0	0	24
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	6
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	8
Compliance	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	9
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Compliance\Acquiescence	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	6
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	4
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	7
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	5
Takes notes and/or writes reflection\Reflections/Experiences	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	15
Disconnection\What's the purpose?	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
What's the purpose?\Collaboration	1	1	1	2	0	0	0	1	2	0	1	0	2	0	0	4	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	22
What's the purpose?\Service learning definition	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	12
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Disconnection\Contradistinction	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	21
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	6
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	3
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Connection	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Discernment	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discerning perspective	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6
Discernment\Summative cogitation	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5

Table 24 (cont.)
I.S.O.W. Code Relation Value Matrix: Total of 3rd Cycle Primary and Ancillary Code Segments for all occurrences

Code System	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
Discernment\Contemplation	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Discernment\Acumen	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Discernment\Perception	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	0	1	0	3	0	0	0	0	0	0	0	0	0	0	1	0	0	17
Discernment\Cogitation	0	0	0	2	2	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	19
Discernment\Speculative contrast	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Self efficacy	0	4	2	13	3	5	2	8	0	0	10	0	5	0	0	16	4	1	3	0	5	0	0	0	0	0	0	0	0	0	0	1	0	0	94
Self efficacy\Motivation	0	3	3	2	0	0	0	1	0	1	1	0	3	0	0	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Motivation\Repetitious participation	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Motivation\Service driven motivator/motivation	0	0	5	1	0	0	0	0	0	0	1	0	0	0	0	6	4	0	3	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	32
Motivation\Aspirant Participant	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	23
Self efficacy\Empowerment	0	1	0	0	4	3	3	9	1	0	6	0	2	0	0	7	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	58
Self efficacy\Self reflection	0	0	0	4	0	0	2	3	0	0	2	0	0	0	0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Self efficacy\Aggrandizement	0	0	0	3	0	0	0	1	0	0	1	0	0	0	0	4	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	18
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	3	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	0	2	0	0	25
Self efficacy\Acquired new knowledge/learned something	0	0	0	9	3	1	3	0	0	0	4	0	5	0	0	9	1	4	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	68
Self efficacy\Effortless acquisition of learning hours	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	0	1	0	6	2	1	0	4	0	0	0	0	0	0	0	5	0	3	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	42
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	2	0	0	0	5	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	1	6	5	7	2	4	0	9	0	0	5	0	4	0	0	0	10	1	3	0	4	0	0	0	0	0	0	0	0	0	0	1	0	0	93
Altruism\Philanthropy	1	4	2	0	0	0	0	1	0	0	1	0	0	0	0	10	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	29
Altruism\Empathetic revelation	0	0	0	0	1	0	0	4	0	0	3	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Altruism\Predilection towards community	0	3	0	0	0	2	0	0	0	0	0	0	0	0	0	3	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	16
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	0	1	0	1	1	0	0	4	0	0	4	0	0	0	0	4	1	3	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	36
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior knowledge of what is service learning\Prior school or community service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
Prior knowledge of what is service learning\Familial participation in service	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	5
Chose to participate	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4
Graduation requirement	0	0	0	0	0	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	2	1	0	0	7	0	0	33
Graduation requirement\Subjugation	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5	0	1	1	0	17	0	0	36
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	1	0	1	0	0	11
Graduation requirement\Grade promotion requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	5
Graduation requirement\Priority	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Graduation requirement\Compulsory participation	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	17	1	1	0	0	0	39
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	4	32	23	58	23	18	25	68	8	1	42	0	26	1	0	93	29	15	16	1	36	5	1	3	5	4	33	36	11	5	6	39	0	0	1118

The interviewee summation value matrices revealed data count values for all primary and ancillary codes. The primary focus of the analyses in this research was on the 10 primary codes with the largest values. The data count values shown in **Table 25** below represent the values for the primary coded segments (*singular and co-occurrences*) identified:

Table 25

Primary codes	Singular occurrence	Co-occurrences
Self-efficacy	82	231
Disconnection	49	89
Altruism	38	102
Graduation requirement	35	96
Discernment	32	45
Connection	20	37
Prior knowledge	20	29
Takes notes/reflections	17	30
Torpid attitude	14	37
Ambivalent	8	29

The primary and ancillary code relations value matrices revealed the following data:
 (*The relations matrix is based on the relationship between the comments made for the primary codes in relation to the same comment being made for each ancillary code*) - (See Code relations matrices):

Primary codes	Singular occurrence	Co-occurrences
Self-efficacy	293	445
Disconnection	80	94
Altruism	137	195
Graduation requirement	99	130
Discernment	65	80
Connection	25	33
Prior knowledge	8	9
Takes notes/reflections	18	22
Torpid attitude	35	41
Ambivalent	8	9

Analysis of the relation codes revealed what Saldaña (2014) refers to as "the study's

trinity" (pg. 247). (**See I.S.O.W. Trinity diagram**)

Diagram 1: I.S.O.W. TRINITY DIAGRAM

Charemi A. Jones
I.S.O.W. emergent data theme (2015)

      The trinity, or three primary codes that appear to be the most important are self-efficacy,

altruism, and graduation requirement. These three codes have been identified as having the

highest summation values of all code matrix analyses performed, for both singular and co-

occurrences. Specifically for the relationship matrices, the revelation of the higher code

frequency is significant in the determination of what patterns the codes themselves reveal about

students' beliefs. In order to understand how the emergent themes were framed, it is important

to expound on the three primary codes analyses and how the participants' responses inform code

construction.

Primary Analyses

Self efficacy

The first code of the trinity, the primary code of self efficacy was assigned to comments that reflect formations of character representing empowerment, self reflection, aggrandizement, acquisition of goals, acquisition of knowledge, effortless acquisition of learning hours, leadership, transformation, and coping strategies or social development. Through the first theme of CRP, identity and achievement, the individual and collective voice of the student posited by Brown-Jeffy and Cooper (2011), "being aware of the lens we use to view ourselves, which often differs from the way others view us" (pg. 73), is identified. Additionally, the third theme of CRP, developmental appropriateness, "where the cognitive, emotional, social and psychological needs of students" (pg. 75) are met, and "meeting the student where they are by acknowledging their lived experience as a relevant contribution to their learning" is documented copiously. Finally, the 4th theme of CRP is also identified within the primary code of self-efficacy. The 4th theme of CRP, teaching the whole child, looks at how the "cultural socialization experiences in the family and community shape the academic identity of students who enter our classrooms, as well as how cultural influences affect how students and their families perceive, receive, and respond to, categorize, and prioritize what is meaningful to them" (pg. 76). As such, 82 comments and 293 code relations were identified under the primary code of self efficacy for a singular occurrence (*231 comments and 445 code relations were identified for co-occurrences*). The following details will summarize how each interviewee provided an interpretation of self efficacy, made clear from their comments.

Interviewee #1 explains experiences of self efficacy as he describes how he feels at the

end of serving in the service learning project. He explains, "you just get that feeling" as he specifies what he likes most about service learning. He further states, " it was a healthy, uh, experience,... because we had to uhmm, help and provide for the hungry, and make bags and stuff like that, which made you feel good at the end of the day 'cause you helped people." Furthermore, Interviewee #1 expounds on developing coping strategies when working with homeless people, especially when contrasting people in homeless shelters to those who live in his community. He talks about "a different perspective" and having "a better way to deal with it" when interacting with homeless people who live in his community. This perspective is assigned to his community because when it comes to participating in service learning projects, he states, "I would rather do it in my community... because that's what I gotta see every day."

Interviewee #1 also sees himself as a service learning advocate with the potential of being transformational, capable of engaging other people in becoming involved. He says, "I see myself as a leader, so, you know... I can get other people to do it with me". He further trusts the benefit of being engaged in service learning participation, despite being "forced" into engagement. He says, "Like I said, uh, in the beginning, it was like you, of course you're like people who doesn't want to do it, they gonna feel forced, because they need it to graduate. But on the other hand, but when they see how stuff is going on, and actually get to enjoying themselves." Interviewee #1 asserts a motivation that "makes me wanna help people more", that he'd "like to go back and do it again", and has. Additionally, he states that both personally and academically, his involvement in service learning has made him want "to get more involved and get other people more involved in the problems that are going on in the community", eluding to his more altruist goal to "get other people to do it with me", demonstrative of leadership skills.

Interviewee #2 equated easy acquisition of service learning hours with service learning

before becoming involved. Stating, "It was easy to like get them, 'cause I knew like, before I was in high school, it was other high schoolers just saying they did it and they got they hours"; she expresses marked disappointment as she adds, "but now it's like, you have to prove it." Interviewee #2 admits that what she likes most about service learning is, "I actually did learn something new. It was interesting... it furthered my religion more, religious education." Explaining that "all sophomores have to create a project that has a goal, like you have to learn something at the end, and people have to learn something as well," Interviewee #2 adds, that "as long as you did something that had a goal they qualified it as a service learning project."

The culminating experience for Interviewee #2 is that participation in service learning projects is motivational and offers a sense of empowerment. Relating that she "took advantage of it", and explaining that a service learning project allowed her to further explore a topic she really enjoyed, Interviewee #2 further states that when she writes reflections about her experiences, "it can...like motivate you more", clarifying that the way she performs service has improved because the experience "can better it" allowing for the opportunity to cogitate on potential struggles.

Additionally, referencing how writing reflections has changed how she performs service, she explains, "So like, once I like write it down, like the struggles that I'm having, either it can help you overcome it, like motivate you more." She adds that the personal and academic impact of service learning participation is that, "I think personally it's good for me. Like, academically, it could help me. Like, if I do it right, if I do good." Ultimately, however, the impetus for her involvement in service learning is "'cause I need it to graduate". Aggrandizingly, she ends, "So, that's a plus, right?"

Interviewee #3 offers comments identified as self-efficacy that begin with experiences

grounded mostly on the development of coping strategies. She commences with how

participating in service learning projects "teaches me to communicate with others," juxtaposed to

helping "me in school to communicate with the people I have to work with everyday". This

development she attributes to the empowerment achieved from the ability to "learn stuff that

some people don't know."

Acquisition of new knowledge is very important for Interviewee #3, and contributes to

her transformation. "I saw their perspective of what they were going through", she says,

speaking more about her experience with the senior citizens in her service learning project.

"And it was fun because like, we, I got to see from their eyes. 'Cause you know people are

young and they don't understand, but I got to see from their eyes." She emphasizes, "It just made

me respect them more", adding, "So, it kinda helped me, 'cause now I know what my grandma

goes through."

Interviewee #3 experiences also manifests into social development, teaching her to "learn

how to just have fun to learn,"...and "to open up, to be open minded." This manifestation has

allowed her to feel "Good" about her experiences. Moreover, she expounds on the connection

between what is learned in the service learning projects and the what is being learned in the

classroom as it relates further to social development: "Uhmm, rules, like, even in the classroom

you gotta to learn the rules, but outside of the classroom you get to experience the rules, and you

get to see oh I have to do this, and you know, it's a, it's a, it's a different experience, but it's a

connection though." Interviewee #3 confidently states that she was motivated to choose to

participate in service learning "because, everybody has to learn new skills a different type of

way. So me taking the stand, it was like, ok. I can learn stuff that some people don't know".

Interviewee #4 purports self efficacy in service learning participation through efforts of

aggrandizement in the community. He attributes his efforts to being the antithesis of his father, stating, "So, that's why I don't, I don't take the selfish side of him", explaining that his family had never participated in service, adding, "My dad doesn't like helping out people. He more likes getting helped."

Interviewee #4 furthers his statements by explaining why he likes to volunteer to help in service learning projects; his comments are imbued with an altruistic and empathetic core. He expounds on how "whenever I get a chance to like go and help...in the garden, that's where I go; you know, to help them out". And that "sometimes, I volunteer, and sometimes I've been asked to do it...'cause sometimes they always, they were like we're short a couple of people". His altruistic summary is strengthened by his motivational "chivalry" as he exclaims, "Oh, I'm like, that's nothing. I mean the garden, I always wanted to see what the garden looked like, and they made it look pretty cool, like nice and stuff. So, I just thought that it would be cool to see it and help out, and make, keep it looking nice". He furthers his altruism as well as his aspiration as he explains that when he is writing his reflections, his comments are authentic statements about his experiences, stating, "when I write something like, I'll be honest with my reflections", and explaining his participating role in the project, which includes, if necessary his non-involvement in a specific task, adding, "I try to fix that up the next time I go".

Interviewee #4 discloses that he likes service learning participation despite the graduation requirement, and that he makes certain his writing reflections are truthful because, "Just the after, the whole ending result, you know. It'll look so like, then when I do things, I make sure it looks right. If I'm going to do it, I might as well do it right... I make 'em look nice and just the end result is just awesome." He adds, "I feel good"...I feel great 'cause this is a great feeling to have. It makes you just know you're a part of something that's making something better."

Interviewee #4 also demonstrates integrity as he makes authentic notes about his experiences:

> "I write like what I saw, how I helped, what was wrong at first, uhmm, what things we fixed and everything like that. Uhmm, like, I try, when I write something, like, I'll be honest with my reflections, like I didn't really help on this spot, I helped more on this area like maybe I helped clean up more instead of actually helped build the thing, you know, and I try to fix that the next time I go."

This genuine reflection speaks to how he takes pride in his work, and ensures that when he completes a project that it's done correctly. He engenders this attribute in his final statements, "I think teachers need to do a better job at reinforcing the positive of service learning in the community. We're just too self-serving in the whole community."

Interviewee #5 purports self efficacy in service learning participation through efforts of aggrandizement in the community. In regards to service learning participation, she states, "they made it a graduation requirement so that you can get involved in your community. But it's, it's good to be a part of something. Cause I thought it was meaningful, so like you're helping someone."

Interviewee #5 admits that although she initially participated in service learning to fulfill the graduation requirement, that she was motivated to participate in one project because "because I wanted to do it". She added that what she liked was that "you can be a part of something, or help someone, and be a part of the community as opposed to being secluded". Through her conversation, Interviewee #5 reveals that "it's good to be a part of something ...I thought it was meaningful, so like you're helping someone", attributing to her altruistic motivation, and bolstering her participation in a project that allowed her to help immigrants achieve citizenship. She found herself asking, "What does this have to do with like, what does this have to do with me?"

Interviewee #5 offered how transformational the acquisition of new knowledge had become in her development. One example is having learned about how immigrants seeking citizenship are required "to pay for [the] test" and answer highly "personal questions", she states, " And it was just, you know, nice, I guess, insightful to see what people go through just to become American citizens, and we take I for granted". Another example is how upon writing notes and reflections about her experiences, Interviewee #5 ascertains how her reflections have changed the way she performs services, "Well at first I came, uh I, yeah actually, 'cause at first when I came in there I was kinda shy, like, I don't know them... toward the end of the experience I was very like personal with her, like she was telling me about her kids."

Finally, as she became more involved, Interviewee #5 states that she began to question her involvement, "I kinda have to take myself outta that mindset, like stop being selfish", finally proclaiming, "as I progressed like, as a person, it's like why does everything always have to be about me." She adds, "when I first came in there, I was kinda shy; toward the end of the experience, I was like very personal". Through participation in the service learning project, Interviewee #5 purports that she was able to develop "good character skills", because "it sets you up for like, uh, teambuilding skills and being able to collaborate with someone else, or help someone else, and [to develop] good character skills ". She further elaborates on how participation in service learning further aided in her social development as she describes how service learning makes her feel. "When I'm actively participating in service learning, I kinda like smile a lot,... and try to be as friendly as possible, because again like some of the project we have we be working with kids from other schools or like new people to kinda try to network cause you never know who you're speaking to."

Interviewee #6 primarily asserts her self-efficacy as the fulfillment of goals. She

repeatedly states, "I just do it so I can graduate", and confesses "I don't wanna do service learning", because "I didn't never know what it really was". She does however admit the desire for aggrandizement within the community, stating, "I enjoyed cleaning up though, 'cause I like cleaning up at home...It was like easy to clean up, and plus I wanted to make the streets clean, like if I was to take my little brother and 'nem to the beach, it should be very clean, not dirty."

Interviewee #6's service driven motivation is predicated on her belief in God. She reveals "I like helping out because ...if I help somebody, I think like, God will give me a blessing". This aspirant participant, whose motivation is constructed by her faith, explains that her participation is efficacious, because "I feel real good when I'm helping out". She furthers this ideal by reflecting on how her mother influenced her altruistic and empathetic beliefs: "my momma always told me, if you give out, it'll come back".

Additionally, Interviewee #6 reveals "when I'm helping out...I feel better about myself", but adds that she effortlessly participates in projects because she "only participate[s] in stuff that's very easy". She explains, "you get a choice of what service learning projects you want to do", emphasizing how empowered she feels to be able to choose what she wants especially since, she says, "If it's too difficult and hard, I won't do it". Mirthfully she adds, "I feel good because I just, I'm, I'm religious... So it'll just be like I'm helping out everybody around the world, so it gotta be a blessing for me to come."

Interviewee #7 reveals that he is motivated to participate in service learning because of social skills (coping skills) and self-efficacy development. He begins by revealing that he chose to participate in service learning because "I have anger management problems...and I figure that it will help me do better". He goes on to state that when "you make it through, fully, and completely, and you complete your goal, you feel better about yourself; you get all the

compliments". He begins his interview explaining how service learning fits into his academic

life:

> "Uh, it helped me improve my behavior, and get more knowledge in how to
> handle situations different and better... because I know I have anger management
> problems and don't know to uh, like I figure that it will help me do better, like I
> know for service learning hours you don't basically get a grade,... so it's not
> helping you out academically, but it will help me like practice on getting it, so
> when it comes to that point I won't give up, or get frustrated, or get angry."

Inculcated in his responses is the empowerment he achieves from the acquisition of new

knowledge. He explains how the experiences in service learning projects offer him the

possibilities of "being noticed and rewarded".

Stating, "I got to, well when I went out of town I got to meet new, different types of

people, eat different foods, uhmm learn different language, how peoples live and stuff like that",

Interviewee #7 reflects back to his experiences with his mother in community service. He

compares it to his experiences in his service learning projects, which although are required for

graduation, he eludes to how gratifying it can be:

> "Because when you do service learning hours and it's like certain people
> going to always make it through, when you make it through, and not pick
> a easy subject. When you pick something that's challenging and hard...
> and you make it through, fully completely, and complete your goal... and
> expend where others think you didn't, you feel better about yourself. You
> get all the compliments and stuff like that."

Interviewee #7's self efficacy is grounded in making certain he has fulfilled his goals. He

is motivated to participate in service learning projects because he is afforded additional time to

complete tasks, allowing "more opportunities to explore your options". He finally says,

> "I look at it like, I learned more from when I'm doing projects of community service than
> academic, like school, because I feel like, when, when, when I'm getting a grade, [I] have
> to rush. I get angry. I like to focus. I get very irritated, but when it's like, you're not
> getting a grade ...you can take as much time as you want".

He explains the need for the continued use of coping strategies,

"...when we have a certain project, I prefer to teach to me one on one, because when it's several students, I can't concentrate and focus and I can't get a better understanding, because I, sometimes everyone is on the same pace and me personally, certain things, I have to, it have to be repeated several times for me to comprehend and understand it, and I understand that some students are not on my level and I'm not on they level, and they don't, they get very irritated, so I may like, you know, jot down a couple of notes, and come back after class, and stay a little bit later and ask can she repeat."

This process, he further explains, aids him in staying focused, and ultimately allowing him to ask and answer several questions: 1. "Did I reach my goal, did I complete it"; 2. "Did I help others understand where I'm coming from"; 3. "Did I fulfill the whole, the whole project. Instead of completing what I want, did I fulfill the requirements of the project?" This self reflection demonstrates the manifestation of empowerment that assists him in further establishing how transformative his experiences are.

Interviewee #7 further reveals how reflections influence how he participates in his service learning projects. He explains there exists little if any academic impact to being involved in service learning:

"I learned more from when I'm doing projects of community service than academic, like school, because I feel like, when, when, when I'm getting a grade for have to rush, I get angry, I like to focus. I get very irritated, but when it's like, you're not getting a grade, you can free, you can take as much time as you want... you know, try to figure out, and dodge bullets to get to the requirements."

Finally, Interviewee #7 concludes with his ultimate transformative experience. He explains that he is impacted "a little bit personally, because [he feels] very good helping others". "I don't know what it is, it's just like when I help someone and I get started, it makes me feel like, it [make] me feel like joy. It [make] me feel like, I uh, I just can't explain. It excites me; it puts a smile on my face."

Interviewee #8 provides brusque responses that define how self efficacy is coded within his experiences. Although he states he "doesn't know" what he likes most about service

learning, his responses eschew empowerment from effortless acquisition of service learning hours. "It was, it was nice because it was like no hard thing to do like write no long papers or nothing."

His experiences are also perceived as transformative as he explains, "At first I thought it was, at first I felt like it was gonna be like kinda hard and to like. I really get, got into it, and doing it. Then it was, I like felt good about it."

Self efficacy for Interviewee #9 is constructed around empowerment and transformation. She demurely states, "it helps me" as she explains how service learning fits into her academic life. Revealing that her involvement in service learning is connected with passing her classes, Interviewee #9 expresses that her participation in service learning makes her feel "good", and that that is her motivation. She states "I needed some credit hours... [in] classes that I was failing in", and service learning allowed her to make up the hours. Additionally, Interviewee #9 alludes to being motivated by efficacy development when she explains that service makes her feel good "'cause I don't know most stuff...people don't like to help". Her participation in service learning allows her to hone in on developing her social skills.

Although she communicates uncertainty in her own academic abilities, she adds that as she is involved in service learning because, "people help me with stuff". Finally, she admits that in being involved with service learning, she feels "good" and "help[s] people do they work a little bit."

Interviewee #10 offers diminutive comments concerning self efficacy. She alludes to being goal oriented in her involvement with service learning projects, staying focused on "[doing] what you gotta do to graduate". "We just, we just heard about it, heard you get your hours, so we signed up for it and we went." She admits that because her sister had been

involved in service learning prior to her being in high school, she expected her service learning hours to be easily acquired. She asserts that "you're supposed to be learning" when being involved in service learning, but concedes "most of the kids don't even do the service learning. They just have someone sign off, and then they're done."

Interviewee #11 purports that the collaborative efforts of service learning projects are "fun" and "it depends like if you get your group into it, it be a fun activity to do". He heralds service learning as a motivating experience because it created a coping space to ensure that he had a positive activity to engage in after school. He explains that he voluntarily became involved in service learning "'cause I had to find something to do for after school, something for my free time, find something for free time." He further proclaims that he acquires new knowledge while being involved in his projects stating, "I feel like I'm learning a lot, 'cause they might talk to you about something you never knew about."

He further states that he finds service learning motivating and expresses support in the service learning program as a social development tool and offers advocacy for students because it introduces opportunities by presenting activities and "programs to get involved with the kids, because they ain't doing nothing but drugs and violence". He adds that he "likes" service learning participation because it's empowering, and "it's good... 'cause they gets through, they try to gets students involved, but when they do they have fun with they students they just don't learn about service learning hours"; and it allows for the acquisition of new knowledge because, "they take they students out for trips and take them out to, to get to see experience things and stuff."

Finally, he relates that engaging in service learning activities where he meets people who have had a hard life engenders empathy, and can result in the desire for life altering

transformations:

> "some man came up to, to service learning hours. He came up there to talk about us, to talk to us about what happened to his life; Like, he went through so much, like, like he was talking about some stuff like, you could see, you could see it with your own eyes, it's like crazy. He talked about his life though. His life sound somewhat familiar to my life. So, it made me wanna change a lot".

Interviewee # 11's humane perception about service learning engagement offers a cogent segue into the interviewee discussions about the second primary code "trinity" code, altruism.

Altruism

The second code of the trinity, the primary code altruism was assigned to interviewee comments that reflected philanthropy, empathetic revelation, and predilection towards community, affirmation of poverty need, empathy, and grassroots participation. CRP theme 5 is most prevalent in the analysis of the primary code altruism. The 5th theme of CRP, student-teacher relationships, where "awareness, appreciation, and acceptance of different discourse patterns and styles of verbal and non verbal communication, those which go beyond speaking and writing, help to bridge the gap between the home-community and school culture" (Brown-Jeffy & Cooper, 2011, pg . 78), is vital in the interpretation of the altruistic behavior of the student. Moreover, acknowledgement that the lived experience of student "communication is strongly culturally influenced, experientially situated, and functionally strategic" (Gay, 2000, pg. 78) is critical in deciphering student altruistic behavior, especially given the historical context in which the student-teacher dynamic is constructed (i.e.: hegemonic construction).

Thirty-eight comments and 137 code relations were identified under the primary code of altruism for a singular occurrence (*102 comments and 195 code relations were identified for co-occurrences*). The following details will summarize how each interviewee provided an interpretation of altruism, made clear from their comments.

Interviewee #1 begins by affirming that participation in service learning projects is "a good way to help the community", because "it's kinda fine to get the teens or whatever in school active in the community." Having participated in grassroots activities, he continues to explain how he "volunteered at St. James, uh, Catholic Church food pantry" with family members, adding that his philanthropic experience was "a healthy, uh, experience because, because we had to uhmm, help and provide for the hungry, and make bags and stuff like that, which made you feel good at the end of the day 'cause you helped people."

Interviewee #1 further adds that his experiences in service learning has taught him empathy, explaining that he has learned , "that there are more than just a couple of people like, its more than just the people we see on the street with the cups. It's a lot of hungry people, and people that's in need of everything, just not food and money." He states that participation "makes me wanna help people more", but that when it comes to performing service, "I would rather do it, I would rather do it in my community"... to get it away, like to not see that every day, because "dang, that could be me."

Interviewee #2 asserts that when being involved in service learning projects, "you're helping the environment". She adds "personally it's good for me. Like, academically, it could help me. Like, if I do it right, if I do good."

Interviewee #3's altruistic comments are grounded in empathy. She begins by talking about learning opportunities while participating in service learning: "If it's like, uhmm, helping elderly people, it teaches me, it teaches me to communicate with others." She further communicates that in the past, " we used to go to churches, uh and donate food, and help serve food for people", but that, " Like, you know, giving food to other people, it's just, it's kinda weird, 'cause you like, you think about like, oh they should be doing this for [theirselve], but if

you see like, from their perspective and how they talk to you, and all this extra stuff, it's kinda like, Ok, I get where they're coming from." Finally, Interviewee #3 explains how she was impacted personally, stating, "So, it kinda helped me, 'cause now I get to understand what my grandma goes through."

Interviewee #4 offers comments surfeit with philanthropy and predilection towards community. His altruistic comments begin with a collaborative declaration to help his classmates with their service learning activities. He explains:

> "Whenever I get a chance to like go and help like, Mr. Blackman or the IB kids in the garden that's where I go. You know, help them out. Uhmm, 'cause they always, they were like we're short a couple of people. Oh, I'm like oh that's nothing. I mean, the garden, I always wanted to see what the garden looked like, and they made it look pretty cool, like nice and stuff. So, I just thought that it would be cool to go see it and help out, and make, keep it looking nice."

He continues, "I never thought of it as service learning. I just thought of it as helping out. I never really thought of it like that", as he expounds on why he likes to participate in service learning projects.

Interviewee #4's compulsion to participate in service learning is imbued in philanthropy. He states, "I just like helping. I've just always loved to help people. Like, ever since I was little I loved to help people." He adds, " Everywhere I go on the streets, it's always trash everywhere, and I don't want that happening where I am, so I make 'em look nice and just the end result is just awesome", explaining that he likes "to help people and to keep things looking nice" in his community.

The comments from Interviewee #5's altruistic experiences are grounded in her service learning project involving immigrants. She provides narrative about the one project she participated in because "I wanted to do it". She begins her explanation by stating that "It wasn't that big a deal because like I'm very social anyway", to explain her feelings about participating

in service learning projects, and adding,

> "it's good to be a part of something... it sets you up for like uh, teambuilding skills and being able to collaborate with someone else, or help someone else... I thought it was meaningful, so like you're helping someone... and [being] a part of the community."

Interviewee #5 further explains how her reflections for her service learning projects helped her to become more empathetic about the lived experiences of others. She reminisces on how she learned that "the immigrants have to pay to be citizens in America", and how "insightful [it is] to see what people go through just to become American citizens. She further explains that her experience was transformational, because "toward the end of the experience I was very like personal with her", expounding on her relationship with the young woman she was helping, who was pregnant at the time.

Interviewee #6 stresses "I like to help out", as she expounds on her altruistic interactions in service learning projects. She explains that her grassroots beginnings are the antecedent of her service learning participation. Although she participated in community service where she states "I volunteered at the homeless shelter with my Momma", she adds that she also "cleaned up the beach". She points out "I enjoyed cleaning up though, 'cause I like cleaning up at home. I'm a neat freak", noting her desire to create a clean community, explaining, "It was like easy to clean up, and plus I wanted to make the streets clean, like if I was to take my little brother and 'nem to the beach, it should be very clean, not dirty so."

Interviewee #6 also asserts "I'm religious", and that she "like[s] helping out". She states that "I like helping out because... if I help somebody I think like God will give me a blessing." She adds, "so it's like, my momma always told me, "if you give, if you give out, it'll come back". So it'll just be like I'm helping out everybody around the world, so it gotta be a blessing for me to come." Ironically, she states that because she has a choice in which service learning

projects she wants to participate in, "I only participate in stuff that's very easy, like when you clean up, help the homeless." Research papers and presentations are considered hard.

Several interviewees expound on the notion of project difficulty based on the personal choice to participate. Projects ranging from PowerPoint presentations to research papers were identified as service learning projects. As one student explains, "as long as you did something that had a goal they qualified it as a service learning project." Another student adds, "the hard ones like, do a paper, a presentation, you gotta present in front of people, teach others a different language in Spanish and stuff."

Interviewee #7's contention for altruistic comments is predicated on his grassroots experiences with his mother. He explains, "We like did stuff with the church, like did a fund raiser, or we, she was like donating her time and went on field trips with, uhmm, my school." He relates that his current participation in service learning leads him to self reflection, asking "did I help others understand where I'm coming from". He adds, "I feel very good helping others... I don't know what it is, it's just like when I help someone and I get started, it makes me feel like, it make me feel like joy. It [make] me feel like, I uh, I just can't explain. It excites me; it puts a smile on my face."

Finally, Interviewee #7 explains that information he learned in the classroom also fuels how he interacts with people in his service learning projects. While researching information on recycling, he learned how to "try to take advantage of saving the world, and helping others." Additionally, he learned:

> "Stuff like you don't need or you don't want, you don't have to always just like, uh, like my Momma told me, it was like, you don't have to get stuff just 'cause you want it like. If you really need it, then get it, but if not, then left someone else get it, 'cause someone else might need it more than you."

Interviewee #8's grassroots participation "at the church" with his grandmother,

demonstrated his altruistic participation. Although he minimized the experience of his

participation, stating, "It was "nothing really. I like just helped out with the kids," he did admit

his experience did result in his having a positive feeling about participating: "At first I thought it

was, at first I felt like it was gonna be like kinda hard and to like. I really get, got into it, and

doing it. Then it was, I like felt good about it."

Interviewee #9 experiences altruism as a recipient and participant. Having admitted that,

"I was like failing a little bit", she states that participating in service learning projects allowed

her to obtain "some credit hours to make up them, da uhmm, classes that I was failing in."

Additionally, participation in service learning projects served altruistically as a social

development tool for her. She states that she likes participation because "It was good... It helps

me... people help me with stuff... 'cause like I don't know most stuff, but people don't like to

help", and "I help people with their work, like if they don't know it", indicating that she is willing

to be of assistance if she can.

Interviewee #10 professes that she thought the altruistic participation in grassroots

service was easy, " I heard it was easier, like you could just go to the church", but contrastingly

admits, "I could say for one that like last year my teacher did have us to go work at a food

pantry, but I mean that didn't really help with anything, 'cause all we did was pass out food."

These two comments made by Interviewee #10 were the only comments that she made that even

remotely indicated any empathy, philanthropy or consideration of the services she and others

were providing in their service learning projects.

Interviewee #11 enthusiastically discusses his experiences in his service learning

projects, and earnestly discusses his altruistic involvement. Having chosen to participate in

service learning "'cause I had to find something to do for after school, something for my free

time, find something for free time", he states he feels participation in service learning is beneficial because "Uh, it help a lot. It help like school wise, learning wise 'cause some of 'em like, I think some, they teach, they help you with whatever what you need help with." These beliefs are bound with the fact that upon participating in his projects, he feels that although participation is compulsory, that "...it was cool, it was nothing but a project to do."

Interviewee #11's participation in service is grounded in grassroots community service. He states, "I used to help out my uncle for construction...cleaning buildings", (*unclear as to whether or not student used cleaning buildings as a service learning project; assumption made that participant was providing an example of his altruistic participation*) but readily admits that he is driven by the feeling he gets when he is participating: "Yeah, I feel like I'm learning a lot, 'cause they might talk to you about something you never knew about... they might tell you something new... I feel pretty good... 'Cause keep the positive."

Interviewee # 11 further asserts his positive feeling adding, that in communicating with others, especially hearing someone else's life story, he expresses empathy:

> "...some man came up to, to service learning hours. He came up there to talk about us, to talk to us about what happened to his life. Like, he went through so much, like, like he was talking about some stuff like, you could see, you could see it with your own eyes... His life sound somewhat familiar to my life... It made me wanna change a lot."

Because of this experience, he states, "I think they should get some more service learning hours, like some more programs to get involved with the kids, because they ain't doing nothing but drugs and violence." He ends with expressing, "Ah, it's good. I like their service learning program, 'cause they gets through, they try to gets students involved, but when they do they have fun with [they] students they just don't learn about service learning hours; they, they take they students out for trips and take them out to, to get to see experience things and stuff." The final

interviewee discussion for the "trinity" code, graduation requirement will be discussed in the next section.

Graduation requirement

The third code of the trinity, the primary code graduation requirement was assigned to comments that reflected ideas surrounding fulfilling the goal of graduation requirement based on subjugation, consequences, grade promotion requirement, priority, and compulsory participation. CRP themes 4 and 5 are used as the lens for exploring the graduation requirement. Within the 4th theme of CRP, the most important aspect is acknowledging the "cultural socialization experiences" of students and how "these cultural influences affect how students and their families perceive, receive, and respond to, categorize, and prioritize what is meaningful to them" (Brown-Jeffy & Cooper, 2011, pg. 76). Likewise, utilizing the lens of 5th theme of CRP reveals "perceived realities of lived experiences can unveil the historic and continuing presence of racism and its effects on students' and families' lives" (pg. 79). As a consequence, 35 comments and 99 code relations were identified under the primary code of altruism for a singular occur (96 *comments and 130 code relations were identified for co-occurrences*). The following details will summarize how each interviewee provided an interpretation of graduation requirement, made clear from their comments.

Interviewee #1 repeatedly states that participation in service learning "gives me the …the hours and such that I need to pass, to graduate", and adds that "I had brothers and sisters in high school before me, so they had to get that in order to graduate as well", emphasizing the compulsory nature of participation. He also expresses that he feels subjugated to participate in service learning, stating "we shouldn't be forced", but that "we *have* to do it."

Interviewee #2 explains that throughout her participation in service learning, "we don't

go out of our way to do anything", because "they assign it to us like regular assignments. She adds that service learning projects are "scheduled time for us", and "since it was assigned, I did it." She further asserts that the compulsory nature of their service learning projects is predicated on a consequences based learning outcome, "uhmm you couldn't participate in Half Cap, half graduation", and "your grade suffered" if you didn't participate. She ultimately states, participating in service learning projects "doesn't motivate me. But, it will help me graduate, 'cause I need it to graduate."

Interviewee #3, who although recognizes that "you had to, uh have 3 service learning projects to graduate", does not offer negative commentary about the compulsory graduation requirement." He states, "I think that's a good idea because, I mean this, this shows your, it I mean school is not just about your academics. So, the extra activities will help, and that's what service learning comes in." Interviewee #4 offers a similar perspective about the graduation requirement. He states "well as we know, it's a requirement to graduate", but "I never thought of it as service learning. I just thought of it as helping out. I never really thought of it like that." However, he does admit, "I didn't like it" when asked about the graduation requirement, but attributes this feeling to having to the consequence of having to repeat the process of obtaining his hours because " I had the sheet and everything... and my sister lost 'em."

Interviewee #4 also presents a different perspective on the compulsory nature of participating in service learning projects. He attributes his feelings of ambivalence about the school's program design to his teachers saying:

> "I know what they're trying to do... I mean, if you're really going to explain, and help tell me to do service learning, if you're really going to like tell me to do service learning, tell me to help, just do it to help, not do it to get these grades, not do it to get these hours... the teachers want you to do it because it's a requirement to graduate... Help me to get the hours, but at least put the positive reinforcement behind it."

Interviewee #5 declares that she was aware of the service learning graduation requirement and chose "to get mine out the way early". Having chosen to participate in one project that she acknowledges lead to her developing a more empathetic view of other's lived experiences, she states that "I did understand what was going on, and I was aware that ... I need this to graduate." However, she does concede that "the goal is to get hours" and that "That's how this school is."

Interviewee #6 discloses "I just do it so I can graduate" concerning the service learning graduation requirement. She states, "I don't wanna do services learning, [but] it's like a requirement, so I have to do it." She repeatedly bemoans the compulsory requirement stating that "I know you gotta have, see I'm in the program, I'm in the, uhmm, D.P. program, the I.B.D.P. (*International Baccalaureate Diploma Program*) for the diploma... and we gotta have 120 hours, so I know I gotta get those hours. I have to have at least 5 projects, and I know it's like a requirement", and adds that she feels further subjugated because of the additional requirement of having to "turn in a whole notebook... at the end of the year" reflecting her experiences in the service learning participation. She further adds there is no academic benefit "['cause] we don't get a grade for it".

Interviewee #7 also criticizes the graduation requirement stating, "I felt it was uhmm, unfair". He explains that his response is predicated on the fact that an additional requirement was linked to the standing service learning protocol. He asserts that specifically for sophomore students, "they had to do some service hours to get to the next grade, which is the junior", further subjugating a requirement for a grade level promotion. He further asserts that initially he thought that "they just started this year", but remembers that sophomores had to fulfill the requirement the previous school year, specifically because "It's an I.B. school".

Interviewee #8 ascertains that the service learning graduation requirement does not fit into his academic life because "it ain't really nothing like that we'll do outside of school". He adds that the he did not choose to be involved in the compulsory graduation requirement, but that "It was a must, I mean we need it to graduate." He repeatedly states, "I just did it because I had to", because "we need a project, three projects to uhmm, to graduate", ultimately proclaiming "I don't know like what the purpose of having it... [but] got to do it."

Interviewee #9 simply states she learned from "one of my teachers" about the graduation requirement. Her stance is that "I need to graduate" and that participating in service learning projects is "okay".

Interview #10 repeatedly asserts "we really don't have a choice" in regards to the service learning graduation requirement. I mean it's either do you want to graduate or not". Her fervid responses reflect priority and urgency in completing the tasks in order to fulfill the graduation requirement. She states, "I just feel like I'm learning you do what you gotta do to graduate... I mean, I just feel like it's unnecessary, honestly. I don't feel like, it's really like, helping us", regarding her beliefs and feelings about participating in compulsory service learning projects.

Interviewee #10 further discusses the feeling of subjugation as she participates in service learning projects. She explains, "You're just doing it 'cause you know you got to." She expounds on the negative impact and consequences of not fulfilling the graduation requirement, "Many kids have not walked on stage because no one ever really spoke up on service learning. No one ever tried to like push them to do it. It's just, it's not a talked about thing. Either you do it on your own, or you're done with it."

Interviewee #10 defends the cooperative stance that she and her classmates have taken in writing notes about the project participation. "They tell us we got to [take notes], but it's like we

all writing the same thing." She adds, "they tell us we got to", in response to being asked about writing a reflection about the experience. She further states, "I mean if we was all telling the truth [in our notes], nobody would have service learning hours." Cynically, she contends, "Service learning is pointless".

Interviewee #11 affirms, "Yeah, I know that", and adds "it was cool; it was nothing but a project to do", when questioned about having knowledge about the service learning requirement. He concedes that participation in service learning projects has been life changing for him, and acknowledges the goal is "to get students involved".

Emergent themes from student interviews

The following three emergent themes were interpreted from analyzing code iterations found throughout the coded student narratives, as perceived through their dialogue. The intent is to "[draw] together codes from one or more transcripts to present the findings in a coherent and meaningful way" (Sutton & Austin, 2015, pg. 226).

Theme I: Perceptions of student social and emotional development through service learning participation

The analysis of the data suggests that student self efficacy and altruistic behavior work synergistically through motivation and manifests through student empowerment. "Self-determination theory (SDT) underpins research on learner empowerment. Studies on both motivation and empowerment have examined a variety of related factors such as self-efficacy, values, goals, interests" (Brooks and Young, 2014, pg. 48). The study's participants appear to have a common connection in regards to how they approach and participate in service learning projects. How they help others, how they feel while participating, and the benefits they achieve from participating reverberates throughout their narratives.

Interviewee #1 initiates the correlation sequence as he asserts that his involvement in service learning projects participation "makes me wanna help people more, and that "you just get that feeling", as he describes his emotional response to service learning participation. Brooks and Young (2014) affirm Deci & Ryan (1985), and Bandura's (1977) postulates by explaining that students are less concerned with "external rewards and punishments" (pg. 49) and are more inclined to be motivated when they are the initiators of their own involvement. Furthermore, as Mazer (2013) suggests, students "are pulled toward a content area because they are energized, excited, and emotionally engaged" (pg. 126). Mazer (2013)further explains his interpretation of Frymier and Houser (1999), and Woolfolk and McCune-Nicolich's (1984) assertion that "students' engagement behaviors highlight important attributes that occur as part of the learning process, as academic engagement time is considered one of the best predictors of learning (pg. 127). Interviewee #1 confirms this belief when asserting his motivation "makes me wanna help people more", and that he'd "like to go back and do it again."

Similarly, Interviewee #4 mentions how his aggrandizing approach to service learning is fueled by wanting to make himself and the community better. His projection of self-improvement is interpreted through the description of his father. He explains, "I don't take the selfish side of him… My dad doesn't like helping people out." Contrasted with his statement "sometimes I volunteer, sometimes I've been asked to do it… 'cause they were like short a couple of people", he emphasizes that he makes a conscious decision to be a better person, and to help people and the community, unlike his father.

For both aforementioned participants, "SDT posits that people are more motivated when their needs for competence and relatedness are met. The need to feel competent refers to perceived opportunities for having influence in a given situation, feeling effective" (Brooks &

Young, 2011, pg. 49). The thought of competence for Interviewee #1 is interwoven in his

ultimate desire, to be a leader others can emulate. He states, "I see myself as a leader, so, you

know… I can get others to do it with me." This declaration is made in response to his providing

an explanation of the transformational benefit he sees to participating in service learning and of

why he contrasts assisting people in homeless shelters with people who live in his community.

He declares, "I would rather do it in my community… because that's what I gotta see every

day", offering a cogent explanation of why participating in his own community is so important.

Likewise, Interviewee #4's competence and relatedness is influenced by his desire to not be like

his father.

 Interviewees #3, 5, 7, and 9 emulate correlations related to the construction of social

behaviors, primarily through the need to engage in altruistic activities and to develop coping

skills. Interviewee #3 orients the primary researcher by explaining that she has experienced

varying levels of personal social construction during her service learning participation. Stating,

"it teaches me to communicate with others", she determinedly expresses how she was

empathetically impacted while working with senior citizens. Not only did she "get to see *it* from

their eyes", she expressed resolute self-efficacy through empathy in discovering "the perspective

of what they (senior citizens) were going through".

 Similarly, Interviewee #5 expounds on how engagement in service learning projects is

important for character building. Having described that the learning of teambuilding skills

through collaboration is a transformational outcome of service learning participation, Interview

#5 also purports that student participation in service learning projects is intentional, and serves

the purpose of creating a meaningful experiences that can mold students into helpful agents. As

Mazer (2013) suggests if the intent of student service learning projects is conveyed to students so

that "they are energized to be engaged and can make cognitive and emotional connections to the content" (pg. 128), students can become more engaged.

Interviewee #7 and Interviewee #9 share similar altruistic experiences that reflect empowerment imbued with the necessity to cultivate coping and/or survival skills. Interviewee #7 expounds on how his participation in service learning projects has empowered him to "improve his behavior" and that he is extrinsically motivated to participate. Having identified that he must be proactive in managing "anger management problems", Interviewee #7 used service learning project involvement to segue into the intrinsic motivational development of his own coping skills for his own social improvement. He further explains that he experiences "joy" when he helps others, because as he struggles to find understanding himself, and accomplishes his goals, he "feels better about himself"; so helping others "puts a smile on my face". Likewise, Interviewee #9 has identified the necessity to use her involvement in student service leaning as a conduit for self-improvement. Linking participation in service learning projects to "help me", she finds satisfaction in helping others, because it makes her "feel good".

The revelation that student self efficacy and altruistic behavior work synergistically through motivation and manifests through student empowerment is supported by Brooks and Young's (2014) supposition that when students are intrinsically motivated they perform or engage in activities for their own sake and not because they feel pressured to do so. Similarly, as Mazer (2013) suggests:

> "Students who possess an interest in a particular content area may also be motivated toward learning in general… Students who experience heightened emotional and cognitive interest toward a subject matter are likely to also report an increase in their motivation toward a course." (pg. 129)

These attributes are at the root of self-determination, which Brooks and Young make clear "is a personal sense of control", and "when people are self-determined, they see themselves as

initiators of their own activities and as having opportunity to make their own choices" (pg. 49).

Furthermore, as Travis and Leech (2013) purport, Bower's (2010) first order constructs that

inform the second order latent construct of positive youth development (PYD): competence,

character, connection, confidence, and caring, when present in sufficient levels, reveals that

youth show a greater tendency to contribute positively to self, family, community, and broader

society (pg. 94).

Specifically for African American students, who are often portrayed in a deficit model

(*aggressive, delinquent, intellectually inferior, and hypersexual dominate representations*) and in

comparison with their Australian (i.e.: white students)[1] counterparts, "a framework of PYD

suggests that youth show a greater tendency to contribute positively to self, family, community,

and broader society when PYD is present in sufficient levels" (*i.e.: life satisfaction, social*

competence, trust in authorities and organizations, trust and tolerance for others, and civic

action and engagement) (Travis & Leech, 2013, pp. 93-95). Travis and Leech (2013) further

advocate for the PYD model as an empowerment-based conceptual model for gauging and

capturing a more positive development for African American students' "social realities":

> Proponents of positive youth development strategies with African Americans are consistent in citing that a strengths-based approach is a welcome departure from negative stereotyping, risk-saturated discussions, and problem-oriented objectives for working with youth (Olive, 2003; Rozie-Battle, 2002). The Five Cs approach certainly has the potential to combat these issues. However, we must simultaneously acknowledge that the Five Cs occur within an ecological context that may inhibit African American youth's optimal expression of these developmental potentialities. Structural and social realities limit the Five Cs—in its current conceptual form—from offering a framework that (1) embraces individual and cultural strengths and (2) provides sufficiently specific pathways by which to understand developmental needs and opportunities for African American youth and communities. (pp. 95-96)

In the discussions section, a more in-depth look will be presented into how there exists a

connection between positive youth development, and connection and community for

racial, ethnic, and cultural socialization for the African American student.

Theme II: Perceptions of student altruism

The analysis of the data suggests that the fulfillment of graduation requirements in the course of service learning project participation is due, in part, to the development of self efficacy through transformative altruistic behavior inculcated in empathy through philanthropy. Within the outline of this study self-determination and motivation reverberate in the construct of student fulfillment of their compulsory graduation requirement. Self-determination underpins successful completion of high school for many African American students (Dawes & Lawson, 2010; Crumpton & Gregory, 2011; Okeke-Adeyanju et al, 2014; Travis & Leech, 2013). The students holistically affirm that fulfilling the graduation requirement is very important, but data results reveal that most of the students also express eustress as a result of helping others.

The altruistic benefit of helping others reverberates throughout the narratives of the student interviews. Interviewee #1 asserts this feelings multiple times, stating, "you feel good at the end of the day because you helped people", and "It's a lot of hungry people that's in need of everything, not just food and money". Interviewee #2 and Interviewee #4 share similar experiences, respectively saying "you're helping the environment", and he likes "to help people and to keep things looking nice" in his community. These comments challenge preceding statements made by each respective student concerning their feelings about the graduation requirement.

Interviewee #1 expresses feelings about being subjugated to participate in service learning, stating, "We shouldn't be forced", but "we have to do it". Likewise, Interviewee #2 expresses similar feelings towards being required to participate in service learning. She laments that her participation is extrinsically motivated, stating, "you couldn't participate in Half Cap,

half graduation", and your grade suffered" if you didn't participate. Both assertions can be characterized by Deci and Ryan (2000) as intrinsically motivated by external coercion, meaning they participated because they had to, but after participating they became engaged and wanted to participate of their own will and volition. Similarly, Interview #4 and Interview #5 concede that their initial participation in the service learning project was because they "have to get the hours", but that after participating, the empathetic revelation of other people's lived experiences and developing the desire for a better quality of life (i.e.: cleaning up the community, helping others) became the impetus for participation.

Lawson and Lawson (2013) offer an engagement-based "life in schools" (pg. 435) extant conceptualization that can explain this phenomenon. Lawson and Lawson explain that affective, cognitive, and behavioral engagement can explain how students participate inside the classroom. This model can be transferred to service learning and can be attributed to how the students in this study participate in their service learning projects.

Lawson and Lawson (2013) posit that for students, "feelings and emotional attachments matter" (pg. 436), and that feeling a connection with those with whom they can relate (asserting a SDT need), can be motivating. They further assert that students are also thinking while they are participating, and "making meaning …while participating in learning tasks" (pg. 436). Finally, Lawson and Lawson (2013) affirm that student conduct is, as their exploratory research revealed, "a key predictor of student's educational attainment outcomes" (pg. 436). Like Travis and Leech (2013), Lawson and Lawson (2013) ascribe that the PYD frameworks (*5 C's: competence, confidence, connection, caring, and character (Travis and Leech, 2013, pg. 94)*), along with compassion and contribution, can better inform extant conceptualization of service learning participation, and can offer important insight about how additional variables affect the

analyses such as "amount of time students participate (frequency), as well as the affective bonds [created between students and site participants] (pg. 440).

Weisman (2012) asserts that goal orientation and student self efficacy can influence student motivation for participation (pg. 106). As students reprioritize their own intrinsic motivations, extrinsic motivations tend to decline (Weisman, 2012). Mills et al (2015) explain that eustress, or positive stress, which can be created through increased intrinsic motivation, can create a positive situation (https://www.mentalhelp.net/articles/stress-reduction-and-management/). Interviewee #8 was clear in his torpid statements about the service learning requirement, stating, "I think it's stupid…I don't know, like the purpose behind having it." He repeatedly asserts, "I just did it because I had to"; "It was a must, I mean we need it to graduate". However, later in the interview, he eschews self-efficacy through empowerment and focused less on the extrinsic motivation stating, "At first, I thought it was going to be like kinda hard…I really got into it, and doing it. Then it was I like felt good about it." Interviewee #6 offers a similar narrative. She initially bemoans her service learning participation, stating, "I don't wanna do service learning… it's a requirement", but later expresses, "I like to help out…it was easy to clean up, and plus I wanted to make the streets clean, like if I was to take my little brother and 'nem to the beach, it should be very clean, not dirty". Both interviewees affirm eustress development.

Interviewee #4 and Interviewee #7 both offer similar explanations for not liking the graduation requirement, "not liking it" and "thinking it was unfair", respectively, but offer positive reactions to their participation. Interviewee #4 states, "I like to help out and keep things looking nice". Interviewee #7 experienced "joy" and developed coping skills:

> "because I know I have anger management problems…so it's not helping you out academically, but it will help me like practice on getting it, so when it comes to

that point, I won't give up or get frustrated, or get angry".

Interviewee #3 also offers a refreshing analysis on participating in service learning. She explains that she chose to participate "Because, everybody has to learn new skills a different type of way, so [me] taking that stand, it was like, ok, I can learn stuff that some people don't know." Similarly, Interviewee #4 explains that he sometimes volunteers to participate because "sometimes I've been asked to do it". He adds, "Uhmm, 'cause they always, they were like we're short a couple of people. Oh, I'm like oh that's nothing." Comparably, Interviewee #11 contends that his choice to participate in service learning is predicated on the fact that "I had to find something to do for after school, something for my free time, find something for free time."

Hershberg et al (2014) attribute this desire to thrive and participate to the fact that students ideologically want to commit to contributing. Additionally, Hershberg et al (2014) posit that "the presence of relationships and connections" (pg. 960) plays a significant part in student social development. They attribute this "wave or shift" to a spectrum that youth operate on from "being self-centered … to more heavily oriented toward community and helping others" (pg. 963). This, research from Geldhof et al (2014) affirms, is most probably impacted by the positive engagement of PYD, vis-à-vis service learning participation that allows for the positive and transformational impact of being engaged toward students' behaviors and commitment to participation. Students' desire to "go back" and "feeling good" after helping support the fact that positive self-efficacy is developed as they participate in their service learning projects.

Theme III: The connection between participating in service learning projects and fulfilling the compulsory graduation requirement

The analysis of the data suggests that the subjugated construct of mandated/compulsory service learning project participation is impactful in student involvement within service learning,

yet arbitrary to the success of the students' fulfillment of the graduation requirement. The graduation requirement is the only primary code identified by all students in the first three cycles of code analysis (**See Configuration Table for Top 10 primary codes in Appendix P**). However, as coding of the interviews continues, the students themselves reveal that outcomes and benefits achieved from participation are ultimately more important.

Whether the students were lamenting about "being forced", "having to do it", or "not being motivated", etc…one commonality was that they all complied, and ultimately demonstrated successfully fulfilling the requirement while also demonstrating both self –efficacy and altruism. Beachboard et al (2011) suggest that "perceptions of social relatedness improve motivation, thereby positively influencing learning behavior" (pg. 853). Furthermore, the necessity of the service learning requirement guarantees the participation because, "left to their own devices, many students… may not do these things" (pg. 870). In the case of this study, involvement in service learning and the participation in altruistic activities outweigh the students' perceived burden of having to fulfill the service learning graduation requirement.

As further analysis of the data ensues, what starts to emerge is less of an emphasis on the graduation requirement and more on the benefits of service learning participation, particularly as it relates to self-efficacy and altruism. Moreover, the code relations value matrix reveals that of the 130 graduation requirement code relations identified through the MAXQDA query, only 17 were directly related to those comments interpreted as successful participation and/or altruistic involvement in service learning by the students. This is further supported by the relations that exist for self-efficacy and altruism (445 relations are attributed to self-efficacy: 114 identified for altruism and *14 identified for graduation requirement*; 195 relations are attributed to altruism: 113 identified for self-efficacy and *3 for graduation requirement*).

Many of the students' beliefs about the service learning graduation requirement are predicated on not knowing its purpose. Interviewee #8 concedes he did not choose to be involved in the compulsory graduation requirement, but that "It was a must, I mean we need it to graduate." He repeatedly states, "I just did it because I had to", because "we need a project, three projects to uhmm, to graduate", ultimately proclaiming "I don't know like what the purpose of having it... [but] got to do it." However, as the interview progresses he states, "I really get, got into it, and doing it. Then it was I like felt good about it." Similarly, Interviewee #2 explains that throughout her participation in service learning, "we don't go out of our way to do anything", but that there's a compulsion to complete the graduation requirement because the compulsory nature of their service learning projects is predicated on a consequences based learning outcome (i.e.: "you couldn't participate in Half Cap, half graduation"). Then, referencing how writing reflections has changed how she performs service, she explains, "It can better it. So like, once I like write it down, like the struggles that I'm having, either it can help you overcome it, like motivate you more." Interviewee #2 adds that the personal and academic impact of service learning participation is that, "I think personally it's good for me. Like, academically, it could help me. Like, if I do it right, if I do good." Both students affirm that the overall necessity to evoke service learning participation in students can result in affirmation from the students themselves a positive benefit, a feeling of significance or value, even if it exists in the form of completing a goal or creating a good feeling.

Interviewee #10 serves as the model for demonstrating this phenomenon. She asserts that "we really don't have a choice. I mean it's either do you want to graduate or not". Her fervid responses reflect priority and urgency in completing the tasks in order to fulfill the graduation requirement. She states, "I just feel like I'm learning you do what you gotta do to graduate... I

mean, I just feel like it's unnecessary, honestly. I don't feel like, it's really like, helping us" She alludes to being goal oriented in her involvement with service learning projects, staying focused on "[doing] what you gotta do to graduate". She further discusses the negative impact and consequences of not fulfilling the graduation requirement, "Many kids have not walked on stage because no one ever really spoke up on service learning. No one ever tried to like push them to do it. It's just, it's not a talked about thing. Either you do it on your own, or you're done with it." This supports Beachboard et al's (2011) suggestion that, "left t their own devices, many students… may not do these things" (pg. 870). Juxtaposed to her previous comments, Interview #10 admits, "I could say for one that like last year my teacher did have us to go work at a food pantry, but I mean that didn't really help with anything, 'cause all we did was pass out food", offering a small but non-the-less semblance of altruistic participation in her service learning requirement.

Summary

This study provided an opportunity to learn about the lived experiences of 11 urban African American high school students involved in service learning projects and how participation informs their self efficacy development? The students provided authentic responses to semi-structured questions that allowed them to explain how they were academically and personally impacted by participating in mandated service projects, what they thought about the mandatory service learning program, and what motivates them to fulfill the mandated graduation requirement. Although the data suggests that student self efficacy was high, and that overall students were genuinely engaged in participation, especially where the recipient of their service was through altruistic efforts, student responses reveal the construct and implementation of the school's service learning program is not comprehensive *(meaning overall the students do not clearly understand the programs intent, nor do all of the students believe there is a connection*

146

between what is taught in the classroom and the service learning projects in which they participate), and does not inculcate the themes of culturally relevant pedagogy (CRP).

A recurring theme from the students was the uncertainty behind the purpose for the mandated service learning participation (*meaning why service learning is required*), specifically, besides being a graduation requirement. Moreover, the students felt high self-efficacy, and were intrinsically motivated in the actual engagement of the activity, but acknowledged that the extrinsic motivation of the graduation mandate was the initial impetus for the participation. Within the lens of CRP, it is apparent that the CRP themes were not utilized in the development and implementation of the service learning program. Primarily CRP theme 5, student teacher relationships, which "cautions teachers to more closely examine and scrutinize the programming of educational systems, curricular development, and resulting barriers to equal education access and opportunity that could occur because of the permanence of racism in our society" (Brown-Jeffy & Cooper, 2011, pg. 79), becomes a focal point for the students because of its subjugated construct.

CRP themes 1, 3, and 4, identity and achievement, developmental appropriateness, and teaching the whole child, respectively, were also addressed. The students voices were clearly articulated in the interviews, but resoundingly, the students insinuated that such is not the case within the classroom or the implementation of the service learning project development

Many of the students complained "we need a program", suggesting there is not a structured service learning program curriculum, and "when we get it to hopefully have like a better understanding", further begging the question "What's the purpose of service learning participation?" Further, all of the student participants affirm that there is a disconnection between

what is taught in the classroom and the activities they engage in while participating in the service learning projects.

As Ladson –Billings (1995) suggests the "utilization of students' culture as a vehicle for learning" (pg. 161), many of the students clearly indicated how their personal lives and experiences either directly impacted, or were directly impacted by their service learning participation. Most evident were those students who openly revealed how their service learning experiences were a reflection of their own lives, demonstrating how deeply empathetic they were during their service learning participation. Other students explained how they were transformed by their participation, further inculcating the construct of CRP theme 4, teaching the whole child, where their experience exemplified how "cultural influences affect how students….perceive, receive, respond to,…, and prioritize what is meaningful to them" (Brown-Jeffy and Cooper, 2011, pg. 76).

Chapter 5 presents a summary of the research, and provides a discussion affirming the research questions, as well as makes connections to prior research. Limitations and implications for future research will also be discussed. Finally, the conclusion will suggest the implications of utilizing the findings in this study for future analysis of self-efficacy construction from the service learning experience of African American high school students in other aspects of their lives.

CHAPTER 5

CONCLUSION

The purpose of this study was to examine the self-efficacy of African American high school students as they participated in mandated service learning projects in fulfillment of a graduation requirement. The self-efficacy was examined through the lens of culturally relevant pedagogy (Ladson-Billings, 1995: Brown-Jeffy & Cooper, 2011) to evaluate the outcomes of students' participation. The lens was used to discover from the students themselves if the fulfillment of a CRP structured curriculum facilitates how they are engaged in their service learning activities. The lens was also used to gauge if their self-efficacy development is aided during their participation in mandatory service learning projects. The goal of this research study was to uncover from the students themselves how they navigated through their learning process, especially when many students were not initially intrinsically motivated to participate.

Integral to the development of a cogent service learning curriculum is engendering the connections between the student, the school, and the community. As Ladson-Billings (1995) posited, within CRP the acknowledgement of the student's home-community culture is essential to the development of a curriculum that "displays the embodiment of race, culture, and place, [and] impacts student beliefs, involvement, and interaction in education" (Brown-Jeffy & Cooper, pg. 67, 2011). Additionally, as Dallago et al (2012) espoused, student participation in service learning should be collaborative, where the students are active participants in the formation of their own academic development. Further, scholars such as Kahne and Middaugh (2008) concur, understanding the contextualization of a student's daily experience can impact how educators make sense of the student's service learning experience, especially as it relates to the African American high school student. However, this study revealed, not only do the

teachers not take the lived experience of the students into consideration as central to the development of meaningful curriculum, or include students in the collaborative development of service learning curriculum, perpetuation of the racialized power construct that exists between teacher within the academic development of the student is ever present.

CRP is grounded in CRT which "cautions teachers to more closely examine and scrutinize the programming of educational systems, curricular development, and resulting barriers to equal education access and opportunity that could occur because of the permanence of racism in our society" (Brown-Jeffy and Cooper, pg. 79, 2011). Serving as an alarm to teachers to be aware and vigilant in how they construct curriculum through a hegemonic lens, CRP reminds teachers about their influence over African American students, and reminds them that 'how they engage students can have a disparate impact on student identity development, and student self-efficacy development" (Brown-Jeffy and Cooper, pg. 2011). As Morgan and Mazzardis (2012) affirm the "importance of family, school, and neighborhood contexts for the development of civic engagement in adolescence" (pg. 208) for students with affluence, similarly, and no less so for the African American student, CRP purports the "value in the social and cultural capital students bring with them to school" (Brown-Jeffy and Cooper, pg 67, 2011). Ladson-Billings (1995) furthers "teachers [should] accept that the community is a vital partner in students' learning" (Brown-Jeffy and Cooper, pg. 78, 2011). The teachers in this study have failed to incorporate the home-community in the development of service learning project curriculum for these students.

Reiterating the goal of service learning participation is to develop students into citizens who are civically engaged, and who can also critically analyze their own participation, a student-centered focus on the implementation of service learning which integrates the lived experiences

of the students into the development of the curriculum is imperative. Further, recognizing the

"political" implementation of mandatory service learning participation (Gorham, 2005), teachers

must understand that in order to truly fulfill Dewey's (1938) vision of service learning, the

development of a curriculum endowed with linking "the process of learning and democratic

citizenship" with "educative experiences...which immerse students in worthwhile community

activities…that provoke curiosity and commitment" (Eyler, pg. 520, 2002) is also required. CRP

cultivates this design. Moreover, CRP reifies Dewey's (1938) postulate; framing how one brings

the student's lived experience into their own learning adds meaning and value to how they

interact in school. This is further validated by the students themselves, who through their

narratives, revealed how transformative their involvement in service learning had become to

their self-efficacy development, despite the initial extrinsic motivation of the service learning

requirement.

The narratives from the students in this study revealed that the teachers responsible for

the development of their service learning projects did not employ the tenets of CRP, specifically

as it relates to CRP's student -teacher relationships correlates within three CRT tenets: counter

storytelling, permanence of racism, and racialized power, which reminds the teacher that how

and when they engage with students, "[As Gay (2000) contends], communication is strongly

culturally influenced, experientially situated, and functionally strategic" (Brown-Jeffy and

Cooper, pg. 78, 2011). The students further affirm they are often burdened with finding their

own service learning projects that involve meaningful engagement, especially as it relates to their

own lived experiences. Expounding on the extrinsic motivation of having to participate in

service learning projects in order to graduate, several students reported that assigned service

learning projects are unrelated to what is learned in the classroom, and disconnected from their

communities. The students add, "They don't care; they just want us to get the hours; the goal is to get the hours", commenting on their beliefs about their teachers and how their service learning projects are constructed. "Help me to get the hours, but at least put the positive reinforcement behind it", is what one student expresses. He further explains that "if the goal is to help, then tell me to help". This exclamation further substantiates CRP's teaching the whole child, which posits, "Students' recognition of teachers' desires to learn about them beyond the classroom can have tremendous power to motivate and invite learning" ((Brown-Jeffy and Cooper, pg. 76, 2011). Likewise, the integration of the students' cultural and lived experiences into the curriculum can aid in helping to develop successful service learning engagement ((Brown-Jeffy and Cooper, 2011).

Notwithstanding the extrinsic motivation of service learning participation, the student narratives further reveal that when they are exposed to projects that are reminiscent of their personal experiences, the students are intrinsically motivated to assist others. Positive and empathetic reactions to philanthropic engagement, relating to the provision of service to the homeless and indigent, predominate in the student narratives. Correspondingly, as the coding constructs revealed, the participating students demonstrated both high self-efficacy and high altruism. These coding constructs frame the emergent themes gleaned from the narrative data.

Three themes emerged from the analysis of the interview data, which was interpreted by analyzing code iterations found throughout the coded student narratives. The emergent themes assist in answering the research and sub-research questions.

Affirming the research questions

The primary question, "*What is the self-efficacy of student service learning for African American high school students who live in and attend schools within communities where civic*

engagement is not a priority, but participation in community service learning is a graduation requirement?" is informed by the data extracted from the Nodal/Value Code Matrix, Relational Matrix, and Configuration table **(See Nodal/Value Code Matrices and Nodal/Value Relational Matrices in Appendices A-L, and Configuration Tables in Appendix O)**. The data is reflexive of the answers provided by the student participants to the interview questions.

Primary analyses reveal high levels of self-efficacy in comparison to all other coded attributes (*primary codes*). The measures for student self-efficacy are predicated on several characteristics (ancillary codes), which include: self-efficacy, motivation, repetitious participation, service driven motivation, aspirant participant, empowerment, self-reflection, aggrandizement, goal acquisition, acquisition of knowledge, effortless acquisition of service learning hours, leadership, transformation, self-efficacy leadership, and coping strategy/social development.

Third cycle nodal/value matrix analysis reveals that self efficacy accounts for 231 coded segment counts of the total 820 coded segment counts, or 28.17% of all coded segment counts for all interviewees. Similarly, a relational comparison of self-efficacy to all other ancillary codes reveals 445 code segment counts of the total 1118 coded relational segment counts or 39.80% of all relational segment counts.

Finally, the similarity matrix (See Appendix J) reveals an overall percentage probability greater than 50% that the students have similar narratives (*actual percentages range between 34% and 75%, where the lower end of the range are for comparisons with Interviewee #1*), thus further validating the re-occurring themes in the student narratives. Specifically for self-efficacy and altruism, the probabilities range from 13% and 93%, and 20% and 90%, respectively. (*The variations were due to some questions not being answered by the student participants. As*

identified in the data analysis, variations in questioning only differed if the student asked for

clarity, if the student response indicated the student did not understand the question, or if a

student had provided an answer that rendered the follow-up question unnecessary.) Theme I,

perceptions of student social and emotional development through service learning participation,

supports this belief.

Theme I revealed that student self-efficacy and altruistic behavior work synergistically

through motivation and manifests through student empowerment. High self efficacy is

demonstrated by the students and its relations with altruism within the study, where altruism

accounts for 114 of the 445 self-efficacy relations. Altruism, in this study, is coded by behavior

that reflected philanthropy, empathetic revelation, and predilection towards community,

affirmation of poverty need, empathy, and grassroots participation. Travis and Leech (2013)

maintain "with positive youth development, in this case service learning participation, youth

show a greater tendency to contribute positively to self, family, community, and broader society"

(pg. 94). This is further acknowledged by Brooks and Young's (2014) supposition that when

students are intrinsically motivated they perform or engage in activities for their own sake and

not because they feel pressured to do so.

The sub-questions regarding the compulsory nature of service learning:

1. *What does a compulsory educational requirement in the form of volunteerism mean to an urban educated African American high school student?*
2. *Does a mandate of service equate a willingness to provide community support, or is it simply forced labor, or forced adaptation to policy and procedure?*

are informed by Theme III. Theme III is the connection between participating in service learning

projects and fulfilling the compulsory graduation requirement, and reveals the subjugated

construct of mandated/compulsory service learning project participation as being impactful in

student involvement within service learning, yet arbitrary to the success of the students'

fulfillment of the graduation requirement. As the coding of the interviews develops, the

students' description of outcomes and benefits achieved from service learning reveals that

participation was altruistic participation and self-efficacy development was a priority; ultimately,

the graduation requirement assumed less of a subjugated task.

Whether the students were lamenting about "being forced", "having to do it", or "not

being motivated" in service learning participation, one commonality was that they all complied,

and ultimately confirmed successfully fulfilling the requirement while also demonstrating both

self-efficacy and altruism, where altruism is defined by behavior that reflected philanthropy,

empathetic revelation, and predilection towards community, affirmation of poverty need,

empathy, and grassroots participation. The compliance, according to the students, is primarily

predicated on fulfilling a subjugated graduation requirement. "I just do it so I can graduate"; "It

was a must"; "Got to do it"; "I just did it because I had to"; and "They tell us we got to" are just

a few of the student sentiments regarding the mandated graduation requirement. However,

juxtaposed to the negative sentiments are the positive and altruistic responses by the participants

towards their participation in the service learning projects:

> "At first I thought it was, at first I felt like it was gonna be like kinda hard and to
> like. I really get, got into it, and doing it. Then it was, I like felt good about it."
>
> "…that feeling at the end of the day that I did a good deed."
>
> "…helping elderly people, it teaches me, it teaches me to communicate with others.
>
> "It made me wanna change a lot."

The historical context in which African American students have been engaged in

citizenship is often framed around slavery, or the perception thereof (Eyerman, 2002) and forced

volunteerism; as such, students are less inclined to have the desire or motivation to participate.

However, as Byrd and Chavous (2011) assert, "recognition of historical barriers prompts African

Americans to achieve; therefore, youth who are externally motivated by these historical barriers may be successful" (pg. 858). Moreover, as the students' narratives suggest, through the desire of wanting to be further engaged, or through "feeling good", "an individuals' feeling personally connected to and valued in their environments is a basic human need and relates to more engagement within those environments" (Byrd & Chavous, 2011, pg. 858). Dawes and Larson (2010) further affirm this assertion, adding that students demonstrate increased engagement while participation because personal connections are created. Interviewee #1 supports this belief when he states, "dang, that could be me" as he describes his interaction with people at a homeless shelter; Interviewee #3 explained how she "understands what her grandma goes through"; Interviewee #11 adds, "His life sound somewhat familiar to my life. It made me want to change".

The previous interviewee examples offered details of what Dawes and Larson (2010) describe as types of personal connections: Learning for the future, developing a sense of competence, and pursuing purpose (pp. 263-264). Within these frames, the students reveal that as the self-determination theory suggests, their intrinsic motivation increases as they are involved in their service learning activities because of autonomy, competence, and relatedness. As Beachboard et al (2011) expound upon Deci and Ryan's (1985) self-determination theory, this study further affirms the importance of competence and relatedness. They explain "competence is conceptualized as a sense of self-efficacy…and vital in the motivating scenario… Relatedness is described as the need to feel belongingness and connectedness to others" (pg. 856). As students participate and become engaged with others, they are motivated from less of a subjugated stimulus to be involved, and they are moved by a personal desire. This further

validates how intrinsic motivation serves as the impetus for student involvement in service learning.

3. *Does a student's perception of place and space define the level of commitment and participation within community? What then, is community?* The data in this study reveals that a student's perception of place and space can define the level of commitment and participation a student has within community. The contextualization of community in this study is defined as those places where the students engage in their service learning projects, many of which were in the actual place (i.e.: community) where they reside. All except one interviewee infer that their service learning participation occurred in or around the community where they live. This inclusion of personal space is very important because it reflects the relevancy of the home-community culture that Ladson-Billings (1995) refers to in CRP. Further, it validates that there does exist "sensitivity to cultural nuances [that] integrate… cultural experiences, values, and understandings into the teaching and learning environment" (Brown-Jeffy & Cooper, 2011, pg. 67). Community then becomes any place within the service learning milieu where the student feels a connection, whether through their own lived experiences or through a transformative process, achieved by participating, wherein the student expresses an efficacious revelation, and a sense of belonging or acceptance.

4. *Does service to community necessarily result in a linkage of student to "belonging to" community, or student being indoctrinated into becoming "a part of community" because of the service rendered?* The data in the study reveals that although many students affirm having a connection to the community, whether implied, or vicariously, service to community does not necessarily result in a linkage of the student "belonging to" the community. Two interviewees emphatically related the disconnection they felt throughout their participation in the service

learning projects. Both explicitly stated that they did not see the purpose behind the service learning project, they were not motivated to participate, and although there may have been a recorded instance of self-efficacy, they both indicated that overall, participation is "pointless". It is important to note that their student service learning involvement is still within the realm of a CRP framework in that their involvement still inculcates their lived experiences as the focal point for examining the meaning behind how they approach education, specifically their involvement in mandated service learning projects (i.e.: "It was a must, I mean we need it to graduate."; "we really don't have a choice").

5. *Does the student interpret his/her involvement and participation in service projects as segue into acceptance and belonging within the community?* The data in the study does not explicitly reveal whether or not students interpret their participation in service learning projects as segue into acceptance and belonging within the community. In fact, only one interviewee discussed having begun her participation in the service learning project feeling alienated and out of place, but ultimately feeling accepted as a more personal relationship developed between her and the foreign participant *(The interviewee was helping her to prepare for the exam to obtain American citizenship)*. She further asserts that her experience allowed her to become more sociable, in general, resulting in the development of more "teambuilding skills and being able to collaborate with someone else, or help someone else, and [to develop] good character skills ".

Connections to prior research

Further explication into the phenomenology of student voice and self-efficacy development in service learning can be identified in this research study.   Scholars such as Rubin et al (2009), Barkley (2009), and Kahne and Middaugh (2008) affirm that predominant literature about the experiences of African American high school students in service learning is used as

predictors of voting and future community involvement. The literature, however, was bereft of personal narratives from the students themselves that explained why African American high school students participate the way they do. Additionally, as vanAssendelft (2008) maintains, student voice and self-efficacy in service learning has been identified in existing research, but not fully explored.

Kahne and Middaugh (2008) affirm that documented research concerning student efficacy and community involvement does not include the voice and experience of the African American student. Although many scholars like Ryan (2012) agree that African American students engaged in civic activities have strong familial and community relationships framed around their place and space within their communities, absent is the critical inquiry that reveals the context in which lived experiences of African American students inform how they participate (Kahne & Middaugh, 2008; Rubin et al, 2009; Jones, 2004; Barkley, 2009), and develop self efficacy in their participation. Additionally, as Morgan and Streb (2001) assert, critical analysis of student voice is necessary, especially when students are more inclined to be active service learning participants when they have active roles in making decisions and are engaged collaboratively.

This research attempts to elucidate the lived experiences of the African American high school student in mandated service learning projects by offering meaningful data that confirms that they participate in service learning projects for more than the fulfillment of a graduation mandate (Brown et al, 2007). In fact, as the data reveals, the African American students in this study possess resonant narratives that explain their altruistic spirit, communicated through intrinsic motivation, as they undertake mandated service projects and continue to be involved because it makes them "feel good", and makes the recipients appreciative.

Limitations and implications for future research

Two major limitations existed in this study: sample size and school calendar. Although this study was a mixed methods research study with interviews, a larger sample, although resulting in a longer period of data analysis, would have provided even greater breadth to the data. Also, a key group to be interviewed was absent from the study, the seniors. Senior students may have offered a more extensive account of the African American high school student experience in the service learning program, especially as it relates to being able to provide information concerning a contrast and comparison of the initial high school service learning involvement in their freshman year to the fulfillment of the requirement in the senior year of school.

Time was also a significant limiting factor in the research because the interviews were conducted in the final two calendar weeks of the school year. This resulted in the sample numbers being relatively small. To offset this limitation, the analysis includes a focus on quantitative data with adequate sample for the procedures used. A larger sample may have yielded a richer source of qualitative data.

A significant implication for future research would be to conduct the interviews in a four-year longitudinal study; creating a chronology of the lived experience of service learning participation of the student, from freshman year to senior year of high school. This type of study could also allow for a formative analysis of the service learning program where the experiences of the students are used as the gauge for making improvements in the service learning curriculum. Additionally, the formative analysis can bolster self-monitoring and evaluation as measure for determining if the implementation of the service learning program is aligned with culturally relevant pedagogical (CRP) practices.

Additionally, incorporating data from multi-faceted self-efficacy survey (SES) could be used in the analysis. This would allow for a more holistic analysis of student self-efficacy, providing quantitative analysis for qualitative antagonists who question the validity and reliability of qualitative data. However, qualitative data can still be acquired from the quantitative data obtained through the SES. The suggested survey instrument is based on the 1982 Scherer's General Self-Efficacy Scale which contains 12 survey items, divided into three subscales developed by Bosscher and Smit (1998): Initiative, Effort, and Persistence. The first section of the SES items was developed to gather information about the student's "general set of expectations that the individual carries into new situations" (Sherer et al., 1982, p. 664). The second section of the SES items is "based on a scale created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events, with 10 items (Schwarzer and Jerusalem, 1995). The third section of the SES items is based on a New General Self-Efficacy designed by Chen et al (2001) to provide "demonstrated high reliability, predicted specific self-efficacy (SSE) for a variety of tasks in various contexts, and moderated the influence of previous performance on subsequent SSE formation".

Finally, it is noteworthy to offer as an implication for future research, to analyze the impact of direct student involvement in the construction and implementation of the service learning program. Being involved in the development of the service learning curriculum would fulfill two major accomplishments. First, it would allow for direct student input incorporating the ideas of the student in the development of an engaging program. Second, and most importantly, it can incorporate the 5 major themes of CRP as Brown-Jeffy and Cooper (2011) have identified in the construction and implementation of the service learning program by:

1. Letting "students know that individually and collectively their voices are heard, that they matter, their presence and contributions are valued (pg. 73) – (Identity and achievement)
2. Meeting the students where they are and providing them with what they need to succeed, recognizing that the needs may differ socially and educationally." (pg. 75) – (Equity and excellence)
3. Acknowledging "the importance of knowing where children are in their cognitive development", as well as "what is culturally appropriate or relevant for the culturally diverse students in her or his classroom."- (Developmental appropriateness)
4. Understanding that "While a student can be guided in many ways by cultural group identification, his or her ways of believing and perceiving can also be influenced by individual understandings and conceptualizations." (pg. 76) – (Teaching the whole child)
5. And by demonstrating ""Awareness, appreciation, and acceptance of different discourse patterns and styles of verbal and non verbal communication, those which go beyond speaking and writing, help to bridge the gap between the home-community and school culture." (pg. 78) – (Student teacher relationships)

Conclusion

This study afforded African American high school students from an underperforming Chicago Public High School to provide narratives that inform how their lived experiences inform how they participate in service learning projects. The study revealed narratives that support positive and high self-efficacy by students participating in mandated service learning projects. Although the students are vocal about their dislike for the graduation requirement by virtual consensus, the overarching data analysis reveals that the self-efficacy and altruistic benefits from service learning project participation outweigh the extrinsically motivated and subjugated compulsory graduation requirement. Thus, the service learning projects themselves provided self-efficacy and altruistic benefits for the students.

The five major themes of culturally relevant pedagogy are observed in the conversations of the students, who almost holistically lament about not understanding the purpose behind the mandate to participate in service learning projects, or not understanding how a particular project relates to them personally. Constructed within a frame of CRP, teachers would, in the construction of service learning projects, recognize the value of the lived experience of the

students in understanding and in the students' meaning making, as suggested by Ladson-Billings (1995) in the utilization of the analytical lens of critical race theory (CRT) in which "curriculum is designed, the delivery of instruction is executed, classes are composed and grouped, and assessment is determined and processed" (Brown-Jeffy & Cooper, 2011, pg. 70). This was not observed nor implied in the narratives of the students. In fact, the data suggests that many of the students felt a disconnection existed between what they learned in the classroom and the actual service learning project activities.

As previous research affirms, data that includes the personal narratives from African American high school students that explain why they participate the way they do in service learning activities has been missing. This research unveils the student voice from student personal narratives and explains self-efficacy development during their participation in service learning activities. Using the study's three emergent themes as a guide for understanding how African American student participation in service learning projects serve to frame student self-efficacy in relation to service participation within community, teachers can develop culturally relevant curriculum that takes the students' lived experiences into consideration.

Although this mixed method study provides the narrative of only eleven students, their voices create opportunity for further research into how the lived experiences of African American high school students in service learning project participation can impact other facets of their lives involving self-efficacy. In future studies, perhaps the implementation of a four-year longitudinal study of self-efficacy with research data obtained from an SES instrument can add even richer data to the research. Self-efficacy surveys are designed gather information about initiative, effort, and persistence. Using this instrument to further study African American high school student participation in service learning projects can result in using data to make better

predictions about their self-efficacy, as well as provide further details about the impact self-efficacy derived from service learning participation has on other important endeavors in their lives, such as matriculating to college or starting a career.

As the theoretical construct of service learning has developed, its intents and purposes have also evolved. Critical analysis of the needs of students must be addressed to ensure that African American high school students are involved in service learning projects situated around meaningful engagement that incorporates their lived experiences both culturally and socially. Scholars such as Jamieson (2013), Kahne and Middaugh (2008), Gorham (2008), and Yates and Youniss (1997) agree that service learning should be a collaborative effort between the students, teachers, and community.   As such, absent is the teacher student relationship in the creation of culturally authentic educational opportunities that are supported by a culturally relevant pedagogy (CRP), which "cautions teachers to more closely examine and scrutinize the programming of educational systems, curricular development, and resulting barriers to equal education access and opportunity that could occur because of the permanence of racism in our society" (Brown-Jeffy & Cooper, 2011, pg. 79).

REFERENCES

Annette, J. (2005). Character, civic renewal and service learning for democratic citizenship in higher education. *British Journal of Education Studies, Values, Ethics and Character in Education*, 53(3), 326-340.

Bahrieva, D. (2006). Strengthening civil society through volunteerism. *The International Journal of Volunteer Administration*, 25(1), 37-40.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

Bandura, A. (1986). Social foundations of thought and action: a social cognitive theory. *Prentice-Hall series in social learning theory*. Prentice Hall: University of Michigan.

Barkley, J. R. (2009). *Making sense of place according to lived experience.* University of Illinois at Urbana-Champaign. Retrieved January 17, 2016 from http://parklab.uiuc.edu/ abstracts/Barkley.pdf

Barrell, J. (1995). *Critical Issue: Working toward student self-direction and personal efficacy as educational goals.* Retrieved January 17, 2016 from http://www.ncrel.org/sdrs/areas/ issues/students/learning/lr200.htm

Battistoni, R. M. (1997). Service learning and democratic citizenship. *Theory into Practice.* 36(3), 150-156.

Beachboard, M. R., Beachboard, J. C., Li, W., & Adkinson, S. R. (2011). Cohorts and relatedness: Self-determination theory as an explanation of how learning communities affect educational outcomes. *Research in Higher Education,* 52, 853-874.

Bekkers, R. (2008). Service learning and the development of civic-mindedness in the Netherlands. *Paper presented at Youth and politics: strange bedfellows? Comparative Perspectives on Political Socialization.* Netherlands: Utrecht University. Retrieved January 17, 2016 from https://renebekkers.files.wordpress.com/2015/02/ civicmindedness.pdf

Biddix, J. P., Sommers, P.A., & Polman, J.L. (2009). Protest reconsidered: Identifying democratic and civic engagement learning outcomes. *Innovative Higher Education.* 34(3), 133-147.

Billig, S. H. (2000). Research on K-12 school-based service learning. *Phi Delta Kappa.* 81(9). 6758-664.

Bochel, H., Dillon, P., Donert, K., Kay, J., McCarter, R., Mike McManus, M., & Taylor, G. (2009). Conclusion. In M. McManus & G. Taylor (Eds.), *Active learning and active citizenship. Theoretical Contexts* (pp. 172-177). Birmingham., AL: University of Birmingham.

Borman, K., Cahill, S., & Butin, D. W. (2007). Civic Engagement. In K. Borman, S. Cahill, & B. Cotner (Eds.), *Encyclopedia of the American high school*. New York: Greenwood Publishing.

Bowen, G. (2010). Civic Engagement in Higher Education. Center for Service Learning. Cullowhee, NC: Western Carolina University. Retrieved January 23, 2016 from http://www.wcu.edu/WebFiles/PDFs/Civic_Engagement_Resources.pdf

Boyd, S. (2016). An Introduction to African American Participation in Citizenship. *Yale National Initiative to strengthen teaching in public schools*. New Haven, CT: Yale University.

Bringle, R. G., Games, R., & Malloy, E. A. (Eds.). (1990). Colleges and universities as citizens. Needham Heights, MA: Allyn & Bacon.

Bringle, R.G., Hatcher, J. A. (1999). Reflection in Service Learning: Making Meaning of Experience. *Educational Horizons*. Summer 1999. 179-185.

Brooks, C. F., & Young, S. L. (2011). Are choice-making opportunities needed in the classroom? Using self-determination theory to consider student motivation and learner empowerment. *International Journal of Teaching and Learning in Higher Education,* 23(1), 48-59.

Brown, K. G. (2007). Theoretical Reflections on service learning: Using self-determination theory to improve teaching practice. *The impact of civic engagement efforts on students: Creating a nexus between research scholars and practitioners*. Presented at the Upper Midwest Campus Compact Consortium, University of Wisconsin at Madison. Retrieved January 17, 2016 from http://www.mncampuscompact.org/wp-content/uploads/ 2013/05/Impact-of-Civic-Engagement-Efforts-on-Students.pdf

Brown, S. D., Pancer, S. M., Henderson, A., & Ellis-Hale, K. (2007). The impact of high school mandatory community service programs on subsequent volunteering and civic engagement research report. Laurier Institute for the Study of Public Opinion and Policy. Ontario, Canada.

Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, Winter 2011, 65-84.

Bowers, C.A. (2008). Why a critical pedagogy of place is an oxymoron. Environmental Education Research. 14(3), 325-335.

Bowers, E. P., Li, Y., Kiely, M. K., Brittian, A., Lerner, J. V., & Lerner, R. M. (2010). The five Cs model of positive youth development: A longitudinal analysis of confirmatory factor structure and measurement invariance. *Journal of Youth and Adolescence*, 39(7), 720-735.

Bosscher, R.J. and Smit, J. H. (1998). Confirmatory factor analysis of the General Self-Efficacy Scale. *Behaviour Research and Therapy*, 36, 339-343.

Breuing, M. (2011). Problematizing critical pedagogy. *International Journal of Critical Pedagogy*. 3(3), 2-23.

Byrd, C. M., & Chavous, T. (2011). Racial identity, school racial climate, and school intrinsic motivation among African American youth: The importance of person–context congruence. *Journal of Research On Adolescence,* 21(4), 849-860.

Calahan, J. M. (2008). Teaching hometown literature: A pedagogy of place. *College English*. 70(3), 249-274.

Callejo-Perez, D. M., Fain S. M., & Slater J. (Eds.), (2009). *Pedagogy of place: Seeing space as cultural education.* New York, NY: Peter Lang Publishing, Inc.

Center for the Study of Social Policy (2011). Results-based public policy strategies for promoting youth civic engagement. *Policyforresults.org.* Retrieved 20 January 2016 from http://www.cssp.org/policy/papers/Promoting-Youth-Civic-Engagement.pdf

Chapter 1: Understanding Service learning: History, Pedagogy, Philosophy. Service learning Faculty Manual. National Louis University. Chicago, IL. Retrieved January 17, 2016 from http://www.nl.edu/media/nlu/downloadable/studentservices/civicengagement/ chapter-1.pdf

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods*, 4(1), 62-83.

Cherry, K. (2001). Self-efficacy. *About.com: Psychology*. Retrieved   September 22, 2011 from: http://psychology.about.com/od/theoriesofpersonality/a/self_efficacy.htm

Cherry, K. (2001). Social Learning Theory: Understanding Bandura's Theory of Learning. *About.com: Psychology*. Retrieved on 22 September 2011 from http://psychology.about. com/od/developmentalpsychology/a/sociallearning.htm

Cherry, K. (2007). What Is Self-Efficacy. *About.com: Psychology*. Retrieved   September 22, 2011 from: http://psychology.about.com/b/2007/04/24/what-is-self-efficacy.htm

Cohen, C. (2006). African American Youth: Broadening our Understanding of Politics, Civic Engagement and Activism. *Youth Activism: A Web Forum Organized by the Social Sciences Research Council.* Retrieved January 21, 2016 from http://ya.ssrc.org/african/Cohen

Cokley, K., McClain, S., Jones, M., & Johnson, S. (2011). A preliminary investigation of academic disidentifcation, racial identity, and academic achievement among African American adolescents. *The High School Journal.* 95(2), 54-68.

Corporation for National and Community Service. (2006). Educating for active citizenship: Service learning, school-based service and youth civic engagement. *Brief 2 in the Youth Helping America Series*. Washington, DC.

CPS, Service Learning Guidelines. *Service learning: Chicago Public Schools*. Retrieved December 13, 2011 from http://servicelearning.cps.k12.il.us/SLcoach.html

Cress, C. M., Burack, C., & Giles Jr., D. (2010). *A promising connection: Increasing college access and success through civic engagement. Presidents Leadership Summit*. Campus Compact: Boston, MA.

Crotty, M. (2003). *The foundation of social research, meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications.

Crumpton, H. E., & Gregory, A. (2011). "I'm not learning": The role of academic relevancy for low-achieving students. *Journal of Educational Research,* 104, 42-53.

Cushman, E. (1999). The public intellectual, service learning, and activist research. *College English*, 61(3), 328-336.

Dallago, L., Lenzi, M., Perkins, D. D., & Santinello, M. (2012). Place Attachment In Adolescence. In Roger J.R. Levesque (Ed.)(2012), *Encyclopedia of Adolescence*, New Dehli: Springer.

Dawes, N. P., & Larson, R. (2010). How to get youth engaged: Grounded-theory research on motivational development in organized youth programs. *Developmental Psychology,* 47(1), 259-269.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior: Perspectives in Social Psychology*. New York, NY: Springer US.

Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist,* 55(1), 68-78. doi: 10.1037110003-066X.55.1.68

Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology. 25, 54-67. doi:10.1006/ceps.1999.1020,

Dewey, J. (1915). *School and society.* Chicago, IL: The University of Chicago Press.

Dewey, J. (1915). *Experience and Education.* New York, NY: Macmillian.

DeLind, L. B., Bingen, J. (2008). Place and civic culture: Re-thinking the context for local agriculture. *Journal of Agricultural and Environmental Ethics,* 21, 127-151.

Diden, E. L. (2005). Pedagogy of place. In G. Ross, D. Popova, & G. Ubben (Eds.), *My place, your place, our place (MYOPLACE): A curriculum and instruction model for collaborative local and global learning about place with a partner in a foreign culture, democracy, economy, environment, and educational system*. (pp. 33-43). Knoxville, TN: MYOP Press.

Dillon, P. (2009). Chapter 5: A pedagogy of connection for active learning and citizenship. In M. McManus, & G. Taylor (Eds.), *Active Learning and Active Citizenship: Theoretical Contexts*. (pp. 93-112). University of Birmingham: Birmingham. Retrieved January 17, 2011 from https://www.researchgate.net/publication/283708194_A_pedagogy_of_ connection_for_active_learning_and_citizenship

Dobson, S. (2006). Urban pedagogy: A proposal for the twenty-first century. *London Review of Education,* 4(2), 99-114.

Thomas Ehrlich, T. (2000) Civic engagement. *Civic Responsibility and Higher Education*, American Council on Education: Oryx Press. pg. vi.

Eyler, J. (2002). Reflection: Linking service and learning-linking students and community. *Journal of Social Issues*, 58(3), 517-534.

Eyerman, R. (2002). *Cultural trauma: Slavery and the formation of African Identity*. Cambridge: MA: Cambridge University Press.

Fischman, G., & McLaren, P. (2005). Rethinking critical pedagogy and the Gramscian and Freirean legacies: From organic to committed intellectuals or critical pedagogy, commitment, and praxis. *Cultural Studies - Critical Methodologies*, 5(4). 425-447. doi: 10.1177/1532708605279701

Fisher, K. (2005). *Linking pedagogy and space*. Department of Education and Training. Melbourne, Victoria, Australia. Retrieved November 12, 2011 from www.eduweb. vic.gov.au/edulibrary/public/assetman/bf/Linking_Pedagogy_and_Space.pdf

Flowers, Lamont A. (2007). The impact of community service on African American college students' academic achievement. *The impact of civic engagement efforts on students: Creating a nexus between research scholars and practitioners*. Presented at the Upper Midwest Campus Compact Consortium, University of Wisconsin at Madison. Retrieved January 17, 2011 from http://www.mncampuscompact.org/wp-content/uploads/2013/05/Impact-of-Civic-Engagement-Efforts-on-Students.pdf

Flynn, J., Kemp, A. T., & Callejo-Perez, D. (2009). You can't teach where you don't know: Fusing place-based education and whiteness studies for social justice. *Curriculum and Teaching Dialogue*, 12(1-2), 137-151.

Franke, J. & Johnson-Bagby, L. M. (2005). The American founding, American government textbooks, and civic education. *Journal of Political Science Education*, (1), 249-271.

Friere, Paulo. (2000). *Pedagogy of the Oppressed*. New York: NY: Continuum International Publishing Group.

Frymier, A. B., & Houser, M. L. (1999). The revised learning indicators scale. *Communications Studies,* (50)1, 1-12.

García-Bedolla, L. (2010). 21st Century competencies and civic participation. Center for Education. Report. Washington, DC: National Academy of Sciences, Retrieved January 17, 2016 from http://www7.nationalacademies.org/dbasse/Research_on_21st_Century_ Competencies_Papers_and_Presentations.html

Gates Jr., H. L. (2012). African American Citizenship, In L. D. Bobo, L. Crooms-Robinson, L. Darling-Hammond, M. C. Dawson, H. L. Gates Jr., G. Jaynes, & C. Steele (Eds.), *The*

Oxford Handbook of African American Citizenship, 1865-Present. (pp. 1-9). New York, NY: Oxford University Press.

Geldhof, G. J., Bowers, E. P., Boyd, M. J., Mueller, M. K., Napolitano, C. M., Schmid, K. L., Lerner, J. V., Lerner, R. M.(2014). Creation of Short and Very Short Measures of the Five Cs of Positive Youth Development. *Journal of Research on Adolescence*, 24(1), 163–176. doi: 10.1111/jora.12039.

Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). Assessing service learning and civic engagement: Principles and techniques. Providence, RI: Campus Compact.

Gieryn, Thomas F. (2000), 'A Space for Place in Sociology. *Annual Review of Sociology*, 26. 463–496.

Giles, D. E., and Eyler, J. (1994). The theoretical roots of service learning in John Dewey: Toward a theory of service learning. *Michigan Journal of Community Service Learning*, 1(1), 77-85.

Giroux, H. (2004). Critical Pedagogy and the postmodern/modern divide: Towards a pedagogy of democratization. *Teacher Education Quarterly,* 31(1). 31-47.

Green, C. D. (2000). A theory of human motivation. *Classics in the history of psychology*. Retrieved January 17, 2011 from http://www.psychclassics.yorku.ca/Maslow/ motivation.htm

Green, M (2008). Food gardens : cultivating a pedagogy of place. In *AARE 2007 International education research conference: Fremantle: papers collection*. Retrieved January 17, 2016 from http://trove.nla.gov.au/work/153057244?q&versionId=166807574

Gorham, E. (2005), Service learning and political knowledge. *Journal of Political Science Education*, 1, 345-365.

Greenwood, D. A. (2008). The best of both worlds: A critical pedagogy of place. *Environmental Education Research*, 14(3), 308–324

Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher*. 32(4), 3-12.

Guldberg, K. and Mackness, J. (2009). Foundations of communities of practice: enablers and barriers to participation. *Journal of Computer Assisted Learning*, 25, 528-538.

Hall-Jamieson, K. (2013). The challenges facing civic education in the 21st century. *Dædalus, the Journal of the American Academy of Arts & Sciences*. 142(2), 65-83.

Hart, D., Donnelly, T., Youniss, J., & Atkins, R. (2007). High school community service as a predictor of adult voting and volunteering. *American Educational Research Journal*, 44(1), 197-219.

Hatch, J. A. (2002). Doing qualitative research in education settings. Albany: State University of New York Press. Retrieved January 18, 2016, from Project MUSE database.

Haymes, S. N. (1995). Race, culture, and the city: Pedagogy for black urban struggle. Albany: State University of New York Press.

Heffner, G. G., and Warners, D.P. (2011). Reconciliation ecology: A Christian pedagogy of place. *2011 Regional conference faith, science and stewardship: Christian pedagogy on the environment*: Calvin College, Lisle, IL.

Hershberg, R. M., DeSouza, L. M., Warren, A. E., Lerner, J. V., & Lerner, R. M. (2014). Illuminating trajectories of adolescent thriving and contribution through the words of youth: qualitative findings from the 4-H Study of Positive Youth Development. *Journal of Youth and Adolescence*, 43(6), 950-970.

Hironimus-Wendt, R. J., & Lovell-Troy, L.. (1999). Grounding service learning in social theory. *Teaching Sociology*, *27*(4), 360–372. Retrieved January 18, 2016 from http://www.jstor.org/stable/1319042

Howard, T. C. (2001). Telling their side of the story: African American students' perceptions of culturally relevant teaching. *The Urban Review,* 33(2), 131-149.

Jamieson, Kathleen H. 2013. The challenges facing civic education in the 21st century. The Journal of the American Academy of Arts & Sciences, 142(2), 65-83.

Jones, S. R. & Abes, E. S. (2004). enduring influences of service learning on college students' identity development. *Journal of College Student Development*, 45(2), 149-166

Kahne, J., & Middaugh, E. (2008). Democracy for some: The civic opportunity gap in high school. *CIRCLE working paper 59*, The Center for Information and Research on Civic Learning and Engagement. Tufts University: Medford, MA.

Kahne, J. E. and Sporte, S. E. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal*, (45)34, 738-766.

Kahne, J., & Westheimer, J. (1996). In the service of what? The politics of service learning. *Phi Delta Kappan*, (77)9, 592-599.

Kay, J. (2009). Social and moral responsibility. In M. McManus & G. Taylor (Eds.), *Active learning and active citizenship. Theoretical Contexts* (pp. 114-131). Birmingham., AL: University of Birmingham.

Kinsley, C. W. (1997). Service learning: A process to connect learning and living. national association of secondary school principals. *NASSP Bulletin*, (81)597, 1-7. Retrieved January 18, 2016 from http://bul.sagepub.com/content/81/591/

Kirk, K. (2011). Self-Efficacy: Helping the students believe in themselves. Retrieved September 22, 2011, from http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.htmll

Kitchens, J. (2009). Situated pedagogy and the situationist international: Countering a pedagogy of placelessness. *Educational Studies*, 45, 240-261.

Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY. Crown Publications.

Kraft, R. J. (1996). Service learning: An introduction to its theory, practice, and effects. *Education and Urban Society*, 28, 131-159.

Kupchik, A., & Catlaw, T. (2015). Discipline and Participation: The long-term effects of suspension and school security on the political and civic engagement of youth. *Youth and Society*, 47, 95-124.

Lawson, M. A., & Lawson, H. A. (2013). New conceptual frameworks for student engagement research, policy, and practice. *Review of Educational Research*, (83)3, 432-479.

Lenzi, M., Vieno, A., Perkins, D.D., Massimo, S., Elgar, F. J., Morgan, A., & Mazzardis, S. (2012). Family affluence, school, and neighborhood contexts and adolescents' civic engagement: A cross-national study. *American Journal of Community Psychology,* 50(1-2), 197-210.

Ladson-Billings, G. (1995). But that's just good teaching! The Case for culturally relevant pedagogy. *Theory into Practice,* 34(3), 159-165.

Learn and Serve America. (2011). *Learn and serve America: Corporation for national and community service*. Washington, DC.

Leung, Y. (2003). Citizenship education through service learning: from charity to social justice. *Educational Journal*. 31(1), 95-115.

Levine, D. H., & Bishai, L. S. (2010). Civic education and peacebuilding. *Special Report: United States Institute of Peace,* (Special Report 254), 1-16.

Levine, P. (2007). Deliberation as a civic pedagogy. *The impact of civic engagement efforts on students: Creating a nexus between research scholars and practitioners*. Presented at the Upper Midwest Campus Compact Consortium, University of Wisconsin at Madison. Retrieved 17 January 2016 from   http://www.mncampuscompact.org/wp-content/uploads/2013/05/Impact-of-Civic-Engagement-Efforts-on-Students.pdf

Levitt, R. (2008) Freedom and empowerment: A transformative pedagogy of educational reform. *Educational Studies*, 44, 47-61.

Lindlof, T. R., & Taylor, B. C. (2002). Qualitative Communication Research Methods (2nd ed.). *Language Arts & Disciplines*, Thousand Oaks, CA: SAGE Publications.

Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis, 4th ed.* Belmont, CA: Thompson-Wadsworth.

Maslow, A. H. (1943). A theory of motivation. *Psychological Review*, 50, 370-396. Retrieved 17 January 2016 from http://psychclassics.yorku.ca/Maslow/motivation.htm

Mazer, J. P. (2013). Validity of the student interest and engagement scales: Associations with student learning outcomes. *Communications Studies,* 64(2), 125-140.

McGuire, J. K., & Gamble, W. C. (2006). Community service for youth: The value of psychological engagement over number of hours spent. *Journal of Adolescence*, 29, 289-298.

McIntosh, H., & Muñoz, M. A. (2009). Predicting civic engagement in urban high school students. *CIRCLE Working Paper 69. The Center for Information and Research on Civic Learning and Engagement*, Medford, MA: Tufts University.

McKenzie, M. (2008). The places of pedagogy: or, what we can do with culture through intersubjective experiences. *Environmental Education Research,* 14(3), 361-373.

McManus, M. &Taylor, G. (2009). Introduction: Active learning and active citizenship. *Theoretical Contexts*, Birmingham: University of Birmingham, 9-10.

Metz, E., & Youniss, J. (2003). A demonstration that school-based required service does not deter but heightens volunteerism. *PS: Political Science and Politics, 36,* 281–286.

Middaugh, E. and K., J. (2008). Civic development in context: The influence of local contexts on high school students' beliefs about civic engagement. In Bixby, J. and Pace, J. (Eds.) *Educating democratic citizens in troubled times: qualitative studies of current efforts*. New York: State University of New York Press.

Miller, E., & Daly, E. (2013). *Understanding and measuring outcomes: the role of qualitative data. Glasgow:* IRISS (Institute for Research and Innovation in Social Services).

Miller, P. M. (2012). Community-based education and social capital in an urban after-school program. *Education and Urban Society,* 44(1), 35-60.

Mills, H., Reiss, N., Donbeck, M., (2015) Types of Stressors (Eustress vs. Distress). *MentaHelp.net*. Retrieved November 18, 2015 from https://www.mentalhelp.net/articles/types-of-stressors-eustress-vs-distress/

Montiel-Overall, P., & Lane, E. (2012). Bridging theory and practice through service learning: a case study. *SIRLS Research Brown Bag. School of Information Resources and Library Science*, Tucson, AZ: The University of Arizona.

Morehouse, A. (2008). A deeper meaning of place. *Environmental Education Research,* 14(6), 693-697.

Morgan, W., & Streb, M. (2001). Building citizenship: How student voice in service learning develops civic values. *Social Science Quarterly*, 82(1), 154-169.

Morgan, W., Streb, M. (2003). First do no harm: Student ownership and service learning. *Metropolitan Universities: An International Forum*, 14(3), 36-52.

Morris, J. *Preparing students for service learning and civic efficacy projects. learning to give.* Learning to Give: Council of Michigan Foundations . Retrieved September 21, 2012 from http://learningtogive.org/resources/preparing_students.asp?print=yes

Moss, L. J., & Normore, A. H. (2006). An exploratory analysis of John Dewey's writings: Implications for school leaders. In M. S. Plakhotnik & S. M. Nielsen (Eds.), *Proceedings of the Fifth Annual College of Education Research Conference: Urban and International Education Section* (pp. 82-87). Miami, FL: Florida International University. Retrieved January 19, 2016 from http://coeweb.fiu.edu/research_conference/

North Central Regional Educational Laboratory. (2004). *Glossary of education terms and acronyms*. Naperville, IL: Learning Point Associates. Retrieved September 21, 2011 from http://www.ncrel.org/sdrs/areas/misc/glossary.htm

North Central Regional Educational Laboratory. (2004). *Locus of control*. Naperville, IL: Learning Point Associates. Retrieved September 21, 2011 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2locus.htm

North Central Regional Educational Laboratory. (2004). S*tudents are responsible for their own learning*. Naperville, IL: Learning Point Associates. Retrieved September 21, 2011 from http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2stude.htm

NYSED. (2012). Service learning. *Section 1 Introduction: University of the State of New York*, Albany, NY: New York State Education Department.. Retrieved January 19, 2016 from http://www.highered.nysed.gov/kiap/precoll/service_learn/section1.pdf

Okeke-Adeyanju, N., Taylor, L. C., Craig, A. B., Smith, R. E., Thomas, A., Boyle, A. E., & DeRosier, M. E. (2014). Celebrating the strengths of black youth: Increasing self-esteem and implications for prevention. *The Journal of Primary Prevention,* 35, 357-369.

Parajes, F. (2002). *Self-Efficacy Beliefs in Academic Contexts: An Outline*. Retrieved March 19, 2012 from http://des.emory.edu/mfp/efftalk.html

Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.) *Advances in motivation and achievement*, (10), 1-49. Greenwich, CT: JAI Press.

Parajes, F, & Schunk, D. H. (2001). Self-beliefs and school success: self-efficacy, self-concept, and school achievement. In R. Riding, & S. Rayner (Eds.), *Perception* (pp 239-266). London: Ablex Publishing.

Parker-Gwin, R., & Mabry, J. B. (1998). Service learning as pedagogy and civic education: Comparing outcomes for three models. *American Sociological Association*, 26(4), 276-291.

Payne, Y. A., Starks, B. C., & Gibson, L. R. (2009). Contextualizing black boys' use of a street identity in high school. *New Directions for Youth Development*, (123), 35-51. doi: 10.1002/yd.313.

Perry, J. L., and Katula, M. C. (2001). Does service affect citizenship? *Administration & Society*, (33)3, 330-365.

Peterson, N. A, Hamme-Peterson, C., Agre, L. Christens, B. D., & Morton, C. M. (2011). Measuring youth empowerment: Validation of a sociopolitical control scale for youth in an urban community context. *Journal of Community Psychology,* 39(5), 592-605. doi: 10.1002/jcop.20456.

Rhoads, R. A. (1998). In the service of citizenship: a study of student involvement in community service. *The Journal of Higher Education*, 69(3), 277-297

Rogers, J., Saunders, M., Terriquez, V., &Valez, V. (2008). Civic lessons: Public schools and the civic development of undocumented students and parents, *Northwestern Journal of Law and Social Policy*, 3(2), 201-218. Retrieved January 18, 2016 from http://scholarlycommons.law.northwestern.edu/njlsp/vol3/iss2/3/

Rubin, B. (2010). "There's still not justice": Youth civic identity development amid distinct school and community contexts. *Teachers College Record,* 109(2), 449-481.

Rubin, B. C., Hayes, B., Benson, K. (2009). "It's the worst place to live": Urban youth and the challenge of school-based civic learning. *Theory into Practice*, 48, 213-221.

Ryan, D. (2012). Required community service in high schools and civic engagement. *Education reform, past & present*, Hartford, CT: Trinity College. Retrieved July, 28, 2012 from http://commons.trincoll.edu/edreform/2012/required-community-service-in-high-school

Ryan, M. (2008). Youth and the critical agenda: Negotiating contradictory discourses. *The Australian Educational Researcher*, (35)2, 71-88. Retrieved April 12, 2102 from http://mcs.k12tn.net/departments/director/pedagogyofplace.pdf

Saldaña, J. (2013). *The Coding Manual for Qualitative Researchers.* Thousand Oaks, CA: SAGE Publications Inc.

Saltmarsh, J. (2005). The civic promise of service learning. *Liberal Education*, 91(2), 50-55.

Sauro, J. (2012). 5 Examples of Quantifying Qualitative Data. *μ Measuring U*. Retrieved on September, 16, 2015 from http://www.measuringu.com/index.php

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37).Windsor, UK: NFER-NELSON.

Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S., Jacobs, B. & Rogers, R.W. (1982). The self-efficacy scale : Construction and validation. *Psychological Reports*, 51, 663-671.

Silver, H., Scott, A., & Kazepov, Y. (2010). Participation in Urban and Deliberation. *International Journal of Urban and Regional Research*, 34(4), 453-477. doi: 10.1111/j.1468-2427.2010.00963.x.

Sipos, Y. (2008). Achieving transformative sustainability learning: engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, 9(1), 68-86

Solórzano, D. G. & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry,* 8, 23-44.

Somerville, M. J. (2012). A place pedagogy for 'global contemporaneity'. *Educational Philosophy and Theory*, 42(3), 326-344. doi: 10.1111/j.1469-5812.2008.00423.x.

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *Canadian Journal Of Hospital Pharmacy,* 68(3), 226-231.

Sweeney, S. L. (2015). Civics in our schools. *Law related education: Illinois State Bar Association newsletter, 1(2),* 1-3.

Taylor, C. &Robinson, C. (2009). Student voice: theorising power and participation. *Pedagogy, Culture, & Society*, 17(2), 161-175.

Toshalis, E. & Nakkula, M. J. (2012). Motivation, engagement, and student voice, *The Student at the Center Series: Teaching and learning in the era of Common Core,* Boston, MA: Jobs for the Future.

Travis Jr., R., & Leech, T. G., (2013). Empowerment-based positive youth development: A new understanding of healthy development for African American youth. *Journal of Research and Adolescence,* 24(1), 95-116.

Trickett, E., and Ryerson-Espino, S., and Hawe, P. (2011). How are community interventions conceptualized and conducted?: An analysis of published accounts. *Journal of Community Psychology,* 39(5), 576-591.

Trochim, W., & Donnelly, J. P. (2008). Chapter 6 Qualitative and Unobtrusive Measures. *The Research Methods Knowledge Base, 3rd Edition.* NY: Cengage Learning.

Turniansky, B., Tuval, S., Mansur, R., Barak, J., & Gidron, A. (2009). From the inside out: Learning to understand and appreciate multiple voices through telling identities. *New Directions For Teaching And Learning*, 118, 39-47. doi: 10.1002/tl.351.

Unified School District #41. (2005). *Benefits of Student Participation in Community Service: Benefits of Participation in Service*. Ann Arbor, MI: The Regents of the University of Michigan. Retrieved 29 January, 2012 from http://www.regents.umich.edu/

van Assendelft, L. (2008). "City council meetings are cool": Increasing student civic engagement through service learning. *Journal of Political Science Education*, 4, 86-97.

VERBI Software. (2015). *MAXQDA: The art of data analysis*. Berlin, Germany: VERBI Software. Retrieved September 4, 2015 from http://www.maxqda.com/download/ manuals/MAX12_manual_eng.pdf

Wallin, J. (2010). Guided Voices. *The Review of Education, Pedagogy, and Cultural Studies*, 32, 93-111

Watson, Dyan, What do you mean when you say urban? Speaking honestly about race and students. *Rethinking Schools*. 26(1). Retrieved January 18, 2016 from http://www.rethinkingschools.org/restrict.asp?path=archive/26_01/26_01_watson.shtml

Weber, J. E, Weber, P. S., Schneider, K., & Sleeper, B. (2007). Preparing students for citizenship: An exploration of the antecedents and outcomes of self-efficacy toward service. *Journal of Business Inquiry*, 6(1), 3-10.

Weisman, J. (2012). Student motivation and the alignment of teacher beliefs. *The Clearinghouse,* 85, 102-108

Westheimer, J., Kahne, J. (2000). *Report to the Surdna Board. D.V.I*. New York: Surdna Foundation

Wilkenfield, B. (2009). Does context matter? How the family, peer, school, and neighborhood contexts relate to adolescents' civic engagement. *Circle Working Paper #64. The Center for Information and Research on Civic Learning and Engagement* Medford, MA.: Tufts University.

Woolfolk, A., & McCune-Nicolich (1984). *Educational Psychology for Teachers* (2nd ed.). Englewood Cliffs, NJ: Prentiss-Hall.

Yates, M., & Youniss. J. (1997). *Community Service and Social Responsibility in Youth*. Chicago, IL: University of Chicago Press.

You, Z, & Rud, A.G. (2010). A model of Dewey's moral imagination for service learning: theoretical explorations and implications for practice in higher learning. *Education and Culture,* 26(2), 36-51.

Young, E. (2010). Challenges to conceptualizing and actualizing culturally relevant Pedagogy: How viable is the theory in classroom practice? *Journal of Teacher Education,* 61(3). 248-260.

CPS, (2011) Service Learning Guidelines. *Service Learning: Chicago Public Schools*. Chicago, IL. Retrieved December 13, 2011 from http://servicelearning.cps.k12.il.us/guidelines. html

eXcel Youth Zone. (2009). The Case for service learning. *eXcel Youth Zone*. San Diego, CA. Retrieved September 21, 2011 from http://www.excelyouthzone.org/misc/case_for_SL-atrisk.pdf

APPENDIX A
I.S.O.W. INTERVIEWEE SUMMATION NODAL MATRIX: TOTAL OF 3RD CYCLE PRIMARY CODE SEGMENTS

	No prior school service	No academic benefit /not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	■	0	0	0	0	0	0	0	0	0	■	■	0	■	■	■	■	■	■	■	■	■	■	■	0	■	54
Interview #2	■	■	0	0	■	0	0	0	■	■	■	■	■	0	0	■	■	■	■	■	■	■	■	■	■	■	40
Interview #3	0	0	0	0	0	0	■	■	0	■	0	■	0	0	0	0	■	■	■	■	■	0	■	■	■	■	38
Interview #4	■	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	0	■	■	0	■	0	■	■	32
Interview #5	0	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	■	■	■	0	■	■	■	■	41
Interview #6	■	■	0	■	0	■	0	■	0	■	■	0	0	■	0	■	■	■	■	■	■	■	■	■	0	■	41
Interview #7	■	■	0	0	0	■	0	■	■	0	0	0	0	0	0	■	■	■	■	■	■	0	■	■	■	■	32
Interview #8	■	■	0	0	0	■	■	■	0	■	■	■	0	■	0	0	0	0	■	0	0	■	0	■	■	0	25
Interview #9	■	0	■	0	0	0	■	■	0	■	0	0	0	■	0	0	0	■	■	■	■	0	■	■	0	■	23
Interview #10	0	■	0	0	0	■	0	0	■	■	■	■	■	■	■	0	■	■	0	■	■	■	■	■	0	■	36
Interview #11	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	■	■	■	■	0	■	0	■	■	■	25
SUM	7	5	2	1	3	6	4	5	3	8	14	7	2	5	6	6	17	49	20	32	82	4	38	20	6	35	387

APPENDIX B
I.S.O.W. INTERVIEWEE SUMMATION VALUE MATRIX: TOTAL OF 3RD CYCLE PRIMARY CODE SEGMENTS

	No prior school service	No academic benefit /not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	1	0	0	0	0	0	0	0	0	0	1	2	0	1	2	2	2	6	5	8	10	1	7	2	0	4	54
Interview #2	1	1	0	0	1	0	0	0	1	1	3	1	1	0	0	1	3	5	1	1	8	1	1	1	1	7	40
Interview #3	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	2	7	1	8	7	0	4	3	1	1	38
Interview #4	1	0	0	0	1	1	0	0	0	1	2	0	0	0	1	0	1	5	0	2	8	0	4	0	1	4	32
Interview #5	0	0	0	0	1	1	0	0	0	1	2	0	0	0	1	0	3	6	3	3	9	0	6	2	1	2	41
Interview #6	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	2	4	4	3	9	1	4	2	0	3	41
Interview #7	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	1	2	1	2	4	8	0	3	1	1	4	32
Interview #8	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	0	6	0	0	5	0	1	1	0	3	25
Interview #9	1	0	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	2	2	7	0	1	2	0	2	23
Interview #10	0	1	0	0	0	1	0	0	1	1	4	2	1	1	2	0	1	7	0	1	3	1	2	3	0	4	36
Interview #11	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	2	0	8	0	5	3	1	1	25
SUM	7	5	2	1	3	6	4	5	3	8	14	7	2	5	6	6	17	49	20	32	82	4	38	20	6	35	387

APPENDIX C
I.S.O.W. INTERVIEWEE SUMMATION NODAL MATRIX: TOTAL OF ALL 3RD CYCLE PRIMARY AND ANCILLARY CODE SEGMENTS COUNTS

	No prior school service	No academic benefit / not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	■	0	0	0	0	0	0	0	0	0	■	■	0	■	■	■	■	■	■	■	■	■	■	■	0	■	86
Interview #2	■	■	0	0	■	0	0	0	■	■	■	■	■	0	0	■	■	■	■	■	■	■	■	■	■	■	66
Interview #3	0	0	0	0	0	0	■	■	0	■	0	■	0	0	0	0	■	■	■	■	■	0	■	■	■	■	83
Interview #4	■	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	0	■	■	0	■	0	■	■	68
Interview #5	0	0	0	0	■	■	0	0	0	■	■	0	0	0	■	0	■	■	■	■	■	0	■	■	■	■	105
Interview #6	■	■	0	■	0	■	0	■	0	■	■	0	0	■	0	■	■	■	■	■	■	■	■	■	0	■	95
Interview #7	■	■	0	0	0	■	0	■	■	0	0	0	0	0	0	■	■	■	■	■	■	0	■	■	■	■	79
Interview #8	■	■	0	0	0	■	■	■	0	■	■	■	0	■	0	0	0	■	0	0	■	0	■	■	0	■	54
Interview #9	■	0	■	0	0	0	■	■	0	■	0	0	0	■	0	0	0	■	■	■	■	0	■	■	0	■	39
Interview #10	0	■	0	0	0	■	0	0	■	■	■	■	■	■	■	0	■	■	0	■	■	■	■	■	0	■	93
Interview #11	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	■	■	■	■	0	■	0	■	■	■	■	52
SUM	7	11	2	1	3	10	8	6	3	29	37	10	3	5	7	8	30	89	37	45	231	4	102	29	7	96	820

I.S.O.W. INTERVIEWEE SUMMATION VALUE MATRIX: TOTAL OF ALL 3RD CYCLE PRIMARY AND ANCILLARY CODE SEGMENTS COUNTS

	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Compliance	Program improvement	Did not chose to participate	Learning deficiency	Research documentation	Takes notes and/or writes reflection	Disconnection	Connection	Discernment	Self efficacy	Pro-choice	Altruism	Prior knowledge of what is service learning	Chose to participate	Graduation requirement	SUM
Interview #1	1	0	0	0	0	0	0	0	0	0	1	3	0	1	2	3	3	10	6	11	14	1	13	4	0	13	86
Interview #2	1	1	0	0	1	0	0	0	1	8	3	1	1	0	0	1	5	10	1	2	10	1	2	1	1	15	66
Interview #3	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	4	12	3	12	31	0	9	5	1	2	83
Interview #4	1	0	0	0	1	1	0	0	0	1	5	0	0	0	1	0	4	5	0	2	26	0	11	0	1	9	68
Interview #5	0	0	0	0	1	1	0	0	0	1	2	0	0	0	2	0	4	17	8	3	39	0	16	2	2	7	105
Interview #6	1	1	0	1	0	2	0	2	0	2	3	0	0	1	0	2	3	5	9	3	26	1	16	3	0	14	95
Interview #7	1	2	0	0	0	2	0	1	1	0	0	0	0	0	0	1	4	1	4	9	37	0	9	1	1	5	79
Interview #8	1	2	0	0	0	1	3	1	0	10	2	1	0	1	0	0	0	10	0	0	7	0	3	2	0	10	54
Interview #9	1	0	1	0	0	0	2	1	0	2	0	0	0	1	0	0	0	1	3	2	13	0	7	3	0	2	39
Interview #10	0	5	0	0	0	3	0	0	1	4	21	4	2	1	2	0	2	16	0	1	6	1	2	5	0	17	93
Interview #11	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	1	2	3	0	22	0	14	3	1	2	52
SUM	7	11	2	1	3	10	8	6	3	29	37	10	3	5	7	8	30	89	37	45	231	4	102	29	7	96	820

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student	Compliance	Capitulation	Acquiescence	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Torpid attitude	0	■	0	0	0	■	0	0	0	0	■	0	■	0	■	■	0	■	0	0	0	0	0	0	0	0	0	■	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0
Compliance	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	■	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	■	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	■	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	■	0	■	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	■	0
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Disconnection\Contradistinction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	■	0	0
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	■	■	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Code System	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	■	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Torpid attitude	0	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Torpid attitude\Non-motivating	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	■	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency\Subject	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■
Research documentation\Online	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■
Disconnection	0	0	■	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Disconnection\Disjointed perception	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	0	0	■	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0
Disconnection\Diametric	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	0	0	0	0	0	0	■
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	■	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	■	0	■	■	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	1	0	0	■	0	0	■
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	■	0	0	0

Code System	Speculative contrast	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Unaware of graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Dislikes service learning	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	■	0	■	0	■	6
Ambivalent	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Torpid attitude	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	■	0	0	■	■	■	0	0	■	0	0	24
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	3
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	6
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	8
Compliance	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	9
Compliance\Capitulation	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	6
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	■	0	0	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Learning deficiency\Subject	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	4
Research documentation	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Research documentation\Online	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	7
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	5
Takes notes and/or writes	0	■	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	15
Disconnection\What's the	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
What's the purpose?\Service learning inculcates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
What's the	0	■	■	■	■	■	■	0	0	0	■	■	0	■	0	■	0	0	■	■	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	22
What's the purpose?\Service	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	2
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	12
Disconnection\Disjointed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Disconnection\Contradistinction	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	21
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	6
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	0	0	0	0	0	0	0	3
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection	■	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Discernment	0	■	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discerning	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	6
Discernment\Summative	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Capitulation	Acquiescence	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0
Discernment\Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy	0	0	0	0	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	0	0
Self efficacy\Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0
Self efficacy\Empowerment	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Acquired new	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self efficacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0
Altruism\Predilection towards	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Affirmation of poverty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	0	0	0	0	0	0	■	0	■	0	■	0	0	0	■	0	■	0	0	0	0	0	0	■	0
Graduation	0	0	0	0	0	0	0	0	■	0	■	0	0	■	■	0	■	0	■	0	0	0	0	0	■	■	0	0	0
Graduation	0	0	0	0	0	0	0	0	0	0	■	■	0	■	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0
Graduation requirement\Grade	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation	0	0	0	0	0	0	0	0	■	0	■	0	0	■	■	0	■	0	■	0	0	0	0	0	■	■	0	0	0
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	0	4	0	0	2	5	0	3	6	9	24	3	6	8	9	1	6	2	4	6	4	3	0	7	5	10	15	8	1

Code System	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0
Discernment\Perception	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	■	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	■	0	0	0	0	0	0	0	■	■	0	■
Discernment\Speculative	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0
Self efficacy	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	0	0	■	■	■	■	■	■	■	■
Self efficacy\Motivation	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■	■	■	■	■	■	0	0
Self efficacy\Empowerment	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	■	0	■	■	0	0	■	0	0	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	■	0	■	■	0	0	0	0	■	■	0	0
Self efficacy\Aggrandizement	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	■	0	0
Self efficacy\Goal=Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	■	■	0	0
Self efficacy\Acquired new	■	0	0	0	■	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	■	■	■	■	■	■	■	0	■	■	■	■
Self efficacy\Effortless	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	0
Self efficacy\Transformation	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	0	■	■	0	■	0	■	■	■	■	0
Self efficacy\Self efficacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping	■	0	0	0	0	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	■	0	■	■	0	0	0	0	■	0	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	■	0	■	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	0	0	■	■	■	■	■	■	■	■	0
Altruism\Philanthropy	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	■	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	■	0
Altruism\Predilection towards	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	■	0	0	0	■	0
Altruism\Affirmation of poverty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	■	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	0	0	■	0	■	■	0	0
Altruism\Grassroots	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0
Graduation requirement	0	■	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■
Graduation	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	■	0	0	0	0	0
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	■
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	22	2	12	3	21	6	3	0	1	17	0	3	2	11	12	1	6	5	8	2	17	19	10	94	23	4	32	23	58	23	18	25

Code System	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
Discernment\Contemplation	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Discernment\Acumen	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Discernment\Perception	■	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	17
Discernment\Cogitation	■	0	0	0	0	■	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	19
Discernment\Speculative contrast	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Self efficacy	■	0	0	■	0	■	0	0	■	■	■	■	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	94
Self efficacy\Motivation	■	0	■	0	■	0	0	0	■	■	0	■	0	■	0	0	0	0	■	0	0	0	0	■	■	0	0	82
Self efficacy\Empowerment	■	■	0	■	0	■	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	58
Self efficacy\Self reflection	■	0	0	■	0	0	0	0	■	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Self efficacy\Aggrandizement	■	0	0	■	0	0	0	0	■	0	0	■	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	18
Self efficacy\Goal=Learning Project=Get the hours	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	0	25
Self efficacy\Acquired new knowledge/learned	0	0	0	■	0	■	0	0	■	■	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	68
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	8
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	■	0	0	0	0	0	0	0	0	0	■	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	42
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	■	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	1
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	■	0	0	■	0	■	0	0	0	■	■	■	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	93
Altruism\Philanthropy	■	0	0	0	0	■	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	29
Altruism\Empathetic revelation	■	0	0	■	0	0	0	0	■	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	■	■	0	0	0	■	0	0	0	0	0	0	0	0	0	■	0	0	0	16
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	■	0	0	■	0	0	0	0	■	■	■	■	■	0	0	0	0	0	0	0	0	0	0	■	0	0	0	36
Altruism\Grassroots participation	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	5
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior knowledge of what is service learning\Prior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	3
Prior knowledge of what is service learning\Familial	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	5
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	4
Graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	■	0	0	0	0	0	■	■	■	1	0	■	0	0	33
Graduation requirement\Subjugation	0	0	0	0	0	0	■	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	1	0	■	0	0	36
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	1	0	■	0	0	11
Graduation requirement\Grade promotion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	0	0	■	0	0	5
Graduation requirement\Priority	0	0	0	0	0	0	0	0	■	0	0	■	0	■	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Graduation requirement\Compulsory participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	■	■	■	■	■	0	0	0	0	39
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	68	8	1	42	0	26	1	0	93	29	15	16	1	36	5	1	3	5	4	33	36	11	5	6	39	0	0	1118

APPENDIX E
PRIMARY AND ALL CODES RELATION VALUES MATRIX

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student	Compliance	Capitulation	Acquiescence	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Torpid attitude	0	2	0	0	0	2	0	0	0	1	0	1	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	2	0
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Compliance	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	1	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Takes notes and/or writes reflection\Reflections/Experiences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	1	0	2	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	3	0
Disconnection\Disjointed perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Disconnection\Contradistinction	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	5	0
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Connection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Code System	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unaware of graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dislikes service learning requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ambivalent	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Torpid attitude	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Torpid attitude\Non-motivating	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Capitulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program improvement	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency	0	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning deficiency\Subject insufficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research documentation	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Research documentation\Online research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Disconnection	0	0	3	1	5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\What's the purpose?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning inculcates stress/overwhelms/extra stuff to do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Collaboration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
What's the purpose?\Service learning definition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Affirms disjunction	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Disconnection\Disjointed perception	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradistinction	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Disconnection\Diametric	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task contraposition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Connection	0	0	0	0	0	0	0	0	0	0	0	1	1	8	1	0	0	0	0	0	0	2
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	8	0	1	1	0	0	0	0	0	0	0	0	0
Discernment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	4	0	0	2
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Discernment\Discerning perspective	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Discernment\Summative cogitation	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0

Code System	Speculative contrast	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours	Acquired new knowledge/learned	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
No prior school service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No academic benefit/not a grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Unaware of graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-transformative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No familial participation	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Dislikes service learning	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
No note taking or reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Program change/difference	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	6
Ambivalent	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Torpid attitude	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	24
Torpid attitude\Non-motivating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3
Torpid attitude\Aberrant teacher behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	6
Torpid attitude\Reflection aberration/aberrant student behavior	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	8
Compliance	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	9
Compliance\Capitulation	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Compliance\Acquiescence	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	6
Program improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Did not chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	4
Learning deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Learning deficiency\Subject	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	4
Research documentation	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Research documentation\Online	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Takes notes and/or writes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0	0	7
Takes notes and/or writes reflection\Notes are task/essay antecedent	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	5
Takes notes and/or writes	0	2	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Disconnection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	15
Disconnection\What's the	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
What's the purpose?\Service learning inculcates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
What's the	0	1	1	1	1	1	2	0	0	0	1	2	0	1	0	2	0	0	4	3	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	22
What's the purpose?\Service	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Disconnection\Affirms disjunction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	12
Disconnection\Disjointed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Disconnection\Contradistinction	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	21
Disconnection\Diametric	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	6
Disconnection\Contradiction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	3
Disconnection\Contradiction of task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disconnection\Task	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Connection	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
Connection\Clarification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarification\Classroom discussion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Connection\Task Simulation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Connection\Task interrelationship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Discernment	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Discernment\Assumptive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Discernment\Discerning	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	6
Discernment\Summative	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5

Code System	No prior school service	No academic benefit/not a grade	Unaware of graduation requirement	Non-transformative	No familial participation	Dislikes service learning requirement	No note taking or reflection	No prior knowledge of what is service learning	Program change/difference	Ambivalent	Torpid attitude	Non-motivating	Aberrant teacher behavior	Reflection aberration/aberrant student behavior	Compliance	Capitulation	Acquiescence	Program improvement	Did not chose to participate	Learning deficiency	Subject insufficiency	Research documentation	Online research	Takes notes and/or writes reflection	Notes are task/essay antecedent	Reflections/Experiences	Disconnection	What's the purpose?	Service learning inculcates stress/overwhelms/extra stuff to do
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Perception	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0
Discernment\Speculative contrast	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0
Self efficacy\Motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Self efficacy\Empowerment	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Aggrandizement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Goal=Learning Project=Get the hours	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Acquired new	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0
Self efficacy\Effortless acquisition of learning hours	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Philanthropy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Grassroots participation	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement	0	0	0	0	0	0	0	0	0	0	1	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	0	2	0
Graduation requirement\Subjugation	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	2	1	0	0	0
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Graduation requirement\Grade	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Priority	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Compulsory	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	2	1	0	0	0
Compulsory participation\Scheduled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	**0**	**4**	**0**	**0**	**2**	**5**	**0**	**3**	**6**	**9**	**2**	**4**	**3**	**6**	**8**	**9**	**1**	**6**	**2**	**4**	**6**	**4**	**3**	**0**	**7**	**5**	**1**	**0**	**1**

Code System	Collaboration	Service learning definition	Affirms disjunction	Disjointed perception	Contradistinction	Diametric	Contradiction	Contradiction of task interrelationship	Task contraposition	Connection	Clarification	Classroom discussion	Task Simulation	Task interrelationship	Discernment	Assumptive	Discerning perspective	Summative cogitation	Contemplation	Acumen	Perception	Cogitation	Speculative contrast	Self efficacy	Motivation	Repetitious participation	Service driven motivator/motivation	Aspirant Participant	Empowerment	Self reflection	Aggrandizement	Goal=Learning Project=Get the hours
Discernment\Contemplation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Discernment\Acumen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Discernment\Perception	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	1	0	0	0	0	0	0
Discernment\Cogitation	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0	2	2	0	1
Discernment\Speculative	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0	0	1	0	4	2	13	3	5	2
Self efficacy\Motivation	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	7	6	1	8	9	3	0	0
Self efficacy\Empowerment	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	13	2	0	1	0	0	4	3	3
Self efficacy\Self reflection	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	2	0	3	0	0	0	0	4	0	0	2
Self efficacy\Aggrandizement	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	3	0	0	0
Self efficacy\Goal=Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	3	2	0	0
Self efficacy\Acquired new	1	0	0	0	2	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	2	2	2	8	1	0	0	0	9	3	1	3
Self efficacy\Effortless	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Self efficacy\Transformation	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	10	1	0	1	0	6	2	1	0
Self efficacy\Self efficacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	5	3	0	0	0	2	0	0	0
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	4	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	16	6	1	6	5	7	2	4	0
Altruism\Philanthropy	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	4	2	0	0	0	0
Altruism\Empathetic revelation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0
Altruism\Predilection towards	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	3	0	0	0	2	0
Altruism\Affirmation of poverty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism\Empathy	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	2	5	0	0	1	0	1	1	0	0
Altruism\Grassroots	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prior knowledge of what is	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0
Graduation requirement	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Graduation	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation requirement\Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0
Graduation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	22	2	12	3	21	6	3	0	1	17	0	3	2	11	12	1	6	5	8	2	17	19	10	94	23	4	32	23	58	23	18	25

	Acquired new knowledge/learned something	Effortless acquisition of learning hours	Leadership	Transformation	Self efficacy leadership	Coping strategy/social development	Pro-choice	Option	Altruism	Philanthropy	Empathetic revelation	Predilection towards community	Affirmation of poverty need	Empathy	Grassroots participation	Prior knowledge of what is service learning	Prior school or community service	Familial participation in service	Chose to participate	Graduation requirement	Subjugation	Consequences	Grade promotion requirement	Priority	Compulsory participation	Scheduled assignment	Regular assignment	SUM
Discernment\Contemplation	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Discernment\Acumen	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Discernment\Perception	2	0	0	0	0	0	0	0	2	0	0	1	0	3	0	0	0	0	0	0	0	0	0	1	0	0	0	17
Discernment\Cogitation	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	19
Discernment\Speculative contrast	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Self efficacy	8	0	0	10	0	5	0	0	16	4	1	3	0	5	0	0	0	0	0	0	0	0	0	1	0	0	0	94
Self efficacy\Motivation	1	0	1	2	0	3	0	0	18	8	0	3	0	1	0	0	0	0	3	0	0	0	0	1	1	0	0	82
Self efficacy\Empowerment	9	1	0	6	0	2	0	0	7	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	58
Self efficacy\Self reflection	3	0	0	2	0	0	0	0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Self efficacy\Aggrandizement	1	0	0	1	0	0	0	0	4	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	18
Self efficacy\Goal=Learning Project=Get the	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	0	2	0	0	25
Self efficacy\Acquired new knowledge/learned	0	0	0	4	0	5	0	0	9	1	4	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	68
Self efficacy\Effortless acquisition of learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	8
Self efficacy\Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Self efficacy\Transformation	4	0	0	0	0	0	0	0	5	0	3	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	42
Self efficacy\Self efficacy leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self efficacy\Coping strategy/social	5	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
Pro-choice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Pro-choice\Option	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Altruism	9	0	0	5	0	4	0	0	0	10	1	3	0	4	0	0	0	0	0	0	0	0	0	1	0	0	0	93
Altruism\Philanthropy	1	0	0	0	0	1	0	0	10	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	29
Altruism\Empathetic revelation	4	0	0	3	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	15
Altruism\Predilection towards community	0	0	0	0	0	0	0	0	3	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	16
Altruism\Affirmation of poverty need	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Altruism\Empathy	4	0	0	4	0	0	0	0	4	1	3	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	36
Altruism\Grassroots participation	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	5
Prior knowledge of what is service learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Prior knowledge of what is service learning\Prior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
Prior knowledge of what is service	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	5
Chose to participate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4
Graduation requirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	2	1	0	7	0	0	33
Graduation requirement\Subjugation	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	0	1	1	0	17	0	0	36
Graduation requirement\Consequences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	1	0	1	0	0	11
Graduation requirement\Grade promotion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	5
Graduation requirement\Priority	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	6
Graduation requirement\Compulsory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	17	1	1	0	0	0	39
Compulsory participation\Scheduled assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Compulsory participation\Regular assignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	68	8	1	42	0	26	1	0	93	29	15	16	1	36	5	1	3	5	4	33	36	11	5	6	39	0	0	1118

APPENDIX F

CONFIGURATION TABLE FOR TOP 10 PRIMARY CODES FOR ALL 11 INTERVIEWS

Document	Self efficacy	Altruism	Graduation req.	Disconnection	Discernment	Connection	Torpid attitude	Takes notes and/or writes	Ambivalent	Prior knowledge	Sum
Interview #1	•	•	•	•	•	•		•		•	8
Interview #2	•	•	•	•		•	•	•	•	•	9
Interview #3	•	•	•	•	•	•		•	•	•	9
Interview #4	•	•	•	•			•		•		6
Interview #5	•	•	•	•	•	•		•	•	•	9
Interview #6	•	•	•	•	•	•		•	•	•	9
Interview #7	•	•	•		•	•		•			6
Interview #8	•		•	•			•		•		5
Interview #9	•	•	•			•			•		5
Interview #10		•	•	•			•	•	•	•	7
Interview #11	•	•	•			•		•		•	6

FREQUENCY CONFIGURATION TABLE FOR TOP 10 PRIMARY CODES
(1024 related coded segment combinations)

Self efficacy	Altruism	Graduation requirement	Disconnection	Discernment	Connection	Torpid attitude	Takes notes and/or writes	Ambivalent	Prior knowledge	Frequency	Percent
•	•	•		•	•		•			1	9
•	•	•			•			•		1	9
•		•	•			•		•		1	9
•	•	•	•			•		•		1	9
•	•	•			•		•		•	1	9
•	•	•	•	•	•		•		•	1	9
•	•	•	•	•	•		•	•	•	3	27
	•	•	•			•	•	•	•	1	9
•	•	•	•		•	•	•	•	•	1	9
										11	100

191

APPENDIX G

SIMILARITY ANALYSIS

Document	Interview #1	Interview #2	Interview #3	Interview #4	Interview #5	Interview #6	Interview #7	Interview #8	Interview #9	Interview #10	Interview #11
Interview #1	1	0.34	0.5	0.45	0.56	0.6	0.52	0.42	0.47	0.36	0.47
Interview #2	0.34	1	0.55	0.57	0.56	0.58	0.64	0.56	0.56	0.61	0.56
Interview #3	0.5	0.55	1	0.52	0.65	0.51	0.68	0.58	0.67	0.5	0.74
Interview #4	0.45	0.57	0.52	1	0.67	0.56	0.59	0.65	0.6	0.57	0.56
Interview #5	0.56	0.56	0.65	0.67	1	0.66	0.63	0.55	0.59	0.53	0.66
Interview #6	0.6	0.58	0.51	0.56	0.66	1	0.65	0.68	0.61	0.6	0.59
Interview #7	0.52	0.64	0.68	0.59	0.63	0.65	1	0.65	0.72	0.5	0.72
Interview #8	0.42	0.56	0.58	0.65	0.55	0.68	0.65	1	0.73	0.69	0.66
Interview #9	0.47	0.56	0.67	0.6	0.59	0.61	0.72	0.73	1	0.51	0.75
Interview #10	0.36	0.61	0.5	0.57	0.53	0.6	0.5	0.69	0.51	1	0.51
Interview #11	0.47	0.56	0.74	0.56	0.66	0.59	0.72	0.66	0.75	0.51	1

APPENDIX H

ADULT STUDENT CONSENT TO PARTICIPATE IN RESEARCH INTERVIEW

In the Service of What?: A Phenomenological Exploration of African American High School Students Self-Efficacy in Service Learning

Principal Investigator: Charemi A. Jones

Institution: DePaul University, Chicago, Illinois, USA

Department (School, College): School of Education

Faculty Advisor: Dr. Gayle Mindes, Ed.D; Professor, Early Childhood Education

What is the purpose of this research interview?
This research interview is being conducted in addition to the survey questionnaire to obtain additional information on the research study to learn more about how students feel about community service learning projects. This study is being conducted by Charemi A. Jones, a graduate student and doctoral candidate at DePaul University, as a requirement to obtain her Doctorate degree in the field of Education. This research is being supervised by her faculty advisor, Dr. Gayle Mindes.

We will be interviewing at least 10 participants.

Why are you being asked to be in the research?
You are being invited to participate in this study because you are a student at Hyde Park High School, where students are required to complete community service in order to graduate, and because we are trying to learn more about how students make meaning of their own experiences in the service learning projects.

What happens if you are in the research study?
If you agree to be in this study, being in the research interview means that you agree to being recorded. The interview questions will ask about how you, your family, and your friends personally participate in community service. You will also be asked about your age, race, and grade level.

How much time will this take?
This interview will take about 30 minutes to complete.

Are there any risks or bad things that can happen to you by being in this study?
There are low risks for participating in this study. You might feel uncomfortable about being truly honest about how you feel about doing something you may not like in order to graduate. You might be afraid of saying negative things about what the school wants you to do. You might also feel that the teachers will be angry if they find out what you had to say. Your name will not be used in the interview. No one will know what you have said in the interview.

Are there any benefits to participating in this study?

There is no direct benefit to your being in the research. The answers you provide may help us learn how to improve community service learning classes in the future.

Is there any kind of payment, reimbursement or credit for being in this study?

You will be given a $5 Starbucks gift card for being in the research.

Can you decide not to participate?

Your participation is voluntary, which means you can choose not to participate. Even if you agree to participate in the research, you may decide that you do not want to be in this study now or once you start the study, you can withdraw at any time. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or if you change your mind later and withdraw from the research after you have begun participating. Your grades and standing at Hyde Park Academy High School will not be affected by whether or not you are in the research.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?

The interview recordings will be kept safe and locked away, so no one will be able to find out what information you gave. Your personal information will not be made available to anyone. A number will be assigned to the interview and you may use a pseudonym (false name). Some people might review or copy the interview recording in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board may review your information. If they review our records, they will keep your information confidential.

Who should be contacted for more information about the research?

If you have questions, suggestions, concerns, or complaints about the study, please contact Charemi A. Jones at (773) 220-0008 or by email at cjones8@depaul.edu. If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You may keep a copy of this information for your records.

Statement of Consent from the Subject:

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

☐ Yes, I consent to participate in the research.

☐ No, I do not give consent to participate in the research.

Signature: _____

Printed name: _____

Age: _____

Date: _____

APPENDIX I

PARENT/LEGAL GUARDIAN PERMISSION FOR A CHILD'S PARTICIPATE IN RESEARCH INTERVIEW

In the Service of What?: A Phenomenological Exploration of African American High School Students Self-Efficacy in Service Learning

Principal Investigator: Charemi A. Jones

Institution: DePaul University, Chicago, Illinois, USA

Department (School, College): School of Education

Faculty Advisor: Dr. Gayle Mindes, Ed.D; Professor, Early Childhood Education

What is the purpose of this research?
We are asking your child to be in a research interview to learn more about how they feel about community service learning projects. This study is being conducted by Charemi A. Jones, a graduate student and doctoral candidate at DePaul University, as a requirement to obtain her Doctorate degree in the field of Education. This research is being supervised by her faculty advisor, Dr. Gayle Mindes.

We hope to interview about 10 participants.

Why is your child being asked to be in the research?
Your child is invited to participate in this study because they are a student at Hyde Park High School, where students are required to complete community service in order to graduate, and because we are trying to learn more about how students make meaning of their own experiences in the service learning projects.

What is involved in being in the research study?
If you allow your child to be in this interview, it means that you are agreeing to allow your child to be recorded. The interview questions will ask about how your child, your family, and your friends personally participate in community service. Your child will also be asked about your age, race, and grade level.

How much time will this take?
This interview will take about 30 minutes to complete.

Are there any risks involved in participating in this study?
There are low risks for your child's participation in this study. There might be some concerns about what will happen if your child makes negative statements about the school and/or its service learning program. Your child may also feel uncomfortable about revealing information about how they feel about family or friends. The interview recording will only be identified by number or pseudonym (false name). No personally identifying information concerning you child

will be requested or recorded. At any time you can decide not to allow your child to participate. At any time, your child can decide not to participate in the study. The interview recordings will be stored in a secure and locked location.

Are there any benefits to participating in this study?
There is no direct benefit to your child for being in the research. The answers your child gives on the surveys may help us learn how to improve community service learning classes in the future.

Is there any kind of payment, reimbursement or credit for being in this study?
Your child will be given a $5 Starbucks gift card for being in the research.

Can you decide not to let your child participate?
Your child's participation is voluntary, which means you can choose not to allow your child to participate. Even if you agree to allow your child to be in the research, your child may decide that he/she does not want to be in this study now or once he/she starts the study, he/she can withdraw at any time. There will be no negative consequences, penalties, or loss of benefits if you decide not to allow your child to participate or if you change your mind later and withdraw your child from the research after he/she has begun participating. You child's grades and standing at Hyde Park Academy High School will not be affected by whether or not he/she is in the research.

Who will see my child's study information and how will the confidentiality of the information collected for the research be protected?
The interview recordings will be kept safe and locked away, so no one will be able to find out what information your child gave. Your child's personal information will not be made available to anyone. A number will be assigned to the interview and your child may use a pseudonym (false name). Some people might review or copy the interview recordings in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board may review your information. If they review our records, they will keep your information confidential.

Who should be contacted for more information about the research?
If you have questions, suggestions, concerns, or complaints about the study, please contact Charemi A. Jones at (773) 220-0008 or by email at cjones8@depaul.edu. If you have questions about your child's rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

Version 06.11.2015   Page 2 of 3

Parents please be aware that under the Protection of Pupils Right Act 20 U.S.C. Section 1232 (c) (1) (A), you have the right to review a copy of the questions asked of or materials that will be used with your students. If you would like to do so, you should contact Charemi A. Jones at (773) 220-0008 to obtain a copy of the questions or materials.

You may keep a copy of this information for your records.

Statement of Parent/Legal guardian Permission for a Child's Participation in Research:

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my permission for my child to be in the research.

☐ Yes, I agree to have my child participate in the research.

☐ No, I do not give permission for my child to participate in the research.

Child's Name: _____

Parent/Legal Guardian's Signature: _____

Parent/Legal Guardian's Printed Name: _____

Date: _____

Please return the document to school whether or not you allow your child to be in the research.

<u>ASSENT FOR CHILDREN TO PARTICIPATE IN RESEARCH</u>
<u>AGES 14-17</u>

In the Service of What?: A Phenomenological Exploration of African American High School Students Self-Efficacy in Service Learning

Principal Investigator: Charemi A. Jones

Institution: DePaul University, Chicago, Illinois, USA

Department (School, College): School of Education

Faculty Advisor: Dr. Gayle Mindes, Ed.D; Professor, Early Childhood Education

What is the purpose of this research?
This research interview is being conducted in addition to the survey questionnaire to obtain additional information on the research study to learn more about how students feel about community service learning projects. This study is being conducted by Charemi A. Jones, a graduate student and doctoral candidate at DePaul University, as a requirement to obtain her Doctorate degree in the field of Education. This research is being supervised by her faculty advisor, Dr. Gayle Mindes.

We will be interviewing at least 10 participants.

Why are you being asked to be in the research?
You are being invited to participate in this study because *you* are the focus of the research, a Hyde Park Academy high school student. You have the opportunity to tell researchers about how you feel about succeeding and failing in the community service learning projects you participate in and are required to complete in order to graduate.

What happens if you are in the research study?
If you agree to be in this study, being in the research interview means that you agree to being recorded. The interview questions will ask about how you, your family, and your friends personally participate in community service. You will also be asked about your age, race, and grade level.

How much time will this take?
This interview will take about 30 minutes to complete.

Are there any risks or bad things that can happen to you by being in this study?
There are low risks for participating in this study. You might feel uncomfortable about being truly honest about how you feel about doing something you may not like in order to graduate. You might be afraid of saying negative things about what the school wants you to do. You

might also feel that the teachers will be angry if they find out what you had to say. Your name will not be used in the interview. No one will know what you have said in the interview.

Are there any benefits to participating in this study?
You will not directly benefit from being in the research. The answers you give on the survey can help develop better curriculum for you and other students in the future.

Is there any kind of payment, reimbursement or credit for being in this study?
You will be given a $5 Starbucks gift card for being in the research.

Can you decide not to participate?
You can choose not to be in the study. Participation is voluntary, which means you can choose not to participate. You will not be punished for not participating. You can start the survey and then choose to stop; it's up to you. Your grades and standing at Hyde Park Academy will not be affected by your decision to be or not to be in the research.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?
The interview recordings will be kept safe and locked away, so no one will be able to find out what information you gave. Your personal information will not be made available to anyone. A number will be assigned to the interview and you may use a pseudonym (false name). Some people might review or copy the interview recording in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board may review your information. If they look at our records, they will keep your information confidential.

Who should be contacted for more information about the research?
If you have questions, suggestions, concerns, or complaints about the study, please contact Charemi A. Jones at (773) 220-0008 or by email at cjones8@depaul.edu. If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You may keep a copy of this information for your records.

Statement of Assent from the Subject:

I have read the above information. I understand that I am being asked to participate in research by answering statements or questions contained in an interview. I understand that no personal information will be used, and that the answers I provide will be kept confidential. I understand that I need parental/legal guardian permission before agreeing to participate. I have had all my questions and concerns answered. I understand that I can stop participating at any time. By signing below, I indicate my assent (agree to participate) to be in the research.

□ Yes, I agree to participate

□ No, I **do not** agree to participate

Signature: _____

Printed name: _____

Age:_____

Date: _____

(Please return assent form whether you are participating or not)

Protocol#: CJ111014EDU

Earn a $5 gift card

For 30 minutes of your time!

10 volunteers needed!

Seniors, juniors, sophomores, and freshmen your help is needed

Let your voice be heard!

Educational research study needs your voice**

Research study is in need of African American high school students currently enrolled at Hyde Park Academy High School with experience participating in service learning. This research is studying how your lived experiences impact your beliefs about your successes and failures and how that influences your participation in student service learning. If you would like to share your experiences in an effort to assist other African American high school students participating in student service learning, please read the information below carefully for further details.

Interested participants must meet the following criteria:
- African American student at Hyde Park Academy High School, ages 14-18.
- Participants must volunteer to participate in the interview.
- Participants must schedule the interview.

Interested participants are being recruited for the purpose of research and will be asked to participate in the following activities:
- Participate in a confidential audio-recorded interviews lasting approximately 30 minutes in a pre established meeting location inside Hyde Park Academy High School.
- Read literature sheet that explains self-efficacy and service learning.
- Answer the interview questions honestly.
- Complete the interview to receive the reward.

Information gained through the interviews will remain confidential. Participation in the research study is voluntary and can be revoked at any time.

Charemi A. Jones is a graduate of Hyde Park High School and is currently a doctoral candidate at De Paul University.

For more information, please contact Charemi A. Jones at 773-220-0008 or at
cjones8@depaul.edu.

**Teachers are encouraged to volunteer to participate in the interview.
Version 5.26.2015

CJ111014EDU – Participant recruitment screening Protocol

Screening Protocol

Note: The Screening Protocol will be used when responding to participants that have expressed interest in the flyer and participating in the semi-structured interview. The screening process will consist of asking interested participants questions below.

The following question will be asked to gain verbal consent for the student to answer questions for the screening process:

"In order to assess if you are eligible to be in the research interview, I need to ask you some questions. Do you agree to answer some screening questions for the research study?"

Regarding the recruitment process, I will select participants from the responses provided to the following questions. Three critical questions will be asked to screen for participation:

1. During your high school experience, have you participated in student service learning?

2. Are you a senior? Did you fulfill all service learning requirements prior to being informed about your eligibility to graduate? (If not a senior, are you actively participating in service learning?)

3. Are you willing to honestly answer questions about your experiences in participating in service learning by answering questions in a 30 minute interview?

Based upon their responses, I will be able to determine if the student would offer a salient narrative to inform student service learning experience in the high school. The high school currently has an active service learning program and structured curriculum.

Student participant interview questions protocol

Participant #: _____
Interview #: _____

Introduction: This conversation is being recorded for research purposes. Please let me know now if you do not agree to being recorded. You may request that the recording stop at any time.

Through this study we are hoping to gain a better understanding of how you are learning. As a student who participated in service learning, your perspectives are invaluable. Your participation in this interview is completely voluntary, and you may choose to not answer any of the questions I pose today. There are no right or wrong answers. I am most interested in hearing about your experiences, your perspectives, your beliefs, and your stories. **(Ask participant to read and sign consent form, review any questions regarding confidentiality, and ask permission to tape record the interview).** Do you have any (other) questions before we begin?

Student Background:

1. How old are you?

2. What is your race?

3. What year are you in school?

4. How does service learning fit in with your academic life? Explain.

5. Did you choose to be involved in service learning? Why or why not?

6. Did you know anything about service learning before you became involved? What did you know or think about service learning?

7. Did you know that service learning was a requirement to graduate? What do you feel about that?

8. Have you or your family and/or friends ever been involved in community service before you participated in service learning? What did you do? What was your experience?

Student Service Learning (General)

1. Have you volunteered or worked in an elementary school setting before?

2. What do you like most about service learning? Why?

3. What do you feel that you are learning with your participation in service learning? Why?

4. How do you feel when you participate in service learning? Why?

5. Describe any connections you see between what you are learning about service learning in

Student participant interview questions protocol

class, and the service learning projects you have participated in?

Probes:

1. Are you drawing on site to help you understand the readings? How?

2. Does it help to write notes about your experiences in service learning? Why?

3. Do you write reflections on the service learning projects you participate in? What do you write?

4. Do your reflections change the way you perform your service? How?

5. Do your reflections assist in understanding what you learn in the classroom about service learning?

6. Describe any kind of impact that this course is having on you, personally and academically.

Dear Student,

You are being sent home with a packet containing information for you and/or your parent/legal guardian. The packet contains documents asking you to participate in research at Hyde Park Academy High School. The research is being performed to learn more about how you feel about your own successes and failures, and your ability to provide service as you participate in community learning service projects.

The research is being conducted by Charemi A. Jones, a graduate student and doctoral candidate at DePaul University as a requirement to obtain her doctorate degree in the field of Education.

Information explaining the purpose of the research and what you need to do to participate will be included in the packet. The packet also contains several forms that either you or your parent/legal guardian (students under age 18) needs to sign in order for you to participate. Please read the forms with your parents (students under age 18).

If you are willing to participate in the research, please return the signed forms to your homeroom teacher in 7 days. Please return all forms whether you are participating or not.

If you have any questions, please contact the primary researcher at: (773) 220-0008 or by email at cjones8@depaul.edu.

Thanking you in advance,

Charemi A. Jones
Doctoral Candidate, DePaul University

VITA

The author lives in Chicago, Illinois, where she received her Bachelor of Science in Biology from Illinois Institute of Technology in 1993. She received her Master of Business Administration and Master of Project Management from Keller Graduate School in 1999, and a Master of Education from DePaul University with a concentration in Teaching and Learning in 2004. She is an educator whose approach to education is based on the S.E.A. Paradigm: A multi-disciplinary approach to providing authentic and relevant education imbued with service and advocacy constructed through the multi-dimensional lens of intersectionality.