A Study to Determine the Impact on Attitude and Skills when Integrating Service-Learning for Pre-Service Educators

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Introduction

Cultivating students' commitment to engaged citizenship and preparing them for lives of service are central to the educational aims of the college experience (American Council on Education, 1949; Campus Compact, 2007; Dote, Cramer, Dietz, & Grimm, 2006). The higher education system in Lebanon has been trying to catch on to the change from content based learning toward a more student-centered approach. In this sense, a college education focuses on developing students' capacity to mobilize both the knowledge and skills needed to respond to various and diverse challenges in their personal, social, and work environment (Jerez, 2015). To develop students' skills in general, it has become necessary for universities to introduce active teaching and learning methodologies. One of the methodologies used most often to develop social responsibility, civic engagement, and ethics-related competencies has been the pedagogy of service-learning, which began to be defined in the 1980s. Generally speaking, service-learning is an educational experience centering on a curricular activity through which students receive academic credit and participate in an organized service activity that is based on real community needs and through which both the students and community partners benefit from the experience (Bringle & Hatcher, 1995; Sigmon, 1979). Faculty resources and research on service-learning have devised a four-stage representation for service-learning implementation (Bringle & Hatcher, 1996). The stages are (1) preparation, (2) implementation, (3) assessment/reflection, and (4) demonstration with celebration (Fertman, 1994; Kaye, 2004). The purpose of this study is to prove that service-learning has effects on students' personal, social, and learning outcomes.

Abstract

This article presents the results of a study regarding the effect of social learning on undergraduate students in the School of Education at the Lebanese International University, Beirut Branch in the education course Teaching of Reading. An electronic questionnaire was conducted before and after intervention to assess changes in students' self-perception towards helping their community, helping others in need, having sense of responsibility towards their community, sensing the need for community service, knowing that community service and that they themselves can make a difference, having the willingness to participate in community service, and believing that community service would impact them positively. Students also filled personal reflection papers regarding educational and professional skills associated with developing social responsibility competence after participating in a course that included service-learning. This study showed that service-learning had a positive impact on pre-service teachers personal outcome and self-efficacy, social outcome, and learning outcomes.

Literature Review
The literature will review the impact of service-learning on students' personal outcome and self-efficacy, social outcome, and learning outcomes. The studies in this literature review have indicated that for personal outcomes: service-learning has a positive effect on student personal development such as personal effectiveness and personal identity and that service-learning also has a positive effect on interpersonal development and the capacity to work well with others and communication skills. As for social outcomes: service-learning has a positive effect on social responsibility and citizenship skills. As for learning outcomes: service-learning participation has bearing on academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development.

Service-Learning
"Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience. Learning starts with a problem and continues with the application of increasingly complex ideas and increasingly sophisticated skills to increasingly complicated problems" (Thomas Ehrlich, in: Barbara Jacoby and Associates. Service-Learning in Higher Education: Concepts and Practices. San Francisco, CA: Jossey-Bass 1996)

Teacher preparation courses have been educating teacher candidates in a way that seems applicable to real life; otherwise students become bored and disengaged (Liggett, 2011). Research has shown that pre-service teachers can be placed in diverse school environments for as little as a week or a much as an entire school year and still build varying degrees of knowledge around diversity and multicultural education (Bleicher, 2011; Chang et al., 2011). A leading researcher in the field of service-learning and teacher education, Wade (2006), stated, "Field experiences with a service-learning component offer pre-service teachers and community members exciting opportunities to work together on needs or goals important to the community" (p. 22). While some researchers and universities have indicated adequately educating pre-service teachers on the topic of multicultural education and exposing students to different backgrounds (Bleicher, 2011; Bodur, 2010; Davis, Beyerbach, & London, 2008; Kang, 2010); however, other researchers have found preservice teachers are graduating "without adequate knowledge, skills, and dispositions to teach diverse students" (Benton-Borghi & Cheng, 2011, p. 29).

Reflections
Generally, any type of reflection is advantageous in the development of pre-service teachers' knowledge (Bell, Horn, & Roxas, 2007; Johnson & Alkins, 2009; Lowenstein, 2009; Zozakiewicsz, 2010). Reflections have been used by university professors to comprehend the disposition of pre-service teachers when they enter teaching programs. The knowledge from reflections is used by professors to target the plan of study for pre-service teachers in the area of education (Ford & Quinn, 2010), often is synonymous with service-learning.

Outcomes

Personal development and self-efficacy
Service-learning has a positive effect on student personal development and self-efficacy. In Boss's (1994) study, one section of a two-section course was selected randomly to complete 20 hours of community service over the semester and to keep a journal as part of the course requirements. The other section formed the control group and had different assignments in place of the service requirement. The total sample was comprised of 71 students; 37 females and 34 males. The researcher hypothesized that moral development would increase more over the course of the semester for the community service group than for the control group. Students in the experimental group got higher ratings of their improvement as moral people in course evaluations. In another study, researchers presented a comprehensive case study model of service-learning assessment at Portland State University as a response to the need to measure influence of service-learning among four areas: students, faculty, community agencies and institutions. It was presented that service-learning affected students in their: awareness and involvement in the community; personal development; academic achievement; and sensitivity to diversity (Driscoll, Holland, Gelmon, & Kerrigan, 1996).

In another study on self-efficacy and personal outcome development by Bernadowski, Perry, & Greco (2013), a pre/post survey examined students' self-perceptions for each service opportunity in regards to their perceived teaching self-efficacy. Results indicate that students' self-efficacy improved when service-learning was inserted in the framework of learning and connected to a specific course. These findings indicate course incepted service-learning has a greater impact on pre-service teachers' perceptions of their ability to be effective future classroom teachers. Therefore, course connected service-learning can be viewed as a best practice in pre-service teaching instruction.

Interpersonal development and communication skills
Service-learning also has a positive effect on interpersonal development and the capacity to work well with others and on communication skills. Gregorová, Heinzová, & Chovancová (2016) presented the findings of a study that investigated the development of key competences of two student groups enrolled in courses that incorporated service-learning strategies during academic years 2013-2014 and 2014-2015 at Matej Bel University. The findings of the study suggested that service-learning strategies have positive impacts on the development of students' key competences such as communication skills, leadership, cooperation with others, cultural understanding, responsibility, learning, problem-solving skills, and development of critical thinking. Based on the research findings, it was recommended that service-learning was as a suitable strategy for students' key competencies development.

Social responsibility and citizenship skills
Social outcomes: service-learning has a positive effect on social responsibility and citizenship skills. A study by Chang, Anagnostopoulos, & Omea, (2011), multicultural service-learning (MSL) looked into the development of pre-service teachers' capacities and commitment to teach diverse student populations. Survey data was collected from 212 pre-service teachers engaged in 22 MSL sites to assess the effects of pre-service teachers' social identities, MSL contexts, and university

pedagogy on pre-service teachers' awareness of cultural bias, understanding of social inequality, and commitment to teaching diverse students. It was found that pedagogical engagement positively contributed to all three outcomes.

Engaging pre-service teachers in diverse and economically disadvantaged settings through service-learning experiences can help dismiss many misconceptions that pre-service teachers often believe about these populations. Service-learning can also empower pre-service teachers with knowledge of their ability to be agents of change (Hale, 2008). It can also help pre-service teachers gain confidence about teaching children from diverse backgrounds (Bollin, 2007).

According to Newbold (2006), learn and Serve America, higher Education (LSAHE) is the primary funding arm of the Corporation for National and Community Service. From 1995-1997, LSAHE funded roughly $30M in service-learning research, granting funds to over 500 higher education institutions. A national survey of 42 institutions was sponsored by Learn and Serve America in Higher Education (LSAHE). According to Gray, Ondaatje, Fricker, & Geschwind (2000), LSAHE programs engage students in tutoring, working with the homeless, the poor and the elderly; improving neighborhood environments and community health; and preventing crime. Using data from the Cooperative Institutional Research Program Freshman (CIRP) Survey, SAT and ACT scores, and enrollment data, thirty-five student outcomes were measured in five student cohorts from 1990-1994. Follow-up surveys were also administered to students in 1995. All 35-student outcome measures were favorably influenced by service participation. These included academic outcomes (GPA, retention, degree completion, amount of interaction with faculty, and increase in knowledge); civic responsibility (commitment to life goals of helping others, promoting racial understanding); and life skills (critical thinking, interpersonal skills, leadership skills, social self-confidence, knowledge of different races or cultures, and conflict resolution skills). Increases in knowledge, civic responsibility and life skills were measured by student self-report.

Academic outcomes
Learning outcomes: service-learning participation has bearing on academic outcomes. According to Butin (2005) the service-learning experience can be viewed through four distinct lenses: technical; cultural; political; and postmodern/ poststructural. Through the technical lens, there is the pedagogical effectiveness of service-learning, where learning is conceptualized as "one among multiple pedagogical strategies; it serves the function of better teaching for better learning" (p. 90). The technical perspective concentrates on the innovative elements that link the service to improved student outcomes at university level.

A study by Warren (2012) on 11 research studies showed that service-learning increased student learning. Results suggest that service-learning has a positive influence on student learning outcomes regardless of the way learning was measured. The 11 studies had a total student sample size of 2129. All studies were conducted using quasi-experimental designs and involved undergraduate student samples. An assortment of course disciplines were represented in these studies, including education, English, mass communication, pharmacy, political science, psychology, rehabilitation services, and sociology. Overall effects of service-learning on learning outcomes were that all 11 studies suggested that service-learning had statistically significant and positive effects on student learning outcomes.

As early as 1979, Sigmon described service-learning as a plausible means for students to learn about their community while connecting academic content. Service-learning is carried out in these stages of (1) preparation, (2) implementation, (3) assessment/reflection, and (4) demonstration with celebration (Fertman, 1994; Kaye, 2004), it will have effects on personal outcome, social outcome, and learning outcomes.

Hypotheses
The hypothesis of this study is that community service would impact pre-service teachers' personal outcome and self-efficacy, and social outcome.

Methodology

Participants
Pre-service educators. Participants in this one semester study were thirty undergraduate students registered for the course (EDUC347 Teaching of Reading) at a four-year education program in Lebanon at "Lebanese International University". The teaching reading course is a major course for pre-service teachers of early childhood education and teaching English as a foreign language. Students registered in this course are typically in their third year mainly as seniors in their undergraduate coursework. Participants' age ranged between 20 and 23. Convenience non-probability sampling was used to identify and recruit participants. Thirty students provided a reflection report about the course which was analyzed using qualitative measures. Out of these 30 students, only 20 filled out the pre/post survey.

Procedure
The study started in February and ended in June for a total of 15 weeks. This service-learning project was one of other requirements that students had to fulfill in the Teaching of Reading course. For this project, students had to teach reading in English for underprivileged individuals that they chose based on the community needs in their surroundings. One group conducted the service in the Palestinian refugee camp of Sabra and Shatila for a group of women over forty to teach them English, another group adopted a classroom in an impoverished area of the suburbs of Beirut to make it a print rich one, another group worked with a Syrian refugee teenager, another group worked with a group of special needs students, and one group decided to come up with ways to encourage students at the university to read by pinning interesting articles in the cafeteria and in the green area. The students had the choice to work individually or in groups. For those who worked in groups, they were free to choose the members and to divide the tasks among themselves. Students created their own teaching material based on the individual needs of their target learners. As for their service-learning schedule in the community, it was flexible as long as they fulfill the required twenty hours. The purpose of the service-learning project was made clear to the students by emailing a document that highlighted the meaning of service-learning and provided the benefits to them as pre-service teachers. Students were emailed a student packet to document the minimum of 20 hours of service-learning. The packet also included a signing sheet for the supervisor – if one is available – at the site to verify to number of hours.

Measures
A quantitative-qualitative system was used which enabled the incorporation of multiple measures that explored a wide range of outcomes of the data. Some of the qualitative measures that were found could be supported by quantitative data. For this study, the primary assessment tools were a pre/post-survey and a reflection paper.

Student survey
The approval of the University's Committee on Research Ethics was attained before emailing the pre-survey to the students using Google forms. Students completed the survey voluntarily both before and after taking the service-learning project in the form of pre and post survey consisting of the same questions. All students were informed that survey results would be analyzed and presented anonymously. The survey included 47 questions. All questions were developed in a linear scale of 1 to 5 with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5 strongly agree.

The survey maps the following domains of concern:

Q1: Do students believe that there is need for help in the community?
Q2: Do students feel with others in need?
Q3: Do students have the sense of responsibility towards community?
Q4: Do students believe in the need of good/useful community service?
Q5: Do students believe that volunteering/community service can make a difference?
Q6: Do students believe that they themselves can make a difference?
Q7: Are students willing to participate in community service?
Q8a): Do students believe that community service would impact them positively?
Q8b): Do students believe that community service would impact them negatively?

Student reflection
Students were asked to fill in a reflection form at the end of their service hours. They had to reflect on what they have learned, how they helped, difference they made, changes they may adopt next time they participate in such projects, how would they apply the skills they learned from this experience, and their thoughts and feelings while doing this project.

Results
Results showed a positive change between the pre- and post- questionnaire results across the eight domains under study (see Table 1). The most significant changes were observed in (Q6) students' belief that they themselves can make a difference in the community (+13.33%) and in their (Q7) willingness to participate in future community service projects (+25%). Moderate changes were observed in (Q1) students' belief that there is need for help in the community (+6.67%), (Q3) students' sense of responsibility towards community (+9.17%), and (Q8b) students' belief that community service would affect them negatively (+6.67%). The minimal change was observed in (Q2) students' feelings towards those in need (+1%), (Q5) students' belief that community service can make a difference (+3.5%), and (Q8a) students' belief that community service would affect them positively (+2.5%).

Table 1. *Pre- and Pose-Questionnaire Results*

Question no.	Pre-Service	Post-Service
Q1	78.33%	85%
Q2	78%	79%
Q3	68.33%	77.50%
Q4	76.67%	81.67%
Q5	76%	79.50%
Q6	65%	78.33%
Q7	53.33%	78.33%
Q8a	90%	92.50%
Q8b	45%	51.67%

The responses in the reflection further support the questionnaire results. They also reflect the different skills that educators have acquired from their service-learning and that would contribute positively to their teaching and professional tracks.

(Q1) Do students believe that there is need for help in the community?
This domain included three items: (1) Community groups need our help, (2) There are people in the community who need help, and (3) There are needs in the community.
Prior to their community service experience, 78.33% of the students believed that there is need for help in the community. This percentage has increased to 85% after the educators have completed their community service with disadvantaged children and women. One educator reflected: *"I learned that there are people outside that need our help".* Another one said, " *I realized how much society needs us".* This shows that the direct contact with these unprivileged communities has made the educators aware that there are people around who suffer with the basic needs of life and who need any kind of help to overcome their bad conditions.

Table 2. *Do Students Believe That There is Need for Help in the Community?*

	Pre-Service	Post-Service	Difference
Agree	78.33%	85%	6.67%
Disagree	8.33%	5%	-3.33%
Neutral	13.33%	10%	-3.33%

(Q2) Do students feel with others in need?
This domain included five items: (1) Other people deserve my help, (2) It is important to help people in general, (3) When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes, (4) I feel bad that some community members are suffering from a lack of resources, and (5) I feel bad about the disparity among community members.

Although the positive increase in this domain was insignificant (+1%), 3% of the educators have acquired more positive feelings towards people in need as some of them have reflected: *"It made me feel with people who are less fortunate", "It taught me to deal with people who are in need"*, and "*It grew my understanding and connection with the communities*".

Table 3. *Do Students Feel with Others in Need?*

	Pre-Service	Post-Service	Difference
Agree	78%	79%	1%
Disagree	10%	7%	-3%
Neutral	12%	14%	2%

(Q3) Do students have the sense of responsibility towards community?
This domain included six items: (1) I am responsible for doing something about improving the community, (2) It is important to me to have a sense of contribution and helpfulness through participating in community service, (3) It is my responsibility to take some real measures to help others in need, (4) It is important to me to have a sense of contribution and helpfulness through participating in community, (5) I feel an obligation to contribute to the community, and (6) It is critical that citizens become involved in helping their communities.

A noticeable positive change was made in the percentage of students who gained a sense of responsibility towards the community (+9.17%). Prior to the

community service experience, 68.33% of the educators felt responsible towards community. This percentage has risen to 77.5% by the end of this experience. One educator has reflected: *"I gained a deep satisfaction and sense of responsibility that no other job will grant me"*.

Table 4. *Do Students Have the Sense of Responsibility towards Community?*

	Pre-Service	Post-Service	Difference
Agree	68.33%	77.50%	9.17%
Disagree	16.67%	12.50%	-4.17%
Neutral	15%	10%	-5%

(Q4) Do students believe in the need of good/useful community service?
This domain included three items: (1) Our community needs good volunteers, (2) All communities need good volunteers, and (3) It is important to provide a useful service to the community through community service.

After witnessing the conditions of the unprivileged students and women they were teaching, educators became more supportive to the idea that there is need for good community service. The percentage has risen from 76.67% to 81.67%.

Table 5. *Do Students Believe in the Need of Good/Useful Community Service?*

	Pre-Service	Post-Service	Difference
Agree	76.67%	81.67%	5.00%
Disagree	11.67%	6.67%	-5%
Neutral	11.67%	11.67%	0%

(Q5) Do students believe that community service can make a difference?
This domain included ten items: (1) Volunteer work at community agencies helps solve social problems, (2) Volunteers in community agencies make a difference, if only a small difference, (3) College student volunteers can help improve the local community, (4) Volunteering in community projects can greatly enhance the community's resources, (5) The more people who help, the better things will get, (6) Improving communities is important to maintaining a quality society, (7) Lack of participation in community service will cause severe damage to our society, (8) Without community service, today's disadvantaged citizens have no hope, (9) Community service is necessary to making our communities better, and (10) Community service is a crucial component of the solution to community problems.

After taking part in this project and noticing the positive impact it had on unprivileged communities, educators gained more trust in community services and in their important role as one educator has reflected: *"Service-learning is very important; once we learn more about the struggles and injustices that other groups of people face, we are more likely to actively take part in making a change in the social structure that keeps certain groups from succeeding".* Initially, 76% of students believed that community service can make a difference. This percentage has increased to 79.5% by the end of the project.

Table 6. *Do Students Believe That Community Service Can Make a Difference?*

	Pre-Service	Post-Service	Difference
Agree	76%	79.50%	3.50%
Disagree	10.50%	7.50%	-3%
Neutral	13.50%	13%	-0.50%

(Q6) Do students believe that they themselves can make a difference?
This domain included three items: (1) Contributing my skills will make the community a better place, (2) My contribution to the community will make a real difference, and (3) I can make a difference in the community.

Students have gained great belief in their abilities to make a difference by the end of this project. At first, only 65% of the educators believed in that and the percentage has increased by 13.33% to reach 78.33% at the end. Some of their reflections on this point were: *"We can trigger the love to learn in everyone around us", "I learned that we can make a change by helping others instead of blaming them for what life and the environment have forced them to be", "It made me practice good citizenship by making difference in the community", and "I felt really bad to see the conditions that these students are living. My thoughts were that I have to give my best in helping these kids to change their future life. I know that it is in our hands to give these kids the opportunity for a radical change and step by step we can reach it".*

Table 7. *Do Students Believe That They Themselves Can Make a Difference?*

	Pre-Service	Post-Service	Difference
Agree	65%	78.33%	13.33%
Disagree	16.67%	6.67%	-10%
Neutral	18.33%	15%	-3.33%

(Q7) Are students willing to participate in community service?
This domain included three items: (1) I want to do this (service-learning) activity, (2) I will participate in a community service project in the next year, and (3) Would you seek out an opportunity to do community service in the next year.

This domain has gained the highest positive change (+25%). At first, only 53.33% of the educators showed willingness to participate in community service. This percentage has increased to 78.33% at the end. Educators not only showed willingness to participate in community service, but also planned to make some organizations to support the underprivileged communities. This was clear in the educators reflections: *"I felt guilty that I don't give time for such tasks in life"*, *"If I had time, I would have continued with the girl"*, *"I felt that I have value in life now since I was able to help others with what I've learned. Now, if someone asks me what have you done in life, I would say that I've helped others develop and that that won't stop here. I will search for more opportunities to value myself more"*, *"I would do that again just to see the kids who are in need happy"*, *"I felt emotionally attached to these women and thought of making an organization to empower women"*, *"Next time I would participate in many service-learning experiences and I might open a small center to provide free education for those in need"*, We should make a club to provide les fortunate kids with the consistent help they need"*, and *"I like to continue in this project and I may open a small institution for teaching more women to read and write"*.

Table 8. *Are Students Willing to Participate in Community Service?*

	Pre-Service	Post-Service	Difference
Agree	53.33%	78.33%	25%
Disagree	21.67%	6.67%	-15%
Neutral	25%	15%	-10%

(Q8a) Do students believe that community service would impact them positively? This domain included six items: (1) I would be contributing to the betterment of the community, (2) I would experience personal satisfaction knowing that I am helping others, (3) I would be meeting other people who enjoy community service, (4) I would be developing new skills, (5) I would make valuable contacts for my professional career, and (6) I would gain valuable experience for my resume.

The majority of the educators (90%) have initially agreed on the fact that community service would impact them positively. This percentage has increased to 92.5% by the end of the project. This experience was very rewarding to the educators who have reflected that: *"At the beginning, I wasn't that much interested, but when I started working on it, I was able to recognize my strengths and weaknesses"*, *"It connected me to my community"*, *"It gave me a sense of satisfaction"*, *"It is self-rewarding to see to see that these children have improved"*, *"I feel happy when I see the results of my hard work"*.

Table 9. *Do Students Believe That Community Service Would Impact Them Positively?*

	Pre-Service	Post-Service	Difference
Agree	90%	92.50%	2.50%
Disagree	7.50%	2.50%	-5%
Neutral	2.50%	5%	2.50%

Based on the educators' reflections, this experience has provided them with plenty of skills that they would use in their professional life like teamwork skills, communication skills, leadership skills, commitment, patience, ability to empower, critical thinking, time management, problem solving, multi-tasking, time respect, and to never lose hope.

It has also provided with them with many skills that are directly related to teaching, as this was the first teaching experience for most of the educators. Some of them reflected that: *"I gained experience that would benefit me in the work field", "I was nervous at the beginning since I had no experience in teaching", "I gained hands-on experience", "I learned how to be a teacher", "It introduced me to the difficulties that I would face in the classroom as a teacher".*

It has also given them the opportunity to apply what they have taken in their Education courses in real life context. Some have reflected that: *"It helped me implement my skills within my major (education) as the essence of guidance, scaffolding, problem solving and critical thinking", "I learned how to use the information I got from the Teaching Reading course and apply it", "I learned how to apply the techniques that I have studied in this course and in previous courses but in my own way to manage the different types of personalities".*

After this project, educators became aware that students are different. This was clear in their reflection: *"No matter how many years you spend learning, when you are in front of a class, it is completely different. You can see different behaviors, attitudes, and ways of thinking", "I learned that not all students have the same knowledge even if they are in the same grade level", "I learned that students are different; no two students react the same way", "I learned that it is very important to keep in mind the different situations a child might be in", "I learned not to favor one student over the other", "It improved my skills in dealing with disadvantaged students/young kids", "It improved my skills especially in dealing with students with learning difficulties".*

Educators also became aware that motivation is a key factor in teaching as they have reflected: *"I learned to always reward and motivate the less fortunate students as some of them are gifted and just need attention to express creativity", "I learned to reward students to motivate them to participate in class especially at a young age", "I learned that with the right motivation, students would be able to accomplish*

anything", "I learned how to talk to students, how to give positive reinforcement, and how to make them feel in a safe environment".

Moreover, the educators also learned how to manage and organize their class time. They reflected that: *"It taught me how to organization and time management as for preparing any lesson and finishing it on time", "I learned how to move from one task to another at a manageable time", "I should always have plan B ready because not all what I plan for my session works every time. I should do this to increase class time efficiency and avoid wasting time".*

Because of this service-learning experience, the educators were also exposed to some teaching tools and methodologies. They have reflected that: *"I learned that I have to allow students to express themselves without interfering", "I learned that I have to allow students to try things on their own first then I interfere to scaffold their learning", "I learned to allow students to interact with each other", "I'm now aware of the different educational tools that are used in teaching and their efficiency in the teaching process", "I learned new strategies to teach children (games, using colorful papers,..)", "I learned to integrate content with games", "I learned that students are more engaged in learning if it was through playing", "I learned how to do a lesson plan", "In the first sessions, my student was all the time focused on the time when to finish so that he can go and play. For this, I have changed my teaching methods to grasp his attention. I included games and colors. I also allowed him to move while he is reading the lesson".*

When asked about what would they do next time they take this experience, educators answered: *"Give students more examples and assessments. I also have to concentrate on students who physically challenged", "Use drama and role-play to make learning more memorable", "Use more visuals to help learners make sense of new information", "Relate the lesson to real life examples", "Make competitions among students and distribute rewards".*

(Q8b) Do students believe that community service would impact them negatively? This domain included six items: (1) I would have less time for my schoolwork, (2) I would have forgone the opportunity to make money in a paid position, (3) I would have less energy, (4) I would have less time to work, (5) I would have less free time, and (6) I would have less time to spend with my family.

At first, 35.83% of the educators believed that community service would affect them negatively (schoolwork, energy, time to work, free time, opportunity of a paid position, and time for the family). This percentage has decreased to 27.5% at the end of the project. In their reflections, none of the educators has mentioned anything about the negative effects of community service; they were all impressed by the positive experience it has provided them with.

Table 10. *Do Students Believe That Community Service Would Impact Them Negatively?*

	Pre-Service	Post-Service	Difference
Agree	35.83%	27.50%	-8.33%
Disagree	45%	51.67%	6.67%
Neutral	19.17%	20.83%	1.67%

Discussion
The results of the questionnaire and the reflection showed that service-learning had influenced a change in the pre-service teachers' beliefs and attitudes towards disadvantaged kids and women as well as students with disabilities. It has developed their confidence (Bollin, 2007) and commitment (Chang et al., 2011) to teaching children from diverse backgrounds. It had also influenced their belief in the effectiveness and the necessity of service-learning projects. Although the change was not significant in some domains, the results sounded promising for this short-time experience. This project has allowed pre-service teachers to practice teaching for the first time in their lives and to gain hands-on experience. They were all impressed and satisfied by the positive improvement that their students had shown at the end of the project the thing that improved their perception of their own ability to be effective future classroom teachers (Bernadowski et al., 2013). This in return had given the educators a great sense of confidence in their ability to make a change (Hale, 2008) as reflected in the results of question six. However, when compared to the results of question five, we find that students have acquired a greater confidence in their own abilities to make a change than in the ability of community service in general. This suggests that educators need to be engaged in different community services that are based on collective work rather than individual one, as this will promote their belief in others' abilities as well.

This project not only changed educators' beliefs and attitudes, but also inspired them to take initiatives as many of them have reported that they are thinking of having a center or an organization that provides free educational services for underprivileged kids and women.

Another gain for this project was the professional skills that the educators have acquired through their contact with their students and their parents and through their preparation and application for each session. Some of these skills are teamwork skills, communication skills, leadership skills, commitment, patience, ability to empower, critical thinking, time management, problem solving, multi-tasking, time respect, and never losing hope. These results further corroborate the findings of Gregorová et al. (2016) and LSAHE (1997).

As for teaching, this project proved a great success for pre-service teachers as it has provided them with the opportunity to explore teaching, to apply what they have studied in the Education courses, and to maybe make mistakes without any real

consequences on students. This stress-free experience has made the educators aware that each student is different and that there is a disparity between the same class students and thus, they should approach them using different teaching strategies and techniques. The educators have explored and tried a variety of these techniques like using visuals, real life examples, gaming and role playing and have experienced their effectiveness in the teaching process. They have also experienced the effect of motivation and positive reinforcement on students' participation and involvement. Above all, educators got to know how to prepare a lesson and how to allocate sufficient time for each activity. They became aware of the amount of work that can be given in one session.

The study has two limitations. The first one is the small number of participants (20 pre-service teachers) which is not considered as a representative sample. Thus the results may not be generalized. A further limitation is the short duration of the service-learning experience.

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