

The myth of student volunteers: A comparative Study of Service Learning Programs in Taiwan higher education

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Abstract

Service Learning Program in Taiwan had been designed as a compulsory requirement for higher education as a graduating criterion. However, the success of service learning program involves the participation and involvement of faculty, student, community, institutions, and governmental agency interactively. Taiwan should not act as a copy cat that is implementing the programs as a timeserver—drifting with the trend without reflection. The sufficient resources that are aroused because of service-learning program, should not work as a slogan without managerial strategies or effective plans. The intention to discover the myth and gap between administrative policy makers and the students are the major purpose of this article. Unless, we extract the motivations of the student volunteers, we can't fetch up the gap as well as create young engaged citizens. Served as a respectful dialogue, the public issues deserve a cross-party discussion, instead of imaginary assumption.

Key words: service learning, student volunteers, civic engagement, and public goods.

I. Research background

With the hope of improving university students' social responsibilities and civil behaviors, there is a compulsory program that had been implemented in most of the campuses – Taiwan Volunteer Act, 2001. With the positive expectation of utilizing the resources of student volunteers, most of the institutions believed that service curriculums could influence college students as an experiential pedagogy since 「learning by doing」 (Dewey, 1938). Therefore, voluntary movement had been valued because of the self-driving motivation to help others is a noble sentiment that not only contributes and complements the insufficient resource of the third sector, but enhances the involvement of civic attitudes of college students. Student volunteers, has been identified as major role players in service learning program to catalyze the civic engagement of youth. When President Bush and Clinton signed 「National and Community Service Act」 in 1990 and 1993 separately, service learning transformed as a training program for the new generation to participate social goods (Bringle and Hatcher, 1996). The idealistic expectation brought up the advantage of service learning programs as well as the myth.

In Taiwan, the Ministry of Education has made it as an official graduate requirement that all college students have to fulfill since 2007. In 2001, Taiwan government signed a Volunteer Act which rewards volunteers with certificates and bonus credit for higher education students. Ideally, the interpretation of long-term impact on youth participants will turn out to be a collective movement (Doug McAdam, 1988); it implied the blended learning with service will make youth conduct civic engagement based on the social learning theory (Hsu, 2010). But oppositely, scholars found out that from the students' point of view, it could be quite a different story (Raill and Hollander, 2006). We hope to address the different point of view to look at the students volunteers.

II. Research purpose

This research intends to figure out the gap and barriers between campus policy makers and the students, discover the impacts of the volunteer programs in Taiwan for university students. First, the research is conducted to investigate the motivations of students under the requirement of service learning programs. According to the governmental statistics of 2009 and 2010, we found out that the student volunteers had been dropped 6.3% which is not matching with the expectation of service learning program in Taiwan. If the service learning program had implement accordingly, especially under the encouragement of government, campuses, and communities; the number should not wither (Taiwan country and city government, 2011). From the third sector's point of view, volunteers are treasure human resources, but getting less intention for volunteer management because it is inconsistent and insufficient most of the time. Recruitment and retention are a much more serious issue than volunteer management for most of the non-profit organizations in Taiwan (Sheu, Kao and Chao, 2011). But, when it comes to service learning program, the story should be re-evaluated because the sufficient resource with the goal of experiential pedagogy could be wasted without giving new dignity. In 2007, the Taiwan government made service leaning program as a compulsory graduation requirement, in table 1, the growth rate indicated a highest of 27.6% in the last decade, and 2008 is the second highest when 2010, negative 6.30%. Therefore, this research intends to construct a different aspect of viewing service learning program, intends to deliver an effective reference for managerial implementation of student volunteers, not just affective approach.

Table 1 student volunteers of Taiwan

unit: people

Year	Male	Female	Total	Growth Rate
2001	3131	5133	8264	+17.2%
2002	3005	4699	7704	-6.70%
2003	4147	5680	9827	+27.6%

ISTR 7th Asia-Pacific Regional Conference

2004	4712	5972	10684	+8.7%
2005	4665	7221	11886	+10.1%
2006	5729	8734	14463	+21.7%
2007	6016	9515	15531	+7.40%
2008	7273	12266	19539	+25.8%
2009	9501	13382	22883	+17.1%
2010	8531	12906	21437	-6.30%

Sources: Directorate-General Budget, Accounting and Statistics, Executive Yuan, (DGBAS) Taiwan 2011

III. Literature Review

Since United Nations announced 2001 as the year of volunteers (United Nations Volunteers, 2005), the emerging studies were taking place. There are three major definition regarding service learning program.

A. As a Vehicle of Social Citizenship

Regarding the impact of service learning, most of the researchers and policy makers had recommended that service can be a complement of the experiential education as well as civil engagement for the youth. Therefore, service learning had been defined as a vehicle for learning as good citizenship (Billing, and Welch, 2004). Second, service learning had been considered as a possible potential for social goods because its embaddedness with educational program, institution, faculties, communities, and students (Chen et al, 2010). The rhetorical reasons could be skyscrapers. Third, service learning is a method (United States Commission on National and Community Service, 1990) that enhanced students learning through participation and involvement as a blended teaching skill. Forth, service learning is a creative and innovative mechanism that helps the society to form the ethical attitude of youth (Butin, 2003).

B. As an Experiential Pedagogy:

The believers of 「learning by doing」 considered service learning not only provide opportunities for students, but also for the whole society to experience the beauty of altruism. Regarding the factors of service learning of being an effective pedagogy, it should have five essential factors that will determine the success according to the researches: 1) Philosophy and mission, 2) Faculty support and involvement, 3) Student support and involvement, 4) Community participation, and 5) Institutional support (Furco, 2002). According to Sigmon, (1996), there are four types of service learning: 1) service-Learning, 2) Service-learning, 3) service learning, and 4) Service-Learning. The above distinctions indicated the focal point of service and learning when the letter of each noun had been capitalized. As an experiential pedagogy, service learning will definitely influenced the strategic plans since different

institutions emphasize it respectively. However, in Taiwan, most of the institutions hadn't clearly defined the guideline before taking service learning as a policy directly. As one of the interviewers had questioned this public issue – if the government takes away the subsidies, how many academic institutions will still carry on this program and have faith on it as an effective pedagogy (Su, 2011) and training curriculum (Deslandes and Rogers, 2008).

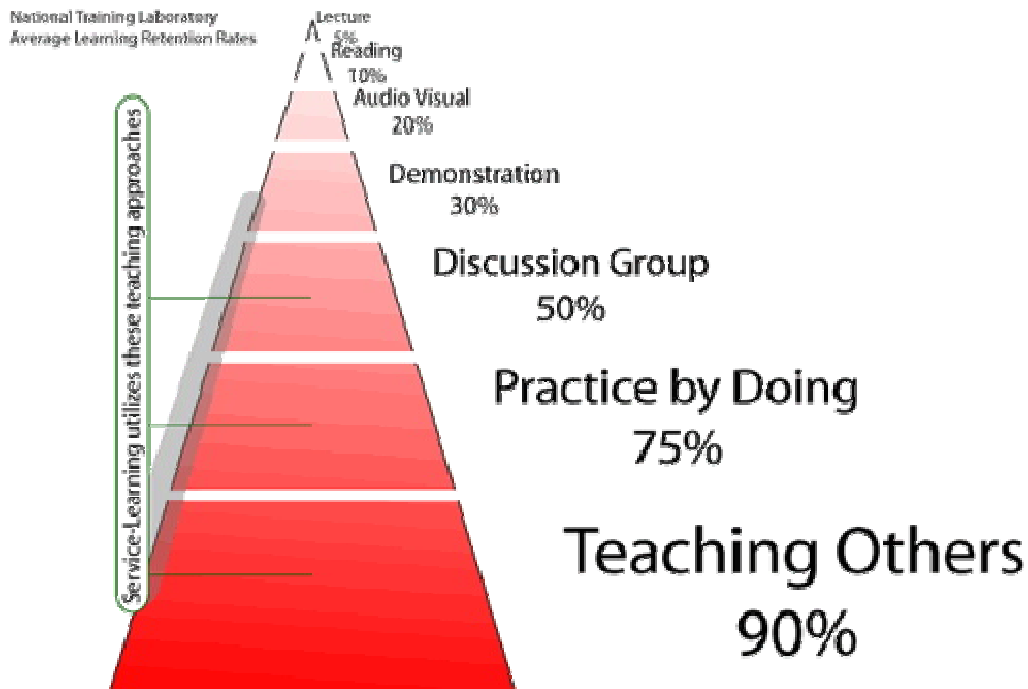


Figure 1, Resources: Falls, 2010

C. As a Civic Involvement:

Service learning program, as a participation of civic act, is viewed as a civil involvement. Regarding the benefit of service learning of higher education, it also has five missions to be accomplished: 1) Foster active citizenship (Butin, 2003); 2) Enhance citizenship and social responsibility (Taiwan Provincial Consultative Council, 2001), 3) Improve self-esteem and competence (Kozieracki, 2000) 4) Empathy for others (Brown, 1998), 5) Experiential education has a reciprocal meaning either to students or to communities (McAleavy, 1996). No wonder most of the educators will value it as a civic involvement and training for the youth, not to mention, whether it can effectively and efficiently deliver the goal or not.

However, after the definition of the positive roles of service learning program in Taiwan, some of the researchers also indicated the limits and barriers when implementing it. Regarding the limits of service learning, some of the researchers stated that there were gaps and limits between reality and rhetorical issues. Controversially, the arguments are focusing on the function of service learning program as a transformative agent that doesn't act accordingly. Therefore, three controversial limits are being discussed: 1) pedagogical limits; 2) institutional

limits; and 3) political limits (Butin, 2006). Those limits are embedded in service learning not only in missions conflict because there are not definable factors between morality, democracy, or social justice that should be clarified at the first beginning (Fish, 2004) Besides, the non-definable and potentially partisan as moral and civic betterment (Colby et al., 2003) are supposed to be researched before rhetorical discussion of service learning, not to mention the guise of political purpose that is an undercover (Butin, 2006). The critique about service learning indicated that it had been packed as an idealistic movement, but without complete definition. It seems impossible for a simple program to carry so many different kinds of missions: political, institutional, and social. Those missions will conflict with each others.

When the last decade of magnifying the pedagogical practices that service learning could accomplish, some of scholars had aware the skeleton key of being a compulsory curriculum could be a violation of democracy and social justice. Besides, service learning had been initiated from higher education that most of them are “whites of the whites” in U.S. A.; higher education is not available in some countries where it is quite a luxury activity to be a volunteer (Butin, 2006). In other words, if social citizenship and altruism of helping others are encouraged by the policy makers, than, the real application probably will challenge the discrimination of higher educational students from the non-higher ones. The challenges toward the mission of service learning emerge.

IV. Research Methodology:

A. Survey design:

For validity and reliability of the research output, we developed a questionnaire for testing of student volunteers’ motivations. The questionnaire contents 18 questions that will exam the motivations of the students (Chou, Kao, and Lee, 2010). Before the implementation, we conducted a pilot test by asking six experts who are working in service learning centers or having relevant job experiences. The follow is the list of these six interviewers.

Table 1, the interviewer

A	B	C	D	E	F
Director of service learning center Wenzao Ursuline College of Languages	Director of service learning center Change Jung Christian University	National Kaohsiung First University of Science and Technology	Execute secretary of Angel Heart Association	Director of Industry Government Academia Cooperation Department	Director of Center of Ursuline Education, Wenzao Ursuline College of Languages

Mr. Leen	Mr. Su	Mr. Huang	Ms. Wang	Ms Chu	Mr. Kao
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After implementing the pilot test, we adjust the questionnaires before formal execution. A statistical random method had been applied in the questionnaires dismissing to the students. The survey had done by random sampling students who are working for the degree in higher education – Chung Jung Christian University, Wenzao Ursuline College of Languages, and National Kaohsiung University of Hospitality and Tourism. 300 questionnaires had been released and 288 were received, with 264 were effective to be calculated. The major reasons of supporting us to choose those institutions are based on the literature conclusion of indicated religion background could be a positive factor that will drive student volunteers for better citizenship (Austin et al, 2000). The first one is a Christian university while the second is a Catholic college, and the third one is a state university that has a higher possibility to follow the governmental policies—could be an interested issue to be researched. Since a state university that usually has the symbolic meaning as an indicator of governmental policy in Taiwan because the Presidents of those universities are assigned, not through election. When Taiwan government has made service learning a compulsory program for all the higher education students, the state university probably has no choice to reject.

First of all, we conduct a pilot test for reliability of the research. For the validity of the study, we interview another three experts who have experiences or work in this field before the survey was conducting. Through the interviews, we re-adjusted the questionnaires for better effectiveness. Third, we asked those six experts to do the questionnaires as the comparative data that were used to interpretate and cross exam the motivations of the students. After that, we applied the data and information by using descriptive statistics analysis (SPSS 14) for interpretation the research finding.

B. Framework of the research:

The purpose of this research is to find the gap between administrative officers, policy makers, and student volunteers under the current service learning act of Taiwan from the student point of view. Expected, it could be a suggestive interpretation when most of the countries are concerning the development of service leaning programs. We tried to find out the motivations of the student volunteers who are the major role players, who are supposed to enhance their citizenship behavior through the program. Since most of the scholars and governmental policy makers believe cognitive theory will work – by educating students to be altruistic and civic-driven. Therefore, we exam the motivations first, then, we calculated the satisfaction index of the students under this program. Then, we executed the same procedure with the focal group as the pilot survey, then, the comparison was initiated. Hopefully, a comparative study can be delivered for better understanding about service

learning program. The major theoretical support to conduct the research is because most of the scholars and governmental officers expected that the Cognitive Behavior Theory will work for service learning program as well as the experiential pedagogy, just as the Head of Ministry of Education, Professor Du had clearly defined the spirit of service leaning (Ministry of Education, Taiwan, 2002). The governmental officers believed the thought can create certain behaviors; therefore, a systematic program will contribute so; in terms of adjusting the civic behavior of the youth as well.

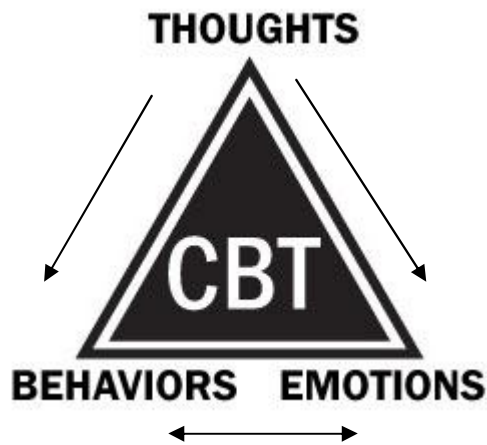


Figure 2, Cognitive Behavior Theory

V. Research finding:

In higher education, service learning institutionalization has several factors that are critical to determine the success of such educational movement; however the research finding is not showing positive support. According to Force (2002), for being a successful service learning program, there are five essential factors: 1) philosophy and mission, 2) faculty support and involvement, 3) student support and involvement, 4) community participation and partnerships, and 5) institutional support. In our research, we discovered that the drive of students to participate service learning is not under the free-will, could lead the gaps and negative impacts. In Taiwan, most of the higher educational institutions had made service leaning program as graduate requirement that the students are forced to serve at least 40(or more) hours accumulate before graduation. The students are resentful since previous educational system didn't provide them such guidelines – only start from higher education in Taiwan. Or it could be attributed to the compulsory regulation that violates the free will of voluntary spirit. But, for pedagogical and educational purpose, some scholars and educational institutions intend to reform and improve the civil engagement by using the opportunity of service learning program. However, According to the finding of the questionnaires, we found out that most of the students are not appreciated for this program.

Providing the support and certificate is used as a catalyst for service learning program in most of Chinese Society that could be a misunderstanding, because Singapore (Feng, 2004), unlike Taiwan, the policy makers clearly define the role of it as encouragement, not for exchanging. In

other words, the admission will not transit credits for student volunteers to graduate, but the whole society, approves it with honor nationally and publically. Chang Jung University applied the same vehicle as well (Su, 2011). The social atmosphere leads the student volunteers to feel the achievement and satisfaction of helping others and therefore, the society eventually evolved on the right track. On the other hand, community involvement in Taiwan is not quite distinctive in the society as well; the phlegmatic about others are quite common in new generation because the internet world has established quite a different social network from the last generation. There must be a more intending and enthusiastic program that integrates with cultural and social differences (National University of Singapore, 2003), then it could be successful for adjusting the society to less practical and more civilized. Taiwan, can't just apply the programs that had been copied either from Singapore, United States, or even United Kingdom.

There are four major findings in this research.

A. The motivation of being volunteers had been distorted

A further study should be made to clarify the primary factors that lead to such circumstance. Taking away the free will of volunteering as implementing service learning program in Taiwan, the administrative and political concern of educational institutions distorted the noble motivations. Originally, volunteering spirit implied a selfishless attitude toward minority, disable, and even those who need help, but since the system initiated the feedback mechanism to volunteers, the outcome had been twisted. Egoism turned out to be the primary motivation of student volunteers. The second place were “multi-motivation” that indicated the students will choose to be volunteers depends on the activities that could be unique, fun, and special. In other words, service leaning program turned out to be activity-oriented, not service-oriented, not to mention the learning part that the policy makers are expecting. It is not a selfishless citizenship or civic enhancement anymore.

Table 2, Motivation of the students who are doing the service learning program:

Institutions	Change Jung Christian University(CJU)	National Kaohsiung University of Hospitality and Tourism(UHT)	Wenzao Ursuline College of Languages (WUC)	Overall
Motivation (statistic average)				
Altruism	8.4205	8.3864	8.4773	8.4280
Ideology	8.3523	8.2841	8.5227	8.3864
Egoism	8.6705	8.5909	9.0114	8.7576
Essential feedback	8.1136	7.9318	8.3977	8.1477

Qualification acquit ion	8.1477	8.0568	8.4091	8.2045
Social networks	8.3409	8.3068	8.3864	8.3447
Personal growth	7.4205	7.2841	7.5341	7.4129
While away	8.3182	8.1818	8.6136	8.3712
Multi- motivation	8.3295	8.1705	8.8636	8.4545

(Statistical calculation of this research)

Egoism became the most important motivation for student volunteers who are expected to be altruistic through the program taking. Oppositely, service learning doesn't act its role accordingly. Regarding multi-motivations, as the second important elements that implied the different motivations/needs of student volunteers have. The finding also implied that students are varied in characteristics and personalities that a single, identical curriculum will not satisfy the different needs and wants. Than, altruism turned out to be the third place that are supposed to be the first one. Besides, since those students who came from different universities have different values and life goals that will make their focus of degree taking varied. In Taiwan, the motivations of student volunteers are showing such kind of track since the students of HTU value social networks while students of WUC value personal growth more and CJU are influenced more by the ideology. It is quite consistent with the goal and atmosphere of different campuses. HTU is a professional university of hospitality and tourism that are connecting with service industries more than the other two. WUS is a catholic school that trains the students to values personal growth as well as the ordinary university will pay more attention on academic knowledge and most of the faculties are research-oriented.

It is interested to find out that most of the student volunteers will not kill time by doing service leaning program. It could be the political concern of service learning program is a graduation requirement that students are serving on purpose. In Taiwan, most of the university students are enrolling for getting better job qualifications that didn't showed service learning program will help them so. The whole society and industries don't consider an altruist will be a good employee as well as the managers don't value the volunteering spirit (Huang, 2011). Therefore, it will just be a program that is invented by some idealistic scholars and faculties who are wasting a lot of social resources without effective management and strategies, jet. Maybe, on the other hand, such kind of policy will damage the volunteering will in the future since most of the students are not satisfied with this requirement and create civil behavior as well.

B. Satisfaction of service learning program, training program, and volunteers' management

are not positive

The satisfaction of student volunteer has been evaluated from three aspects. The statistical figures were shown on table 3. For research purpose of discovering the gap and myth of student volunteers, we take satisfactory elements as the key variable to check whether students have the cognition of understanding the meaning of volunteering. Unfortunately, WUC students are satisfied with the service leaning program and training course while UHT students are not satisfied with their volunteer managerial style. It could be that both CJU and WUC are private universities that admissions are showing more concern about the policy of educational bureau under the pressure of governmental subsidies and evaluation annually. Besides, CJU and WUC are institutions with religion background while UHT is not. Both CJU and WUC have service leaning centers while UHT doesn't.

The research survey concluded a significant finding. The average score of service learning in those three institutions in only 75.44 while WUC get the highest score and CJU get the lowest one. Regarding training programs, the average score is as high as 78.69 that are the best of these three aspects. However, volunteer management gets the lowest average out the three. CJU and WUC both had set up service learning centers that made them earn more credits than UHT. After the analysis of those three aspects, we conducted a cross examination of above factors and found out that training is much more important than management to satisfy student volunteers when they served as required.

Table 3, the Satisfaction of student volunteers

Average	CJU(Avg)	Score	UHT(Avg)	Score	WUC(Avg)	Score	overall	Score
Service learning program	21.5227	71.74	22.1136	73.71	26.4205	88.06	22.6326	75.44
Volunteer training courses	63.8182	79.77	60.3750	75.47	64.6818	80.08	62.9583	78.69
Volunteer management	42.3295	70.54	41.7386	69.56	43.9659	73.27	42.6780	71.13

Resources: research statistics

C. Service leaning program, training curriculum, and volunteer management are not significant correlated

Those three aspects that are hypothesized to be correlated with each other, but the research indicated that they are not. It is obvious that the service learning program blind the judgment of student volunteers who don't care about the training program and management anymore—just for

certain purpose. It could be students' motivations are much more focus on the fulfillment of graduation requirement instead of exploring experience of being volunteers. The fundamental meaning of education reflected from the finding of this research under the regulation of Taiwan. Ironically, learning from doing will not reflect and embed into the students' life unless they reflect the meaning of being volunteers (Rockquemore and Schafer, 2000). For achieving the goal of better citizenship, service leaning program probably will not be the best alternative; or it may be need some adjustment under current approach. But the economic benefit that had been produced by the volunteer has been increased dramatically 34% from 2009 to 2010 in terms of total hours (Taiwan country and city government, 2011). Unfortunately, such sufficient resources had been managed insufficiently. Especially, student volunteers are treated as “unpaid employee” without too much concern about their willingness (Lin, 2006).

There are arguments about the fundamental spirit of volunteers and the violation of free will since Taiwan government had guise the political purpose under the cover of service learning program—then another serious issue will challenge the institutionalization of the development – the timing and the mission of service learning program. Since service learning is focusing on “service” that will be different from focusing on “learning”, and of course, the strategy will differentiated (Sigmon, 1996). But, the ex-head of Ministry of Education (Taiwan), Dr. Du clearly defined it in his website; we take the definition of implementing SERVICE-LEARNIING that both service and learning are treated equally in Taiwan.

Table 4 : Correlations

		Satisfaction	Training	Management
Pearson Correlation	Satisfaction	1.000	.157	.154
	Training	.157	1.000	.522
	Management	.154	.522	1.000
Sig. (1-tailed)	Satisfaction	.	.005	.006
	Training	.005	.	.000
	Management	.006	.000	.
N	Satisfaction	264	264	264
	Training	264	264	264
	Management	264	264	264

D. There are gaps and barriers between experts and student volunteers

In this research, we conduct a comparative group of data for better interpretation the dilemma of service leaning program in Taiwan. We interviewed the experts and faculties who are working in the service leaning centers or have relevant experiences in this field. The survey of those six

experts had been processed into a comparative study for better understanding the blind point of student volunteer management and strategies. Table 4 shows the finding.

Table 4, comparative data of motivations

Institutions Motivation (statistic average)	Overall	Pilot test
Altruism	8.4280	8.6667
Ideology	8.3864	8.6667
Egoism	8.7576	7.8333
Essential feedback	8.1477	8.3333
Qualification obtaining	8.2045	8.8333
Social networks	8.3447	8.5000
Personal growth	7.4129	8.0000
While away	8.3712	7.8333
Multi- motivation	8.4545	7.8333

(Statistical calculation of this research, 2011)

According to the survey, we found out that faculties and employees are considering “ideology” and “altruism” will be the top two motivations for student volunteers while students are considering “egoism” as the primary one. In other words, the administrators had put the effort on advocating and promoting service leaning program without too much awareness of the difference of students in terms of motivations. Not to mention the volunteering management and strategic plans, the policy makers are two optimistic in some aspects. The most interesting finding will be, the pilots are considering students’ primary motivation is “qualification obtaining” that will lead them to establish the rules of the game under this philosophy – feed them back with approval and certificate, neglecting the noble spirit of volunteering and future potential of social justice and civic behaviors. It will certainly violate the spirit of volunteering and service learning.

VI. Conclusion and Future Research

A. The Myth of students volunteers

According to the result of the survey that indicated that service learning program of Taiwan emphasized on the direction of civil behavior, not intensity because most of the implementation are cognitive, not affective. It is the major attribute of Taiwan higher educational institutions that could

be frustrated in transforming and enhancing students' civil behaviors without considering the fundamental formation of student volunteers. In other words, the academic requirement doesn't significantly influence the attitude and behavior of the students through service learning program. According to the Educational Bureau of Taiwan, they imply the formula: capability= knowledge + skill ^{attitude}. However, the logic is sort of vague because attitudes will not be formed or changed just by 40 hours of service that could be only labor intensive contribution. But if the service learning program can act as a scaffold for the youth to re-shape the attitude and behavior, than, the meaning could be significant. However, the design of service learning program in Taiwan now is idealistic, yet, without too much concern about the behavior forming of the young generation.

If the requirement of graduation irritated the students' consideration regarding free will and campus democracy in Taiwan that indicates service learning program need some adjustments. The policy makers are too optimistic to set up volunteer act that encourage all the higher educational institutions to establish service learning centers and provide the service learning act nationally. However, in U.S.A. there are arguments for this issue as well, e.g. State University of Florida ask students to serve 20 hours per semester for meeting the criteria of graduation. In Taiwan, most of services are taken place within the campus instead of communities. The implementations are definitely violating the spirit of service learning. The students serve within the campuses for those admissions without reflective training and motivation of experiencing the civil behaviors. Then, the program fakes.

B. The gap of service learning program

Most of the faculties and researchers are supportive to service learning program, believed that the positive influence on students. Quite a few researches had been worked on the discussion of evaluation of the program in higher education, instead of primary school, or high school. When the "pedagogy" has been emphasized as one of the major mission of service learning program, the integration of experiential education will be discussed. The researchers' convenience the policy makers that cognitive theory and "learning by doing" will make student volunteers molt to good citizens with social justice in minds (Warburton and Smith, 2003). However, the finding of this research probably will suggest that cognitive theory will not work in this case, maybe social cognitive theory will be much more suitable for Taiwan. The environmental and social factors had to be taken care, because when the society is not yet ready for service learning act, governmental officers and campus policy makers will twice the effort with half of the result. The social impact in Taiwan where student volunteers had been decreased 3.6% as the total, but most of them are happening in 12-17 years old (DGBAS,2010). In this demographic group, 24.6% has been decreased from 2009 to 2010. According to the social impact of Taiwan, 12-17 year old youth is busy for entrance exam of college-university or fully occupied by cram-schooling.

The barriers of service learning program between statistical data and expectation are listed as follows:

1. Different major students should have different service learning programs with flexibility
2. Compulsory regulation with exchange or credits, not interchange the attitude and civic behavior, forget the fundamental spirit of volunteering
3. Quite a few percentage of faculty usually will involvement (Leen, 2011)
4. Community has no access to cooperate with campus institutions(Wang, 2011)
5. Too paper-work oriented reflection, without real involvement and affective involved that violated the cognitive theory

C. The Disadvantage of service learning program in Taiwan

Most of the evaluation is done from the stand points of campuses, faculties, and governmental agencies, seldom from the students'. If the students are doing the service because of the requirement, not from the willingness, the civic behavior forming and engagement will have problem to be established as those adults expected (Huang, 2010). In Taiwan, although the educational bureau hoped that service leaning program can act as an agent to strengthen students' social engagement and involvement, but most of the decision makers neglected one key element—students are different since they are majoring in different fields (Butin, 2003). Besides, each campus has different culture and social context that will value service learning respectively. The social factors had been totally overlooked as well as the faculties' backgrounds. If a service learning success, faculty and community are essential elements while Taiwan's Ministry of Education only focused on philosophy (ideology) and institutions, neglecting students, faculties, and even communities.

Since service learning is an emerging research field as well as the governmental policy. Further research can be conducted for developing the effective managerial implementation of student volunteers. The strategic approach can be developed for better effectiveness and efficiencies for student volunteers that are valuable resources—should not be wasted without appropriate management. The social justice probably will not be realized through service learning program, but the society will be moved forward to a civilized one if more awareness of good citizenship can be explored.

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