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The Impact of Service-Learning on Improving Students' Teacher Training: Testing the Efficiency of a Tutoring Program in Increasing Future Teachers' Civic Attitudes, Skills and Self-Efficacy

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Abstract

Service-Learning is becoming a powerful educational tool that helps students emerge from the theoretical world to the world of practice by linking community-service with academic content through learning objectives. This paper investigates the impact Service-Learning on improving students' teacher training by testing the efficiency of an online tutoring Service-Learning program (i.e. E-S-L) and the functionality of the educational platform hosting the program, entitled PedTut. The present paper also serves as a contribution to the discussion of integrating educational platforms in the service process by limiting time and space boundaries and making it accessible for students to put their knowledge into practice for the benefit of the community.

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1. Introduction

Service-Learning (S-L) is an educational philosophy that directs learning to the well-being of the community and is currently earning its well-deserved popularity in contemporary pedagogy. S-L is a pedagogy characterized by

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reflection that combines community service with well-structured opportunities for learning (Heffernan, 2001). Inspired by the progressive educational trend of John Dewey (1910), education in S-L is focusing on developing students' potential through the greater purpose of sustaining local community.

The precise meaning of the term S-L implies that the service (activity and/or program) is designed as to meet the needs of students' local community, is coordinated with an academic institution or a community service program, is meant to develop students' civic responsibility, it is integrated in the school's curricula and offers students a temporal sequence of reflection upon the completed service experience (Billing, 2000). More precisely, S-L has been defined as a curricular tool that "...seeks to engage individuals in activities that combine both community service and academic learning. Because Service-Learning programs are typically rooted in formal courses (core academic, elective, or vocational), the service activities are usually based on particular curricular concepts that are being taught" (Furco, 2002 apud Rusu et al. 2014). Moreover, according to the National Society of Experiential Learning, S-L is defined as any service experience closely monitored in which the student has intentional learning goals and reflects actively on what he or she is learning throughout the experience (Billing, 2000). Thus, to clarify, a distinction among various service programs and S-L needs to be made: each existing service program can be characterized by its primary intended purpose and focus. Volunteering, for example, has serendipitous and unintentional outcomes and the focus relies on the beneficiaries of the service (e.g. visiting the local hospital to sit with elderly patients that need company) (Furco, 2011), whereas S-L has predesigned outcomes derived from operational objectives of the academic context and curricula. S-L equally focuses on both the recipient and the provider of the service: for the provider (student), the learning is enhanced by the service while for the beneficiary (community), the learning optimize or magnifies the expected effects of the service. Likewise, service programs of internship and field education only focus on the beneficiary variable, enhancing their learning experience with hands-on or co-curricular activities (Furco, 2011).

The emblematic characteristic that shapes S-L as a powerful curricular tool is the specific learning process that develops during a S-L program. Thus, learning becomes social, emotional, cognitive, multicultural and interpersonal (Simons & Cleary, 2006). More precisely, through S-L, students develop skills that help them observe, identify and distinct between other people's emotions, manage (perceive, evaluate and express) their own emotions, establish and maintain positive relationships, make responsible decisions, cope responsibly with new interpersonal situations, enhance academic performance (Elias et al., 1997 apud Durak et al., 2011). Also, S-L offers, through multicultural learning, the opportunities to explore and to understand multicultural perspectives by harnessing and investigating the individual differences in cognitive patterns revealed during the learning process (Alexander & Chomsky, 2008).

Most of the educational institutions that have implemented S-L in their curricula have prospected the development of students' civic and diversity attitudes (Markus, Howard & King, 1993; Moely et al, 2002; Simons & Cleary, 2006; Buch & Harden, 2011). By virtue of the fact that S-L programs also employ attaining educational goals through operational objectives and permit applying academic attained knowledge in real-life situations, such programs might contribute to the academic and personal development of the participating student. The existing literature supports these premises: S-L helps develop writing skills, critical thinking, they help raise the students GPA scores (Astin et al., 2000; Conrad & Hedin, 1991), expand problem-solving skills and moral thinking - the higher effects obtained at this level are due to specific, S-L tutoring programs (Conrad & Hedin, 1991). At the psychosocial level, S-L programs help develop personal and social responsibility, positive social attitudes, civic action, political awareness, appreciation of diversity attitudes, self-efficacy levels and the feeling of being able to "make a difference" in the community (Simons & Cleary, 2006; Conrad & Hedin, 1991; Hamilton & Fenzel, 1988).

We consider that, students, in general, and particularly the ones that have decided to enroll themselves in training programs aimed to offer them competences in Pedagogy (i.e. full undergraduate programs in Educational Sciences or training modules), represent valuable resources for the implementation of S-L activities. These students are expected to further work in educational contexts with children or other students and become educational, civic but also human interaction models for the youth of our society. In this context, students could benefit from the S-L related competencies that evolve by virtue of enrollment in such tutoring, service programs. Moreover, online, E-Service-Learning programs, such as this particular one could facilitate the development of such related competencies through the elimination of time, space and communication barriers and facilitation of accessibility for students with disabilities.

2. Aims and Hypotheses

The aim of this tutoring program is to develop and implement a S-L based tool in order to aid students enrolled in the second year of the Pedagogical Training Module with feedback on their online reflection of the pedagogical practice on some frequently methodological asked questions or any other obstacle they might encounter during a 3 week period of their teaching practice. The tutor is being impersonated by the researcher in the testing situation for more variable control. In the future, that role will be assigned to older students majoring in pedagogy. We also aim to investigate if the variables that S-L has a significant positive impact on in literature for the tutors (self-efficacy, subjective happiness, civic attitudes and skills) can also suffer changes at the tutees level. It is important to mention that this study is a pilot one, aiming to preliminarily test the S-L based tutoring program.

Objectives

- Developing a tutoring S-L program offered to students by students to aid their pedagogical training.
- Developing an online educational Platform to host a Personal Reflection Journal for the tutees with feedback options for the tutors – PedTut.
- Implementation of the tutoring program for the experimental sample of students.
- Testing the efficiency of the tutoring program and the PedTut platform by the students of the Faculty of Letters enrolled in the Pedagogical Training program but also students from the Pedagogical Department of the Faculty of Psychology and Science of Education, Babes-Bolyai University, Cluj-Napoca.
- Evaluating the levels of subjective happiness, civic attitudes, interpersonal problem solving skills, appreciation of diversity, self-efficacy and social desirability of the participants.
- Comparing the measured levels of civic attitudes, interpersonal problem solving skills, attitudes of diversity, self-efficacy, subjective happiness and social desirability of the experimental group that took part in the tutoring-testing program with the control group that was not involved in the program.

Hypotheses

Taking into account the literature of the impact that S-L programs have on the providers of the service, we based our investigation on the following hypotheses that address the tutees (i.e. students enrolled in the Pedagogical Training module):

1. After completing the tutoring program, there shall be a significant increase in students' levels of civic attitudes (civic actions, interpersonal problem solving skills and attitudes of diversity) from the experimental group compared to the students from the control group.
2. After completing the tutoring program there shall be a significant increase in students' from the experimental group of subjective happiness levels compared to the students from the control group.
3. After completing the tutoring program there shall be a significant increase in the experimental group's self-efficacy compared to the control group.
4. Students' reported Grade Point Average will correlate with their subjective happiness, volunteering and with their attitudes of diversity.
5. Students' civic actions will correlate with their attitudes towards diversity.
6. Students' self-efficacy will correlate with their religiousness and attitudes of diversity.

3. Method

Participants and Sampling

The initial participants were 36 students majoring at the Faculty of Letters enrolled in the Pedagogical Training Program offered by the Pedagogical Department of the Babes-Bolyai University (N=10), and also students of the Faculty of Psychology and Science of Education, majoring in Pedagogy (N=26). This sample's initial reported data

was taken into consideration for hypotheses 4 to 6. After the three weeks intervention period, the sample size was reduced to 18 valid participants (as shown in Table 1) for this pilot study. Because the social sciences and teaching fields tend to be female biased in Romania, our sample consisted of 100% females of Romanian ethnicity, aged between 21 – 36 years, with a mean age of 22.5 (3.45). 61% of the sample reported that they have volunteered before, and 14 participants stated a mean grade point from previous semester of 8.90 (.764) with mean grades ranging from 7.37 to 10, the academic grade rating system in our country ranging from 1 to 10. The sampling was initially randomized, half of the initial sample getting initial access to the PedTut platform. However, in order to increase their motivational levels of participating, we individually approached, via e-mail, each of the participants, giving them the choice and opportunity to participate. Thus, we consider that the selection of the participants was of convenience.

Table 1. Demographic Characteristics of the Sample (total number of respondents)

	Sample
Number of respondents (N)	18
Experimental sample	10
Control sample	8
% Female	100%
Ethnicity	Romanian
Age: Mean Years, (SD)	22.5(3.45)
Minimum / Maximum	21 / 36
Year in College	
Senior	100%
Grade: Mean Grade Point, (SD)	8.90(.764)
Minimum / Maximum	7.37 / 10
Major: Pedagogy	88.9%
Letters: French-Romanian	5.5%
English-Romanian	5.5%
Volunteered Before	61.1%

Measures

Civic Attitudes. For the measurement of students' civic attitudes, the Civic Attitudes and Skills Questionnaire – CASQ (Moely et al., 2002) was used. Specifically, 3 subscales of the inventory were used: (1) the Civic Action subscale, (2) the Interpersonal Problem Solving Skills subscale and (3) the Attitudes of Diversity subscale. The *Civic Action* subscale measures respondents' intent of getting involved in civic-oriented activities on a 5-point Likert scale. The internal consistency of the scale is .88 (Moely et al., 2002), and we found an Cronbach's Alpha coefficient of .807 (see Table 3). The *Interpersonal Problem Solving Skills* subscale contains 12 items scored on a 5-point Likert scale and measures the respondent's problem-solving strategies. The internal consistency of the subscale ranges between .79 - .80 (Moely et al., 2002) and the Cronbach's Alpha coefficient we found is .709 (see Table 3). The Attitudes of Diversity subscale is made of 5 items scored on a 5-point Likert scale and measures respondents' attitudes towards people with different cultural backgrounds. The internal consistency of the scale ranges between .70 - .81 (Moely et al., 2002),

Subjective Happiness. In order to measure students' subjective happiness (as one of the affective components of the well-being state), the Subjective Happiness Scale developed by Lyubomirsky (1999) was used. The 4-item scale contains affirmations that refer to the general and particular perceived happiness state and is scored on a 7-point Likert scale. The test-retest fidelity of the scale is $r=.72$, the convergent validity is .62 and the Cronbach's Alpha ranges between .79 and .94 (Lyubomirsky, 1999). In our study, an alpha coefficient of .351 was found for the Subjective Happiness scale..

Teacher Self-Efficacy. For measuring the beliefs that students have on the control of their own teaching skills, the Teacher Self-Efficacy Questionnaire (TSEQ, Schwarzer, Schmitz & Daytner, 1999). The scale is comprised of 10 items that evaluate one's perceived major teaching skills on four dimensions: accomplishing professional tasks, developing skills on the job, social interaction with students, parents and colleagues and the stress versus coping mechanisms associated with teaching. The answers are scored on a 4-point Likert scale, the TSEQ having a .76 test-retest fidelity and a Cronbach's Alpha ranging from .76 to .82 (Schwarzer, Schmitz & Daytner, 1999). The Cronbach's Alpha that we found is $r=.819$ (see Table 3).

Social Desirability Bias. To test the participants' social desirability bias we used the Balanced Inventory of Desirable Responding (BIDR, Paulhus, 1991). The Inventory consists of two subscales: a scale that measures (a) positive self-deception (SDE) and another that evaluates the (b) impression management (IM). The scale consists of 40 items, 20 for each scale, scored on a 7-point Likert scale. The scale has an internal consistency ranging from alpha .68 to .80 for the SDE subscale and .75 to .86 for the IM subscale. Test-retest reliability of the scale is $r=.69$ (SDE) and $r=.65$ (IM) (Paulhus, 1991). After translation, we eliminated 2 items, one from both subscales, that referred to driving, implying that each student has a driving license, which does not apply to our population. We found a Cronbach's Alpha of $r=.542$ for the SDE subscale, $r=.801$ for the IM subscale and $r=.804$ for the entire scale.

Procedures

During the academic year of 2014-2015, the second semester, students from the Babes-Bolyai University, Faculty of Letters and from the Faculty of Psychology and Science of Education were asked to participate voluntarily in this research. The inclusion criteria for the subjects were majoring in Pedagogy or taking part in the Pedagogical Training Module offered by the Science of Education department, currently in their first year of teaching practice. The pretest data was collected before entering the applied teaching practice, during their first seminars of the semester. The questionnaires were completed in paper-pencil format, before and after the intervention by both groups. Those who could not attend the final completion session were given the opportunity to complete the post-questionnaires online, on the PedTut platform.

After the pre-test, students were asked to reflect on their teaching practice by answering a short reflection diary, once a week, after the class they taught. The reflection diary contained items related to situations encountered during practice: positive experiences that link to happiness by reflection, difficulties, conflicts, problem-solving strategies they used, alternatives to the problem-solving process, worry thoughts and a text area field where they could ask the tutor for advice on methodological issues. Each student from the experimental group completed the diary 3 times, during the first 3 weeks of practice.

The PedTut platform was actively used by both sides of the pilot study (the tutor and the students from the experimental group). The administrator (the tutor) of the platform has the options of creating multiple content (reflection diaries, informative posts, other web forms) by using different input items, such as: email input, multiple choice input, radio buttons and text area inputs. The administrator held all inputs written by students, which were confidential and can be categorized on different preset variables like initial, social security number, e-mail of student. The administrator has a text area from where to offer quick feedback to the students, that would be sent via e-mail further to the recipients, by the server. The platform also serves as a cloud space for storing academic content for students. On the other side, the students could complete the reflection diary without logging in or creating an account, the platform identified them on a preset variable. In maximum 24 hours from the completion of the diary, the student received feedback and advice from the tutor on hers email, without the need of logging on the platform to check the message. Both groups completed the post-test at the final, 3-week period of the intervention. The participants did not receive any reward, since the service program is community-oriented.

4. Results

Data analysis was performed by using the SPSS Statistics V17 software. The following quantitative statistical analysis were conducted in order to test the hypotheses 1 to 6 mentioned above: Person's Correlations (Table 2 & Table 4), Independent Sample T-Tests, Reliability Analysis of the scales (Cronbach's Alpha Coefficient) (Table 3), Descriptive Statistics (Table) and an online Effect Size Calculator (Cohen's d) (Table 3).

Person product-moment correlation coefficient was computed to assess the relationships between the following study variables: Grade Point Average, Civic Action, Teacher Self-Efficacy, Subjective Happiness levels, Attitudes of Diversity, perceived Religiousness and involvement in any volunteering activity in the past. There was a significant correlation between the two variables Grade Point Average and Volunteering ($r = .430$, $n = 36$, $p = .025$), but also between Civic Action and reported Attitudes of Diversity ($r = .365$, $n = 36$, $p = .029$). There was a non-significant, but moderate correlation between the Teacher Self-Efficacy and Subjective Happiness variables ($r = .312$, $n = 36$, $p = .064$) and a non-significant, but moderate tendency of association for Teacher Self-Efficacy and Attitudes of Diversity ($r = .319$, $n=36$, $p = .058$). Moreover, there was a moderate, but not significant tendency for a negative association between Teacher Self-Efficacy and Religiousness ($r = -.273$, $n=36$, $p = -.273$), and Religiousness with Civic Action variables ($r = -.277$, $n = 36$, $p = .102$).

Table 2. Pearson Correlations Among Study Variables (measured in the pre-test condition)

	Subjective Happiness	Attitudes of Diversity	Religiousness	Volunteering
GPA	.151	-.039	.261	.430*
Civic Action	.144	.365*	-.277	.009
Teacher Self-Efficacy	.312	.319	-.273	.284

Note: * $p < .05$

Independent-samples t-tests were conducted to compare the Civic Actions, Interpersonal Problem Solving Skills, Attitudes of Diversity and Subjective Happiness level in the tutoring and no tutoring conditions (Table 3). There was a significant difference in the scores for student's Attitudes of Diversity from the tutoring group ($M=31$, $SD=4.26$) and no tutoring ($M=35.6$, $SD=3.24$) conditions; $t(34)=2.59$, $p=0.022$, with an effect size of $d=1.21$. A difference in means could also be observed in the two groups' Teacher Self-Efficacy, but there was no notable significant difference when the independent sample t-test was conducted for the group in the tutoring condition ($M=37.6$, $SD=4.14$) and no tutoring condition ($M=35.7$, $SD=3.73$); $t(34)=.983$, $p=.340$, $d=.482$.

Moreover, we could not dismiss the null hypotheses for the other variables, hence there was no significant differences in the Civic Action scores for the tutoring ($M=30$, $SD=3.59$) and no tutoring ($M=30.1$, $SD=4.42$) conditions $t(34)=.252$, $p=.804$; no significant differences in the Interpersonal Problem Solving Skills scores for the tutoring ($M=52.2$, $SD=6.79$) and no tutoring ($M=54.7$, $SD=2.43$) conditions $t(34)=1$, $p=.329$. Also, no significant differences between the Subjective Happiness scores for the tutoring ($M=22.5$, $SD=4.22$) and no tutoring ($M=21.1$, $SD=5.81$) conditions were found, i.e., $t(34)=.582$, $p=.569$.

Table 3. Means, Standard Deviations, Cohen's d and Alpha Cronbach for the Measures of Students' Civic Attitudes, Interpersonal Problem Solving Skills, Attitudes of Diversity, Subjective Happiness and Teacher Self-Efficacy.

	Group*	Pretest M (SD)	Posttest M (SD)	t	Cohen's d	Cronbach's Alpha
				(two-tailed significance)		
Civic Action	1	26.4(3.74)	30.6(3.59)	.804(n.s.)	.124	.807
	2	26.9(4.45)	30.1(4.42)			

Interpersonal Problem Solving Skills	1	51.2 (4.91)	52.2 (6.79)			
	2	53.61(4.02)	54.7 (2.43)	.329(n.s.)	-.490	.760
Attitudes of Diversity	1	29.1(5.60)	31(4.26)			
	2	31.23(4.71)	35.6(3.24)	.022**	-1.21	.343
Subjective Happiness	1	22(2.86)	22.5(4.22)			
	2	21(4.20)	21.12(5.81)	.569(n.s.)	.217	.351
Teacher Self-Efficacy	1	34.4(3.89)	37.6(4.14)			
	2	33.7(4.06)	35.7(3.73)	.340	.482	.819

*Note: The group labeled 1 refers to the experimental sample, whereas the group labeled 2 refers to the control sample.

**Note: **p < .05

To test the reliability of each inventory translated and used in this experiment, Cronbach's Alpha coefficients were computed (Table 3). The Civic Action (CA) subscale consisted of 7 items ($\alpha=.807$), the Interpersonal Problem Solving Skills (IPSS) subscale consisted of 12 items ($\alpha=.760$) and the Attitudes of Diversity (AOD) subscale consisted of 8 items ($\alpha=.343$). Overall, the Civic Attitudes and Skills Questionnaire (CASQ) was found to be overall highly reliable (26 items, $\alpha=.776$). The Subjective Happiness (SH) scale consisted of 4 items ($\alpha=.351$) and the Teacher Self-Efficacy Questionnaire (TSEQ) consisted of 10 items ($\alpha=.819$). The explanation for the low α coefficient found for the AOD subscale and the SH scale could be that students access and shift between different metacognitive levels in their self-evaluation of diversity attitudes, but also that happiness in this case was assessed as a contextual dependent variable, as the questionnaire measures the general happiness state in the moment of self-report. In the future, we could be more specific with the reference interval for the happiness state and suggest they refer to the last two weeks or to the last month when reporting their perceived levels.

Table 4. Correlations Between Students' Reported Answers on Study Variables and the Balanced Inventory of Desirable Responding (BIDR).

	Balanced Inventory of Desirable Responding (BIDR)
Civic Action	.230(n.s.)
Interpersonal Problem Solving Skills	.509**
Attitudes of Diversity	.382*
Subjective Happiness	.392*
Teacher Self-Efficacy	.272(n.s.)
Religiousness	.307(n.s.)
GPA	.899(n.s.)
Volunteering	-.033(n.s.)

Note: *p < .05 **p < .01

Besides the described quantitative analysis, correlations to evaluate the tendency of biased desirable responding were computed (Table 4). There was a significant correlation coefficient between the respondents' answers to the Interpersonal Problem Solving Skills subscale and BIDR ($r=.509$, $n=36$, $p=.002$), Attitudes of Diversity and BIDR ($r=.382$, $n=36$, $p=.022$), respectively Subjective Happiness and BIDR ($r=.392$, $n=36$, $p=.018$). The explanation of the strong association between Interpersonal Problem Solving Skills and BIDR might be that this particular sample of students tends to over-claim their knowledge (both procedural and declarative) on this variable, since they will become teachers and models, a profession that, in our culture, is perceived as highly demanding of problem-solving skills.

5. Discussion and Conclusion

In this paper we investigated the impact of an online S-L tutoring program on developing competencies associated with S-L (i.e., self-efficacy, subjective happiness, civic attitudes and skills) at the tutees level. Results suggested that students' attitudes towards diversity significantly increased after participation in the tutoring program, implying that, students (tutees) might be more open to interact with different cultures, have more positive attitudes towards unknown cultures and appreciate the value that cultural diversity adds to a group. Interestingly, while the attitudes of diversity changed, their levels of civic actions did not suffer any statistical significant change after the program completion, even though there was a significant correlation between the two variables. This might be due to the fact that the pre-test data was collected before the participants entered the teaching practice or even getting into contact with the class: thus, the teaching activity (i.e. involvement in the community by having contact with students, helping students in need) might have had the same amount of civic action undertones for both groups. In the future, it would be interesting to investigate these effects by shifting the pretest timeline from no interaction with practice to first week of practice.

In addition, there was no significant difference in students' scores regarding their reported interpersonal problem solving skills, and their responses concerning this variable correlated the strongest with the social desirability bias. As presumed and detailed before, participants may tend to over-claim having interpersonal problem-solving skills due to their culturally perceived value of the teaching profession (i.e., social status-related benefits).

Moreover, in our sample, there were no significant increases in students' subjective happiness level and self-efficacy levels after completing the S-L program. As we already suggested in the Results section, subjective happiness might have been interpreted as a contextual-changing variable due to the lack of mentioning a time-frame that the participants would refer to when answering (i.e. the last month, the last two weeks). However, even if there was no significant difference in students' teacher self-efficacy scores before and after the tutoring program, we could see a trend that is worth investigating on a larger, more representative sample.

Additionally, in line with the existing literature (Astin et al., 2000; Conrad & Hedin, 1991), we found a significant, high correlation between students' GPA and the level of volunteering involvement, suggesting an association between service activities and increased academic performance (e.g. GPA). On the other hand, there was no correlation between students' GPA and their subjective happiness levels, respectively attitudes of diversity, suggesting that, in our sample, higher grades did not associate with increased, contextual happiness, neither with more positive attitudes towards people from different cultural backgrounds. Furthermore, there were no significant correlations between students' self-efficacy and their attitudes towards diversity. Likewise, the correlation showed not significance for students' self-efficacy and reported religiousness levels, though the interesting finding was the tendency of a negative association between the latter two variables. This finding raises the need for further investigation of the association between religiousness and self-efficacy (e.g. if the promotion of modesty and humbleness of religion might associate with to low self-efficacy levels in students).

Besides the quantitative data analysis, we also conducted a qualitative analysis of the comments of participants, aiming to preliminarily reveal the potential needs that students have during their pedagogical practice program. The content analysis of the answers indicated that students encounter difficulties mostly in aspects related to time and class management, communication, the decision-making process in the planning for a lesson stage, but also emotional management. These findings will serve as an input to the optimization of the PedTut platform and to the pedagogical training of future students that will take part in the S-L tutoring program as tutors.

6. Limitations & Future Directions of Research

The limitations of the current study include a small sample size that was female-biased, so we could only generalize the results to the specific departments students belong to. Moreover, students responded reluctantly to the S-L tutoring program, as such skill enhancement programs are not that many in our educational culture, so there is no habituation yet to these kind of S-L based interventions. However, our pilot study indicates that even though the pedagogical training module offers students great skills and practice opportunities, there is still the need to further promote such skill-enrichment programs among students, since they might have perceived the written reflection

phase of the S-L tutoring program not as a resourceful activity but rather as an extra academic work. Also, the reliability of the Subjective Happiness Scale and Attitudes of Diversity for our population needs to be addressed in further research on larger sample sizes.

In the near future, we aim to target students from all the twenty one faculties of Babes-Bolyai University and also enroll masters students to be trained as tutors for younger, bachelor-level tutees. Our focus will rely on extending this research on a larger sample size, addressing the para-content of the teaching variables and making it accessible for students, but also on promoting the benefits of S-L programs and encouraging the participation. Nevertheless, future research should also focus on different variables that might play an important role in the success of teacher training programs, such as self-acceptance, frustration tolerance or even rational versus irrational thinking, as well as on the types of individual expectances related to the outcomes of the pedagogical training modules.

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