

Forms and Dimensions of Civic Involvement

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This research assesses (a) students' perceptions of civic involvement from either a charity or social justice perspective, and (b) the relationship among six dimensions of civic involvement (Knowledge, Skill, Efficacy, Value, Responsibility, and Commitment) for developing a charity or social justice perspective. Pre- and post-course analysis showed that (a) the charitable view of civic involvement was dominant; and (b) the six dimensions were distinct constructs in describing civic involvement.

An often-stated goal of service-learning is to prepare students for civic involvement, defined in this study as “involvement in civil society” (Gottlieb & Robinson, 2002, p. 2), or to participate in the democratic process. Other authors may use terms such as civic participation, civic engagement, or citizenship to describe involvement or activity related to participation in the democratic process. Rhoads (1997) noted that different visions of democratic society will produce different meanings of citizen and citizenship. Westheimer & Kahne (2004) also maintained that “it is not enough to argue that democratic values are as important as traditional academic priorities” and “we must ask what kind of values,” because different “political and ideological interests are embedded in or are easily attached to varied conceptions of citizenship” (p. 257).

Forms of Civic Involvement

Models or paradigms have been developed to theorize or explain the different forms, visions, orientations, or approaches to civic involvement, and the discussions mainly focus on the concept of charity and social justice and their relationship to each other. Some theorists see charity and social justice as two ends of a continuum with social justice as the preferred outcome (Barber, 1994; Delve, Mintz, & Stewart, 1990; Kahne & Westheimer, 1999; Maybach, 1996; O'Grady, 2000; Reardon, 1994; Rhoads, 1997; Wade, 2000); others see these two forms of citizenship as distinct paradigms and do not think one is superior to the other (Deans, 1999; Foos, 1998; Leeds, 1999; Morton, 1995).

Delve, Mintz, and Stewart (1990) were among the first to emphasize the movement from charity to social justice as a goal of service-learning. They developed a model of service-learning to describe different phases of social responsibility and specified a goal of transition from one phase to another,

i.e., to move students “from charity to justice” (p. 26). Barber (1994) believed that citizen education through community service should be about political responsibility. Thus, to develop students' political responsibility, a service-learning course must be developed so as to intentionally foster student awareness of social justice and “the place of ethnicity, religion, race, class, gender and sexual orientation in a community” (p. 91).

Kahne and Westheimer (1999) summarized the goals for service-learning into three domains: moral, political, and intellectual, with two approaches for each domain: charity and change. For the political domain, the two approaches are responsible citizen (charity) and critical democrat (social change). The charity approach emphasizes the importance of altruism and joy that comes from giving. The change approach emphasizes participation in political action and providing solutions to structural problems. Kahne and Westheimer claimed that “citizenship in a democratic community requires more than kindness and decency; it requires engagement in complex social and institutional endeavors,” and it “requires that individuals work to create, evaluate, criticize, and change public institutions and programs” (p. 34). The view of civic involvement preferred by Kahne and Westheimer included active engagement in social issues and efforts to examine, critique, and change social policy—in addition to concern for one's fellow humans.

Advocacy for service-learning with a social justice approach is based on a belief that a successful democratic form of government requires active citizens who question current practice and work to develop new forms. This belief carries over to a critique of viewing civic involvement as acts of charity (Maybach, 1996; O'Grady, 2000; Reardon, 1994; Rhoads, 1997; Wade, 2000). Charitable involvement may enhance students' feelings of self-worth

and moral virtue but contribute little to their intellectual development and understanding of inequity within the society (Reardon, 1994). Indeed, O'Grady asserted that service-learning without a focus on social justice "can perpetuate racist, sexist, or classist assumptions about others and reinforce a colonialist mentality or superiority" (p. 12).

However, charity and social justice are also characterized in the literature not as ends of a continuum, but as distinct and different paradigms (Deans, 1999; Foos, 1998; Leeds, 1999; Morton, 1995). Morton disagreed with the idea of a continuum and progress from charity to social justice, and proposed three distinct paradigms of service: charity, project, and social change, each of which has its own "distinctive worldviews, ways of identifying and addressing problems, and long-term vision of individual and community transformation" (p. 21). In addition, applications of each paradigm may be judged as "thin" or "thick," depending on the integrity and depth of student learning and practice as demonstrated by level of belief in values or consistency between value and action. Deans insisted that educators "should resist the impulse to recruit service-learning practitioners into a single philosophical, theoretical, or pedagogical framework" (p. 26). Similarly, Leeds also criticized the concept of social change because it "limits how we look at service-learning, its educational value and productive dilemmas" (p. 119).

Although most theorists may not agree on the relationship between these two visions of citizenship or how they view social justice, most would agree that charity has been emphasized by most service-learning initiatives (Eyler & Giles, 1999; Kahne & Westheimer, 1999; Kahne, Westheimer, & Rodgers, 2000; Langseth & Troppe, 1997; Maybach, 1996; Rhoads, 1997). Indeed, those who do not view charity as a useful building block in sustaining democracy nevertheless may acknowledge the role of charity as a desirable and/or necessary activity within the community. Kahne et al. (2000) noted that "the vast majority of large service-learning initiatives emphasize voluntarism and charity but do not teach about social movements, analysis of social and economic structures, and systemic change" (p. 45).

Empirical studies have not provided evidence to show that the dominant view of civic involvement among service-learning participants is the charitable view. In particular, in most previous studies (Giles & Eyler, 1994; Hudson, 1996; Kendrick, 1996; Markus, Howard & King, 1990), there is little treatment of any differentiation between a charitable or social justice view. Recent literature contains efforts to separate a social justice vision of service-learning and create an independent subscale on social justice;

however, investigations of dominant student views of civic involvement are not evident (Eyler & Giles, 1999; Eyler, Giles, & Braxton, 1997; Moely, Mercer, Ilustre, Miron, & McFarland, 2002; Myers-Lipton, 1998; Olney & Grande, 1995; Westheimer & Kahne, 2004). Myers-Lipton measured civic responsibility based on critical education theory, but the focus was mainly on students' awareness of structural problems and political action. Moley et al. developed an instrument that measured civic action, interpersonal and problem-solving skills, political awareness, leadership skills, social justice attitudes, and diversity attitudes, but did not compare students' reaction to social justice attitudes with their reactions to other subscales. In this study, students' views of civic involvement were compared to see whether a charitable or social justice view is dominant among students who participate in service-learning courses.

Dimensions of Civic Involvement

Another important aspect of citizenship/civic involvement is its multiple dimensions. Compared with *forms* of citizenship, there have been far fewer systematic investigations of *dimensions* of citizenship (Eyler & Giles, 1999; Eyler, Giles, & Braxton, 1997; Moely et al., 2002; Westheimer & Kahne, 2004). Eyler and Giles developed a citizenship model that describes five dimensions of citizenship: value, knowledge, skill, efficacy, and commitment. Value ("I ought to do") is regarded as "a sense of social responsibility" and is "the first step in participatory citizenship" (p. 157). Knowledge ("I know what I ought to do and why") is the "expertise and cognitive capacity to make intelligent decisions about what needs to be done," which includes views and understandings of social problems (p. 159). Skill ("I know how to do") is the awareness of "how to proceed to make a difference" (p. 160). Efficacy ("I can do, and it makes a difference") is belief in one's ability to make a difference (p. 161). Commitment ("I must and will do") refers to behavior or willingness to act (p. 162).

In reviewing Eyler and Giles' (1999) survey, we noted several questions beginning with "we should" or "it is important to me" to measure Value, which is different from feeling responsible as shown in some other studies (Myers-Lipton, 1998; Westheimer & Kahne, 2004). For example, an individual may believe in the importance of protecting the environment but not perceive their own responsibility for protecting the environment. Therefore, in this study the dimension of Value was split into two dimensions: Value, i.e., "This activity is important and we should do it (participate or contribute);" and Responsibility, i.e., "It is my

responsibility to do it." Six dimensions of citizenship were studied for both charitable and social justice views of civic involvement.

Study of the dimensions of citizenship is important to determine whether there is differential development across and within forms of civic involvement. Do students with a social justice orientation develop more or less than students with a charity orientation for each of the six dimensions? Further, do students with each civic propensity develop each of the six dimensions to different degrees? This study contrasts with other work on civic involvement that investigated some dimensions from a charity perspective and other dimensions from a social justice perspective with no attempt to explore the relationship among dimensions for the two different forms of civic involvement (Eyler, Giles, & Braxton, 1997; Moely et al., 2002; Westheimer & Kahne, 2004). In this study, the charity form and social justice form were directly compared across each of the six dimensions of citizenship, and the relationship among the six dimensions were explored within each form of citizenship.

Methods

Participants

The Student Service-Learning Course Survey (SSLCS) was administered to students ($N = 415$) participating in 19 service-learning courses during four quarters in the 2002 academic year. Pre-course surveys were administered during the first week of a 10-week term, and post-course surveys were administered during the tenth week.

Among the 415 students, 305 (73.5%) responded to both the pre- and post-course instruments. Most of the students (82.3%) were between 20 and 25, with 6.9% younger than 20 and 10.8% older than 25. Most of the students (75.4%) were female and Caucasian (85.6%). The largest group of students were seniors (35.1%), followed by graduate students (26.9%), freshmen and sophomores (16.4%), and junior (14.8%). Comparison between students who completed both surveys and those who did not showed that the two groups of students were not significantly different in age, year in school, and ethnicity. However, the two groups were significantly different in gender (Pearson Chi-squared = 5.04, $p = 0.025$): only 64.2% of the non-completers were female, compared to 75.4% female for the completers.

Courses

Among the 19 courses taught by 16 instructors at Ohio State University, six courses were offered in the College of Education; five in the College of

Humanities; two in the College of Human Ecology; two in the College of Social and Behavioral Sciences; two, in the College of Medicine and Public Health; and two in the College of Engineering. According to the syllabi of these courses, students in these courses were involved in various kinds of service experiences related to the course subject matter. Some students tutored elementary or secondary students as part of reading, writing, or physical education classes. Some students volunteered their time in non-profit organizations to write grants, cook and deliver food for AIDS/HIV patients, or design brochures for educational programs. Students in one course designed 12 construction projects for a childcare facility and implemented two of the designs: a puppet theater and an outdoor community space. Other students completed home assessments and provided universal design recommendations for senior citizens in 21 households. In all these courses, reflection was a built-in component and students were asked to reflect on their service experience through journal writing and/or classroom discussion.

Instrument

The SSLCS was designed to assess change in students' perceptions of their academic achievement, personal development, interpersonal development, and civic involvement. Students were asked to self-report their ratings of statements on a 7-point Likert Scale. The scale ranged from 1 = Strongly Disagree to 7 = Strongly Agree, and a separate response, U/N, to indicate uncertainty or never having thought about an item.

For the purpose of this study, only the questions on students' perceptions of civic involvement are considered. These questions were developed to assess students' perceptions of community service as either charitable involvement or social justice involvement. Survey items from other studies (Eyler & Giles, 1999; Markus et al, 1993; Moely et al, 2002; Olney & Grande, 1995) were modified for use in this study to determine the presence and strength of the six dimensions of civic involvement for both forms of citizenship.

Questions designed to address the six dimensions considered essential for development of civic involvement and reflecting both views of civic involvement are included in Figure 1. Internal consistency of the subset of questions for charitable involvement and social justice involvement was assessed using Cronbach's alpha. Alpha coefficients for the two subsets of questions were 0.7945 (charity) and 0.7673 (social justice) for pre-course, and 0.8505 (charity) and 0.8254 (social justice) for post-course. According to Nunnally and Bernstein's

Figure 1
Questions on Charitable and Social Justice Involvement

Dimension	Charitable Involvement	Social Justice Involvement
Knowledge	I have a good understanding of the needs in the community where I “am going to provide” (or “provided”) services.	I have a good understanding of the social justice issues in the community where I “am going to provide” (or “provided”) services.
Skills	I know how to become involved in helping others.	I know how to organize efforts for social change.
Efficacy	I am confident that I can help individuals who are less fortunate than myself.	I am confident that I can help in promoting equal opportunities for all people.
Values	We should reach out in charitable ways to specific people in need.	We should create programs and public policies to address social issues
Responsibility	I have a responsibility to help those individuals who are less fortunate than myself.	I have a responsibility to help efforts directed at social justice changes in society.
Commitment	I will act in a charitable way to help people in need.	I will act to work for social justice changes in society.

(1994) criteria, Cronbach’s alphas greater than 0.70 indicate modest reliability and are acceptable, while alphas greater than 0.80 are considered good (Moely et al., 2002). Therefore, all the alphas for the scales in this preliminary study are acceptable and two of them are considered good.

Analysis

Repeated measure analysis was used to interrogate the data. The dependent variable is students’ view of civic involvement, and student perceptions were measured for three independent variables: course effect (pre-course and post-course), view of civic involvement (charitable view and social justice view), and dimensions of civic involvement (Knowledge, Skill, Efficacy, Value, Responsibility, and Commitment). Regression analysis was not chosen because the purpose of this study was to compare students’ views of civic involvement under different conditions rather than to predict their views using these conditions as predictors.

For each research question, a two-way design was used “to examine the joint effect of the independent variables on the dependent variable(s)” (Stevens, 1996, p. 292). The analysis not only measures the main effects of two factors but also the interaction between the two factors. The main effect of a factor is the result for one independent variable regardless of the other. A significant interaction between the two independent variables means that “the effect one independent variable has on a dependent variable is not the same for all levels of the other independent variable” (Stevens, p. 192).

For example, when course effect and view of civic involvement were used as two independent variables, the main effect of the “service-learning courses” is measured by the difference between students’

pre- and post-course ratings on civic involvement, regardless of the charitable or social justice view of civic involvement. And the main effect of the “different views of civic involvement” is measured by the difference between students’ ratings on a charitable view and a social justice view, regardless of whether it was at the pre-course or post-course times. Then a significant interaction tells us that the superiority of post-course over pre-course is moderated by the view of civic involvement. This moderating effect can take two forms: ordinal interaction and disordinal interaction.

With an ordinal interaction the degree of superiority changes, but the order of superiority is maintained. With a disordinal interaction, the order of superiority is reversed. For example, if a charitable view is rated higher than a social justice view at pre-course survey and again at post-course survey but the discrepancy becomes smaller, it is an ordinal interaction. In this case, we still can interpret main effect because the charitable view is always rated higher than the social justice view. However, if a charitable view is rated higher than a social justice view at pre-course survey but lower at post-course survey, it is a disordinal interaction. In this case, the main effect cannot be interpreted because we cannot say that the charitable view is always rated higher than the social justice view. In this study, all the significant interactions were ordinal; hence, main effects were interpreted accordingly.

Two-way repeated measures analysis was used to answer the two research questions. For the first research question, “is the charitable view the dominant conception of civic involvement within each dimension?,” course effect and view of civic involvement were the independent variables and analyses were performed for each dimension of civic

Table 1
Means for Two-way Repeated Measure ANOVA by Dimensions of Civic Involvement

Dimension and Form	N	Pre-course		Post-course	
		M	SD	M	SD
Knowledge					
Charitable	219	4.40	1.51	5.05	1.48
Social Justice		4.53	1.43	5.11	1.50
Skill					
Charitable	250	5.18	1.39	5.28	1.37
Social Justice		3.98	1.29	4.65	1.36
Efficacy					
Charitable	273	5.43	1.24	5.65	1.20
Social Justice		5.26	1.32	5.52	1.16
Value					
Charitable	262	5.42	1.23	5.67	1.18
Social Justice		5.23	1.31	5.58	1.28
Responsibility					
Charitable	251	5.10	1.46	5.44	1.50
Social Justice		4.72	1.32	5.03	1.42
Commitment					
Charitable	252	5.59	1.22	5.71	1.19
Social Justice		4.92	1.40	5.16	1.36

involvement. For the second research question, “what is the relationship among dimensions of citizenship within each view of citizenship?,” course effect and dimensions of civic involvement were the independent variables and analyses were performed separately for charitable and social justice views of civic involvement.

Results

Relationship between Charitable and Social Justice Involvement

The six two-way repeated measure analyses revealed that there were no significant interactions between effects of the course and different views of civic involvement for five of the six dimensions, but there was significant interaction between the two factors for the Skill dimension. For each dimension of both views of civic involvement, the mean pre- and post-course ratings are provided in Table 1.

For the Skill dimension, the interaction was significant at 0.001 level, with $F(1, 249) = 23.59, p < 0.001$. According to the interaction plot (see Figure 2), students’ ratings of their skills in social justice involvement changed significantly faster than their ratings of their skills in charitable involvement. However, the interaction is ordinal; thus, we can interpret the main effects. Based on the F test, both effects were statistically significant, $F(1, 249) = 29.22, p < 0.001$ for course effect, and $F(1, 249) = 167.82, p < 0.001$ for view of civic involvement. Students rated their skills for civic involvement sig-

nificantly higher at post-course than at pre-course (averaged over both views), and they rated their skills for charitable involvement significantly higher than for social justice involvement.

For the other five dimensions that do not have significant interactions, students changed at similar rates for both charitable involvement and social justice involvement. The main effects for service-learning courses were significant for all five dimensions, with post-course ratings significantly higher than pre-course ratings, Knowledge: $F(1, 217) = 37.57, p < 0.001$; Efficacy: $F(1, 272) = 12.14, p < 0.001$; Value: $F(1, 261) = 21.08, p < 0.001$; Responsibility: $F(1, 250) = 18.75, p < 0.001$; Commitment: $F(1, 251) = 7.98, p < 0.01$. The main effects for the

Figure 2
Pre- and Post-Course Means of Ratings on Skills of Charitable and Social Justice Involvement

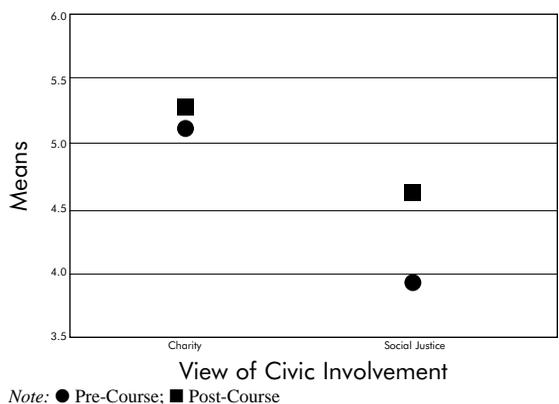


Figure 3
Pre- and Post-Course Means of Ratings on Dimensions of Charitable view of Civic Involvement

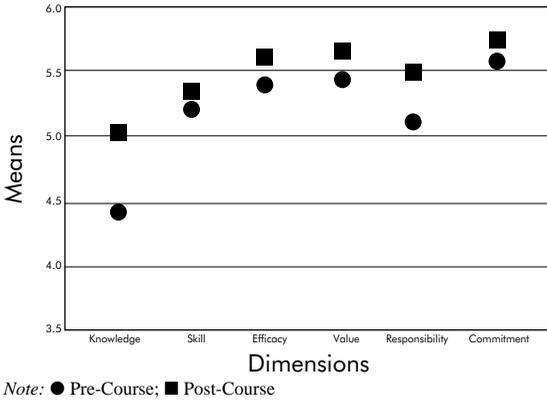
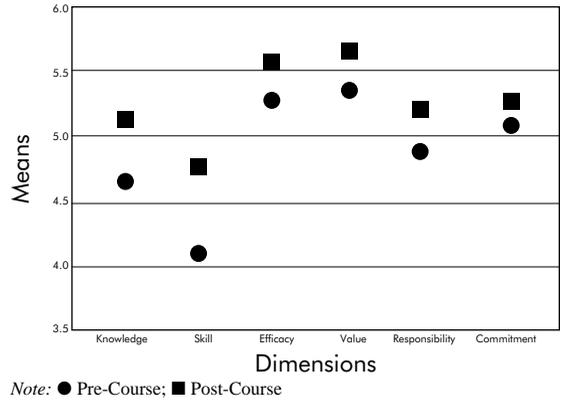


Figure 4
Pre- and Post-Course Means of Ratings on Dimensions of Social Justice View of Civic Involvement



view of civic involvement were significant for four dimensions-Efficacy: $F(1, 272) = 6.74, p < 0.010$; Value: $F(1, 261) = 5.38, p < 0.05$; Responsibility: $F(1, 250) = 41.91, p < 0.001$; and Commitment: $F(1, 251) = 102.37, p < 0.001$. Students rated these four dimensions significantly higher for charitable involvement than for social justice involvement. For the Knowledge dimension, students rated Knowledge higher for social justice involvement than for charitable involvement, but the difference was not statistically significant.

Relationship among Dimensions of Civic Involvement

First, for the charitable view of civic involvement, two-way repeated measure analyses revealed significant interaction between course effect and the dimensions ($F(5, 1140) = 3.889, p < 0.01$). However, the interaction plots showed that all the interactions were ordinal (see Figure 3). Therefore, we still can try to interpret the main effects: the effect of courses and the differences among dimensions of civic involvement.

Based on the F test, both effects were statistically significant, with $F(1, 228) = 20.30, p < 0.001$ for course effect, and $F(5, 1140) = 38.71, p < 0.001$ for

dimensions. In addition, interaction plots showed that except for the switch between Skill and Responsibility dimensions, the positions of these dimensions are the same for pre- and post-course ratings, and the order from lowest to highest is, Knowledge, (Skill/Responsibility), Efficacy, Value, and Commitment. That is, although students expressed a value for and commitment to charitable involvement and reported confidence in their ability to act, they did not feel the responsibility to act or believe they possessed adequate knowledge and skill to do so. Table 2 shows the means for each dimension of charitable involvement at pre- and post-course used for this analysis. Further analysis of students' ratings of charitable involvement showed pairwise differences. At pre-course, students rated Knowledge significantly lower than all the other five dimensions; Responsibility lower than Efficacy, Value, and Commitment; and Skill lower than Commitment. At post-course, students rated Knowledge significantly lower than all the other dimensions except Skill; and Skill lower than Efficacy, Value, and Commitment.

Analysis of the ratings on social justice involvement revealed significant interaction between course effect and the dimensions [$F(5, 910) =$

Table 2
Pre- and Post-Course Means of Ratings on Six Dimensions of Charitable view of Civic Involvement

Dimension	Pre-course		Post-course	
	M	SD	M	SD
Knowledge	4.48	1.465	5.01	1.494
Skill	5.24	1.358	5.34	1.357
Efficacy	5.39	1.282	5.64	1.197
Value	5.43	1.232	5.69	1.211
Responsibility	5.12	1.452	5.50	1.471
Commitment	5.59	1.213	5.72	1.163

Note: N = 229. 1 = Strongly Disagree; 7 = Strongly Agree

Table 3
Pre- and Post-Course Means of Ratings on Dimensions of Social Justice View of Civic Involvement

Dimension	Pre-course		Post-course	
	M	SD	M	SD
Knowledge	4.66	1.389	5.12	1.532
Skill	4.11	1.258	4.79	1.367
Efficacy	5.27	1.272	5.52	1.171
Value	5.34	1.256	5.69	1.216
Responsibility	4.89	1.294	5.19	1.419
Commitment	5.04	1.311	5.25	1.368

Note: N = 183. 1 = Strongly Disagree; 7 = Strongly Agree.

3.804, $p < 0.01$]. However, all the interactions were ordinal; hence we can interpret the main effects (see Figure 4).

Based on the F test, both effects were statistically significant, with $F(1, 182) = 36.54$, $p < 0.001$ for course effect, and $F(5, 1140) = 37.84$, $p < 0.001$ for dimensions (see Table 3). In addition, interaction plots showed that the positions of the dimensions are the same for pre- and post-course ratings, and the order from lowest to highest is Skill, Knowledge, Responsibility, Commitment, Efficacy, and Value. Further analyses of students' ratings of social justice involvement showed pairwise differences among dimensions. At pre-course, students rated Skill significantly lower than all the other dimensions; Knowledge lower than Commitment, Efficacy, and Value; and Responsibility and Commitment lower than Efficacy and Value. At post-course, Skill was rated significantly lower than all the other dimensions; and Knowledge, Responsibility, and Commitment lower than Efficacy and Value.

The common theme in students' ratings of charitable involvement and social justice involvement is that students rated Knowledge, Skills, and Responsibility lower than they rated Value, Efficacy, and Commitment. There were two major differences. First, the students had a higher rating for Knowledge than Skills for social justice involvement, but lower for charitable involvement. Second, the students had higher ratings of Commitment than Value for charitable involvement, but lower for social justice involve-

ment. The comparison is in Table 4.

Discussion

Relationship between Charitable and Social Justice Involvement

This study provides insight into students' conceptions of civic involvement as having either a charity or social justice bent. Significant differences were found between students' ratings on items reflecting a charitable perspective and items reflecting a social justice view, with students' rating higher on charitable involvement than on social justice involvement for each dimension of citizenship, with the exception of Knowledge. These results support the argument that charitable involvement and social justice involvement are two different perspectives, and the difference in ratings provide support for the belief that the dominant student view toward civic involvement is a charitable view (Eyler & Giles, 1999; Kahne & Westheimer, 2000; Langseth & Troppe, 1999; Maybach, 1996; Rhoads, 1997).

Students in this study developed toward a social justice orientation as many theorists and the authors of this study desire (Barber, 1994; Delve, Mintz, & Stewart, 1990; Kahne & Westheimer, 1999; Maybach, 1996; O'Grady, 2000; Reardon, 1996; Wade, 2000). Students also continued to develop a charitable perspective on civic involvement. A view of civic involvement as an act of charity is the view more frequently encountered in society. Students'

Table 4
Pre- and Post-Course Positions of Dimensions of Charitable and Social Justice Involvement

Dimension	Form of Civic Involvement			
	Charitable view		Social Justice View	
	Pre-course	Post-course	Pre-course	Post-course
Knowledge	1	1	2	2
Skill	3	2	1	1
Efficacy	4	4	5	5
Value	5	5	6	6
Responsibility	2	3	3	3
Commitment	6	6	4	4

Note: 1 = lowest position; 6 = highest position.

views of community service are much more likely to be associated with an exhortation to help those in need rather than a call for questioning social structures that contribute to the existence of need. Thus, increase in student awareness of social justice, particularly over a ten-week period, is a positive result. The positive change of students' view of civic involvement as social justice within the Skill dimension is noteworthy. These results are encouraging for the potential of service-learning courses in moving students from charitable involvement to social justice involvement, as found in some other work (Kahne & Westheimer, 2004; Kellogg, 1999; Kiely, 1999; Wang, 2003).

However, given the pre-course gap between the two views, closing the gap with one ten-week exposure to a social justice perspective is probably not a reasonable expectation. In fact, some researchers also have found that it is more difficult for students to develop commitment to larger social issues. For example, Rhoads (1997) reported various student achievements in terms of their personal and interpersonal development, but he found that for most students in his study, "connecting their participation in community service to larger social issues was not a primary concern" (p. 200). Therefore, service-learning courses must be very intentionally designed to develop students' social justice perspective if that is the desired outcome. This may support Westheimer and Kahne's (2004) finding that only programs designed to promote social justice had a positive impact on students' efficacy, commitment, and knowledge vis-à-vis social justice involvement.

Relationship among Dimensions of Civic Involvement

Based on this study's analyses, several conclusions can be reached about the relationship among dimensions of civic involvement. First, although students assigned higher ratings at post-course than at pre-course on each dimension of civic involvement for both a charitable and a social justice view, no pre- to post-course change in the relative position of each dimension was observed (except in the Skill and Responsibility dimensions in charitable involvement). This result suggests that the six dimensions of civic involvement are distinctive constructs that can be used to describe student's perception of civic involvement (as suggested by Eyler & Giles, 1999; Eyler, Giles, & Braxton, 1997; Moely et al., 2002).

Second, the relationship among the dimensions showed that the relative positions of the dimensions are different for charitable involvement and social justice involvement, providing another indication that individuals view charitable and social justice involvement differently. Comparison between the

more ability-oriented dimensions of Knowledge, Skill, and Efficacy, and the more belief-oriented dimensions of Value, Responsibility, and Commitment shows that, in general, students tended to rate belief-oriented dimensions higher than ability-oriented dimensions. Additional study is needed to explain this difference. One possible interpretation is that students have more confidence in their beliefs than their ability to act.

Among the ability-oriented dimensions, students rated highest on Efficacy in both charitable and social justice involvement. The lowest rating for charitable involvement was knowledge, i.e., knowing the needs of the community, and the lowest rating for social justice involvement was Skill, i.e., ability to organize efforts for social change. These results provide direction for course design. For example, if faculty wish to develop students' skills for social justice, they should invite guest speakers who bring stories of community change or organize students to observe or participate in a policy change process.

Among the belief-oriented dimensions, students assigned the lowest scores to the Responsibility dimension for both charitable and social justice involvement. These results suggest that students may believe in the importance of civic involvement (Value) and are willing to be involved (Commitment), but they do not necessarily consider these as their responsibilities to the same degree. The reason for this is not clear, but it is possible that the word "responsibility" implies intention and thus creates discomfort. In addition, students gave the highest ratings to Commitment in charitable involvement, but to Value in social justice involvement. It may be that a "commitment" to charitable involvement is much easier because social justice involvement is more complex than charitable involvement (Rhoads, 1997).

Charitable involvement and social justice involvement reflect different approaches and make different demands on level and type of involvement. Thus, the relative positions of the six dimensions are different for the two forms of civic involvement. Service-learning practitioners need to consider the weakest links in students' civic involvement when they design and implement service-learning programs and courses.

Conclusion

This study shows that the charity orientation prevails among the student in our sample. However, students also reported higher post-course ratings for social justice involvement and greater development in social justice involvement, especially in Skill development. The results support the exist-

tence of differences in charitable involvement and social justice involvement and the promise for movement toward a social justice view through service-learning courses.

This study also explored the relationship among the dimensions of civic involvement first described by Eyler and Giles (1999). The six dimensions were found to exhibit relatively stable positions, supporting the notion of distinctive constructs. However, due to the different characteristics of charitable involvement and social justice involvement, the order of these dimensions was different in the two views of involvement. These findings can be used by service-learning practitioners to design programs and courses to help students grow in specific civic dimensions. Further development and analysis are needed to explain the mechanisms behind the patterns found among the dimensions in this study. Additional detailed information about students' perception of civic involvement collected through interviews with students is another area for continued study of this topic.

Many service-learning theorists and practitioners support the view that service-learning should move students toward social justice involvement. This study increases understanding of student perception of civic involvement and the potential for student civic development, and begins to inform thinking on appropriate course efforts required to move students toward social justice civic involvement.

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