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TITLE : APPLICATION OF BANDURA'S SOCIAL COGNITIVE THEORY TO EXAMINE THE FACTORS THAT MOTIVATE UNDERGRADUATE STUDENT'S PARTICIPATION IN SERVICE-LEARNING PROGRAMS

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TABLE OF CONTENT

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ABSTRACT

Service-learning is a mutual effort between the public and students to solve the problems that they face whilst improving the community. Students are increasingly participating in service-learning programs as it holds many beneficial prospects for them. Although there was a significant spike in student's participation in service-learning programs, there was still a lack of research done on why students are motivated to participate in the programs. Additionally, very few notable studies have explored the issue using undergraduate students and have yet to explore the factors that motivate undergraduate students to participate in service-learning programs in Malaysia. Therefore, this study focused on exploring the personal and environmental factors that motivate undergraduate student's participation in service-learning programs. Albert Bandura's Social Cognitive Theory (SCT) (1986) was used to guide this study. Furthermore, twenty-five undergraduate students were selected using snowball sampling method as interviewees for the in-depth interviews. The results indicated personal factors that motivated undergraduate students were due to opportunities for self and skill development, self-satisfaction, personal achievement as well as need to obtain academic excellence, to gain knowledge and course requirement. On the other hand, environmental factors which motivated undergraduate students were peer encouragement, sense of belongingness and the strong belief in karma, cultural traditions as well as the religious upbringing of their families. The limitations of this study are due to the nature of the qualitative research whereby it mainly focused on a centralized sample which limited this research to obtain findings from a generalized population of undergraduate students. Therefore, mixed methods should be utilized to overcome this limitation. Finally, the findings of this research held great significance for undergraduate students, higher learning institutions and for future researchers.

Keywords: **service-learning, motivation, undergraduate students, social cognitive theory**

CHAPTER 1

1.1 Introduction

Service-learning is a mutual effort between the surrounding public and students to solve their problems and improve the community (Weiler, Haddock, Zimmerman, Krafchick, Henry, & Rudisill, 2013). They emphasized that service-learning's quintessential objective is to foster well-rounded graduates that are responsible and caring towards the community. Furthermore, service-learning is an approach to bridge the gap between surrounding communities and higher learning institutions by intensifying community engagement activities among students (Sandaran, 2012).

Higher learning institutions are progressively financing in service-learning programs as a technique to foster comprehensive education by having education and experience both present in the courses and activities (Weiler et al., 2013). They argued that hypothetically, these students will become more enthusiastic about the problems faced by the community as well as be more knowledgeable and well-skilled. Students in U.S. on the other hand, have shown a significant increase in the rate of participation towards service-learning programs (Jones & Hill, 2003). Although there is a significant spike in student's participation in service-learning programs, there is still lack of research on why students are motivated to participate in the programs.

Hence, in this research, we will discuss the historical background of service-learning and an introduction of this study. Then, it will be linked to motivation as well as the factors that motivate undergraduate student's participation in service-learning programs.

1.2 Statement of Problem

William (2016) defined service-learning as a fusion of scholastic and social service. He mentioned that this is primarily good for students to have experiences that help build up surrounding communities via the involvement of a sequence of service-learning programs. Service-learning itself has been related with positive impacts towards students that showcased increased enthusiasm to a program, better scholastic achievements, higher awareness of problems related to the society, civic aptitude, and leadership expertise (Deinhart et al., 2016; Herbert & Hauf, 2015).

There has been a significant rise in the participation of students from higher learning institutions towards service-learning programs (Jones & Hill, 2003). Over two million students from the United States participated and gave full commitment towards service-learning programs (Impact, 2013). A survey reported a heaping number of 83% of students from higher learning institutions participating in service-learning programs sponsored by the school and 43% participation towards service-learning programs that were provided in the syllabus (Jones & Hill, 2003).

Around 9,500 youths participated in the Youth Expedition Project (YEP) in Asia from the year 2000 to 2005 whereby the youths helped out with community based projects (Sin, 2009). Moreover, findings from a research done by Osman (2011) stated that service-learning activities do not only increase the academic knowledge of students in Malaysia, but it also motivates them to engage in activities that help the community. He stated that student's perception and motivation after participating the service-learning process itself should be explored in a multicultural context. These data raise queries on why students are participating in service-learning programs and what are the factors that are motivating them to volunteer.

Additionally, the queries on why students are participating in service-learning programs and the factors that affect their motivation to volunteer should be examined by future researchers (Dienhart et al., 2016; Astin, Vogelgesang, Ikeda, & Yee, 2000). Today, the literature review still shows that students cannot explain why they are motivated. Sandaran (2012) mentioned that most research carried out in Malaysia failed to link Social Cognitive Theory's personal and environmental factors to the student's motivation to engage in service-learning programs. Besides, Bradford (2005) reported students' motivation as the most significant obstacle that inhibits the effectiveness of service-learning programs.

Past research shows that the implementation of service-learning programs into course are still not extensively accustomed by higher learning institutions or faculties due to the lack of knowledge and support from the higher learning institutions itself (Schvaneveldt & Spencer, 2016; William, 2016). Most of the service-learning programs and activities are merely a means in order for students to be able to obtain points for extra-curricular activities (Schvaneveldt & Spencer, 2016). Thus, to increase the effectiveness of service-learning programs and the application of service-learning programs into higher learning institutions, it is extremely important to understand the factors that affect student's motivation to engage in service-learning programs (Dienhart et al., 2016).

Scott & Graham (2015) stated that more research should be done utilizing the controlled group of students that have experienced service-learning programs to explain their experiences and motivation towards the project despite the different types of service-learning programs utilized. Past researches have not fully explored student's motivation using Social Cognitive Theory in a Malaysian context that is applicable in a multicultural context (Osman, 2011). Differentiation of courses and programs from multiple higher learning institutions are needed to explore the generalizability of student's motivation and to be able to extend a more in-depth outcome of the research (Gallini & Moely, 2003).

Hence, the purpose of this study is to examine the factors that motivate undergraduate students to engage in service-learning programs. Albert Bandura's Social Cognitive Theory (SCT) (1986) that is based on motivation will be used to distinguish the factors such as personal and environmental that affects the motivation of undergraduate students.

1.3 Research Objectives

The objectives of this research are:

RO 1: To investigate the personal factors that motivates undergraduate student's participation in service-learning programs.

RO 2: To examine the environmental factors that motivates undergraduate student's participation in service-learning programs.

1.4 Research Questions

This research seeks to know:

RQ 1: How do personal factors motivate undergraduate student's participation in service-learning programs?

RQ 2: How do environmental factors motivate undergraduate student's participation in service-learning programs?

1.5 Research Significance

The findings of this research will benefit undergraduate students that are from higher learning institutions since service-learning programs play a major role in the industry. The greater demand for graduates with a history of having undergone service-learning programs is needed for an effective learning experience. Thus, higher learning institutions in Malaysia can

benefit from the results of this study as well. The findings from this research will unveil as to what factors truly motivate undergraduate student's participation in service-learning programs.

Furthermore, the findings of this research can be favorable towards higher learning institutions that are on the fence to implement service-learning programs into undergraduate courses. It will allow students and staffs from all higher learning institutions in Malaysia to know more about service-learning programs when it is incorporated into a syllabus system and how it affects student's motivation. Besides that, this research can be used by higher learning institutions that have implemented service-learning programs as a guide on whether to make service-learning compulsory to undergraduate courses.

Using the elements of Social Cognitive Theory (SCT), it will help explore how students are motivated and prove the effects of certain factors such as personal and environmental towards the motivation of students in their participation towards service-learning programs. Theoretically, this research using Social Cognitive Theory is applicable in multicultural context. Hence, this research will add a new point of view for researchers in the education field. Lastly, this study will help reveal fundamental areas that are yet to be explored by past researches in the service-learning field.

1.6 Conclusion

This research will focus on undergraduate students and how their motivation from past experiences in service-learning programs is affected by personal and environmental factors. Past researchers focused more on exploring the effects of service-learning on student's academic achievement instead of examining the factors that affect student's motivation once they have experience in service-learning programs. The Social Cognitive Theory (SCT) by Albert Bandura (1986) will be used to guide this research as it is closely related to the motivation and the factors that affect it. Past research showed a significant increase in the participation of service-learning programs among undergraduate students. Hence, they will be used as the sample for this research. Finally, the findings of this research can benefit higher learning institutions, undergraduate students as well as future researchers in this field.

CHAPTER 2

2.1 Literature Review

This chapter reviews the past research findings and theory that relevant to study our research topic. This is to understand the research problem being identified and to reveal the gap in our research. Keywords such as service-learning, service-learning as a teaching tool, motivation, undergraduate students, personal factors and environmental factors as well as the Social Cognitive Theory (1986) will be explained in the literature review.

Each keyword in the literature review has a purpose to the study and is linked together in an orderly manner. Since service-learning is the main topic in this research, it will be explained the first followed by service-learning as a teaching tool, undergraduate students, motivation, and the rest of the subtopics.

2.2 Service-Learning

In the literature, numerous definitions for "service-learning" were defined and studies focused on the significance of integrating service and learning has increased over the years (Stanton, 1991; Bringle & Hatcher, 1996; Jacoby, 1996; Sullivan, 1999). This occurred when Robert Sigmon under his seminal article "Service-learning: Three Principles" (1979) has established and formalized the definition for service-learning which is a pedagogy that was based on mutual benefit and reciprocity. It occurs when both service providers and service recipients receive mutual advantages or learn from an activity or experience.

With the surge in scholar interests in the field, the task of finding a consistent definition of service-learning is often confusing considering the range of terms associated with it (Taggart & Crisp, 2011). In another context of defining service-learning, Bringle and Hatcher (1996) indicated that service-learning is an organized service activity that yields a credit-bearing educational experience in which the students are engaged in. The service activities allow students to identify and meet the needs of the community and are able to thoroughly understand and have a broader appreciation of the course content of the activity by reflecting on the acquired experience and knowledge, which in turn enhances their sense of civic responsibility (Bringle and Hatcher, 1996).

Moreover, in another study, service-learning is defined as a means of getting students to involve with community partners. In other words, it is an integration of community partners service and academic studies with an objective to stimulate critical thinking, reflective thinking and hence, develop a sense of civic responsibility (Ali, Rahman, & Abidin, 2012). To elucidate further, these engagements with community partners are organized by service-learning practitioners with the (intention to kindle a compelling transformation among students by establishing a foundation between programmatic decisions and pedagogical practices (Fullerton, Reitenauer, & Kerrigan, 2015). It transforms the students to become analytical and critical citizens as they are equipped with the relevant skills to handle issues arising from social change within the community (Lee, Gan, & Tan, 2015).

Furthermore, in some studies, the term service-learning has sometimes been referred to other forms of experiential learning such as volunteer work, community service and internships (Giles & Eyler, 1994). Bringle and Hatcher (1996) argued that unlike volunteer works, service-learning is an experience that yields the best outcomes when service activities are conducted based on the course content and reflecting on these experiences via group discussions, presentations and directed writings. Also, unlike internships, a course content or activity that incorporates service-learning does not necessarily focus on professional skills in the context of higher education.

As defined by the Ministry of Education Malaysia (2015), service-learning is a form of experiential learning which involves a series of activities and reflective thinking among students on their course content to address real community needs. Moreover, there are instances whereby service-learning can be named differently, even within an institution. Hollander and Burack (2009) have illustrated the irregularity of nomenclature by citing that the service programs in Burack's university are known as "community engaged learning" in one department and "service-learning" in another.

As fascinating as it is, there is also a difference in how service-learning should be spelled with a hyphen or without. Though it may seem over-scrupulous, there are some arguments that indicate that the hyphen has a significant purpose. Eyler and Giles (1999) in their study has linked the hyphen with the reflection that takes place within the learning process. Besides that, there are also studies that signify the hyphen is a balance between service provision and consequential learning (Chambers & Lavery, 2012).

The term 'service-learning' is not only ambiguous in terms of how it is defined but also in the numerous ways of how the field is conceptualized (McElhaney, 1998). As a matter of fact, there is a disagreement among proponents on the conception of service-learning, whether

it should be understood as a philosophy, an educational reform, a curricular tool, a model, or an enrichment activity (Billig, 2000, 2002; McElhaney, 1998). However, Osman (2001) has summarized the definition of 'service-learning' into three different perspectives based on his analysis of a collection of literature on the application of service-learning in higher education.

The three perspectives are namely, basic understanding, a medium of teaching and the general and specific purpose of implementing service-learning. Basic understanding perceives service-learning as a teaching, learning and reflective method that demands integration between a solid foundation of basic knowledge and the existing skills acquired from active participation within the community. Furthermore, teaching medium is the process of incorporating service-learning into educational course contents and transforming them into community development pedagogy.

In conclusion, the service-learning process of a student is neither measured by how much service they have contributed to the community nor how well they have done it (Cone & Harris, 1996). The ultimate objective is to witness an enhanced ability in students to actively participate in critical discourse at an abstract conceptual level (Boro, 2013).

2.3 Service-Learning as a Teaching Approach

With the definition of service-learning previously discussed, it is perceived that service-learning can offer students an experience whereby they can utilize the course content and reflect on that experience (Eyler, Giles, Stenson, & Gray, 2001). It is a hands-on educational approach that integrates the theories and contents learned in classrooms with the relevant community service (Karampiperis & Sampson, 2005). Hence, service-learning is increasingly seen as a popular approach or pedagogical strategy among colleges and universities as it induces positive effects on the educational activity and development among its students (Webb, 2017).

Bordelon and Phillips (2006) examined students' perception of service-learning and their responses were positive in their study. It enables students to interpret and express their classroom learning experience in a creative and productive manner (Guo, Yao, Wang, Yan, & Zong, 2016) instead of passively absorbing information from the traditional course content which is too often an occurrence among students in higher education (Meyers, 2009). It is stated in a study that traditional course content comprising of lectures and other classroom-based activities were unsuccessful in imparting an in-depth conceptual understanding of the course content among students (Bowen, 2010). On the other hand, a study has shown that the

incorporation of service-learning as an approach in course content has increased students participation and retention in the learning process (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Having said that, while enriching classroom practices, service-learning generates a favourable impact on academic outcomes affiliated with course content and career development among students (Pelco, Ball, & Lockeman, 2014). Such outcome has been documented in a study where students "demonstrated the complexity of understanding, problem analysis, critical thinking and cognitive development" from engaging in service-learning (Eyler, Giles, Stenson, & Gray, 2001).

An example of a service-learning course would be forming a partnership with community partners (Walpole & Crockett, 2018). By doing so, students can directly relate the course content with the community service in which they perform. Furthermore, they are able to witness a variety of careers in their respective field of study which in turn expose them to greater career opportunities (Brubaker & Ostroff, 2000).

Also, these partnerships often allow students to broaden their interpersonal and communication skills as they often work together as a team in delivering a certain community service (Tucker, McCarthy, Hoxmeier, & Lenk, 1998). Moreover, it is stated that these service-learning programs often enable a collaborative arrangement whereby both community members and students develop strong partnership ties and benefit from the interaction. These interactions also allow students to demonstrate their knowledge, confidence and professional communication skills (Bowen, 2010).

Lastly, unless academic institutions realize the significance of building sustainable partnerships that induce service-learning, students may be offered very little autonomy, limited chances of voicing out their opinions on how to improve processes and ultimately, may even miss out on career opportunities (Flinders, 2013).

2.4 Participation of Undergraduate Students in Service-Learning Programs

Service-learning is implemented in higher education fields which involved undergraduate students of varying degrees (Stanlick & Hammond, 2016). Stanlick and Hammond (2016) suggested there are more research need to be done with undergraduates to examine service-learning outcomes since undergraduate students are widely involved in service-learning. Stanlick and Hammond (2016) conducted a survey and interview to study undergraduates' personal factor and motivation to engage in service-learning trips. The findings revealed that reflection could affect undergraduates' personal factor and motivation to

engage in service-learning trips. However, they suggest that future researchers need to develop a method to explore what type of undergraduate' reflection that could affect their participation in service-learning and conduct the future research with a larger sample size of undergraduates when study service-learning (Stanlick & Hammond, 2016).

Besides, Warren (2012) targeted undergraduates that participated in service-learning programs to access students learning outcomes. Warren (2012) choose to targeted undergraduates in his research because service-learning is increasingly applied in the higher education of United States as an experiential learning method. The result of his meta-analysis revealed that service-learning bring positive impacts on student learning. However, Warren (2012) suggested that more future research needs to be done based on the relevant theory to explain how service-learning bring impacts on learning outcomes (Warren, 2012).

There is a significant improvement of high education enrolment rate in Malaysia which is 70% as compared to last decade (Ministry of Education Malaysia, 2015). In 2012, there are 1.2 million students which represented 48% of higher education enrolment rate in private and public higher learning institutions in Malaysia (Ministry of Education Malaysia, 2015). However, the employers recognized there are inadequacy of knowledge, communication techniques and attitudes found on the graduates (Ministry of Education Malaysia, 2015).

Up to the present, service-learning programs are widely applied in Malaysia's higher learning institution to reduce the uncertainties of graduates' future and seek broader opportunities. (Musa et al., 2017). However, as affirmed by Said, Ahmad, Hassan, and Awang (2015), service-learning is being criticized as time and cost consuming teaching approach. These obstacles need to be taken into consideration when there are more service-learning programs designed and applied in the education aspect of Malaysia.

Since there are increasing in numbers of local undergraduate students that engaged in service-learning programs, researches that targeted Malaysia's undergraduate students has been done to explore relevant model to implement service-learning programs effectively and service-learning outcomes. Researchers from Universiti Teknologi Malaysia (UTM) conducted an interview with targeted undergraduates and academic management to test the effectiveness of their proposed service-learning model (Ali, Rahman & Abidin, 2012). The results show that their proposed service-learning model is effective when integrating service-learning with the existing syllabus.

Salam, Iskandar and Ibrahim (2017) from Universiti Malaysia Sarawak (UNIMAS) address the need to study service-learning outcomes from undergraduate students' perspective. The outcome of this study contributes to an in-depth understanding of service-learning 'impacts on academic achievement and skill development based on the undergraduate students' perspective. The researchers mentioned that undergraduate students' perspective on service-learning impacts could lead the higher education policymakers to incorporate service-learning within its syllabus effectively (Salam, Iskandar & Ibrahim, 2017).

2.5 Motivation to participate in Service-Learning Programs

According to Deci and Ryan (2002), motivation is defined as underlying factor to perform certain behavior. In the education context, motivation causes students to involve in the variety of school activities (Ryan & Deci, 2000). Research on Malaysia's students towards learning is crucial for academic planners or policy makers to design the course effectively (Soong et al., 2017).

Muturi, An, and Mwangi (2013) conducted a survey among public relations student to access their attitudes, expectations, and motivations to engage in the service-learning project. The result from this study revealed that the attitudes and the expectation towards the service-learning project are affected by motivation. The student with higher motivation will have a high expectation from their engagement in the service-learning project. For example, they expect that the service-learning would help them to apply the knowledge into the real-setting world, developed communication skills, enhanced personal development and build up civic engagement.

Darby, Longmire-Avital, Chenault, and Hadlund (2013) used the questionnaire to find out the motivation factors and demotivation factors of students to participate in service-learning programs. The service-learning participants are most motivated when they enjoyed the process of helping people in needs, developing a relationship with stakeholders and forming civic responsibility. Their motivation level decreased when there is a communication problem with the stakeholders, time and cost consuming issue and the service-learning experience is not related to the course. Lastly, they found out that male students have the highest level of motivation at the mid-semester, while the level of motivation of female students is declining from the start of the semester.

Sandaran (2012) from Universiti Teknologi Malaysia (UTM) discussed the implementation of service-learning programs in higher education of Malaysia in her research. The undergraduate students are motivated to participate in service-learning programs when service-learning programs are being perceived as meaningful projects (Sandaran, 2012). Meaningful experiences that gained through the participation of undergraduate students in service-learning programs kept them motivated to serve the community as they also feel a great sense of responsibility towards the community in the process (Sandaran, 2012). In other words, the undergraduates would stay committed to the service-learning programs when they are given responsibilities or certain roles during the process of serving the communities.

Salam, Iskandar and Ibrahim (2017) from Universiti Malaysia Sarawak (UNIMAS) conducted a survey to study the service-learning outcomes on undergraduate students. Some undergraduates are motivated to participate in the service-learning program because they are interested in volunteering activities (Salam, Iskandar & Ibrahim, 2017). The researcher mentioned that the given opportunity to serve the community is one of the factors which affected the undergraduate students to participate in service-learning programs such as community services.

2.6 Social Cognitive Theory (SCT)

2.6.1 Conceptual Framework

Social Cognitive Theory (SCT) was brought into mass communication field in 2001 in Albert Bandura journal. The journal argues that SCT can be used to interpret how human action, effect and thought been influenced and affected by typical communication. SCT reveals how the new behavior of an individual can spread from society by psychological factor control object and behavior adoption (Bandura, 2001). SCT model is one theory that give critical perspectives to examining the reason why individuals adopt certain attitudes (e.g., voluntary). (Salam, Iskandar & Ibrahim, 2017). According Salam, Iskandar & Ibrahim (2017) this study conduct is to examine student's perspective towards service-learning support for academic skills and learning development.

Behavior

Personal Factor

Environmental Factor
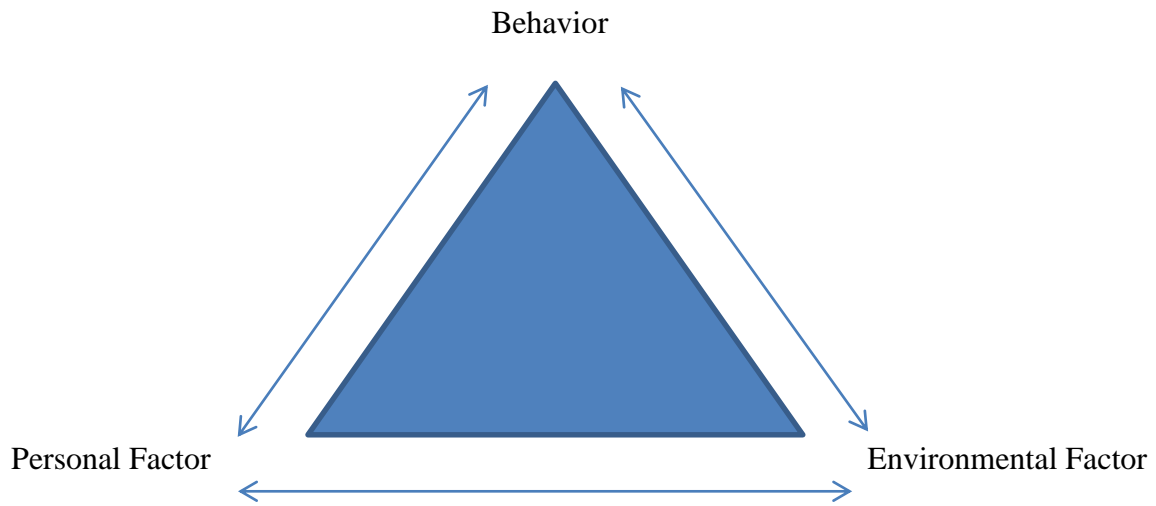
Figure 1: Albert Bandura's Social Cognitive Theory

SCT is a theory that gives perspectives on examining the reason why individuals adopt some attitudes (Zani, Mazida, Hashim, & Ahmad, 2014) and give a framework for the researchers to understand how individual's perceptions was formed and how environment shaped them (Vinney, 2018). SCT was developed based on the concept of learning that was affected by three elements, which are personal, behavior and environmental (Bandura, 1991) that are utilized to explain an individual's behavior (Zani, Mazida, Hashim, & Ahmad, 2014). SCT describes the way an individual learn from their experiences (Saul McLeod, 2016).

SCT emphasizes on the influences of social, internal and external social reinforcement. Individual maintains behavior while still considers the social environment when other people perform certain behavior. It also emphasizes on an individual's past experiences because those experiences would influence their behavior (LaMorte, 2018). Besides, it also focus on the continuous connection between behavior, personal factors and environmental factors. Rahayu, Fatchan, Sudiro, & Harinie (2017) mentioned that behavior is affected by an individual's activities due to the environmental changes.

An individual's experience will help to gain knowledge when it is connected between behavior, environment and individual influences, thus affecting their behavior. Main emphasis was placed on learning through observations (Rahayu et al., 2017). Slavin (2008) (as cited in Rahayu, et al., 2017) argued that the principle of SCT showed observational learning had effects on the thought patterns and behavior within an individual.

Behavior

↑

Motivation

Undergraduate
Students

Personal factor   Environmental factor
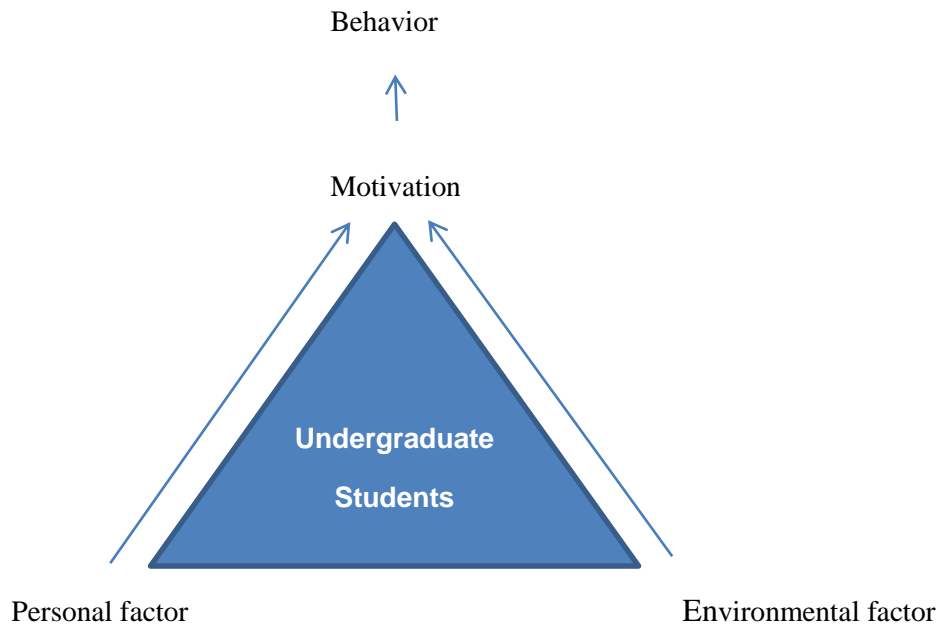
Figure 2: Conceptualized framework of Social Cognitive Theory (SCT) based on our
current research

Based on Figure 2, we conceptualized the original theoretical framework of Albert
Bandura's Social Cognitive Theory in order to fit in our study. We included motivation as part
of the framework to study how personal factors and environmental factors motivate
undergraduate student's participation in service-learning programs. The undergraduate student
is included in the framework which is more relevant to our current study. In past researches,
the samples studied were general and this study aimed to fill in the gap. The triadic reciprocal
causation is not applicable in this framework as motivation is triggered by the two factors
mentioned.   In out framework, both personal and environment factor will generate the
motivation of undergraduate student. Thus, it will affect the decisions of an individual to
perform certain behavior.

2.6.2 Past Research Findings

Social Cognitive Theory is used by Arrington (2010) in his study to examine the effect
of participating in service-learning experiences on the development of self-efficacy for self-
regulated learning of third graders in an Urban Elementary School. This theory provides a
relevant theoretical framework to construct self-efficacy. The result of his qualitative and
quantitative study revealed that service-learning participants will have a higher level of self-

efficacy compared to non-service-learning participants (Arrington, 2010). Motivation is affected by self-efficacy, as affirmed by Arrington (2010). A person with high self-efficacy is more motivated to accomplish a task; a person with low self-efficacy will be less motivated to perform the project given.

Meaney, Griffin, and Bohler (2009) conducted a case study to study the impact of service-learning participation on pre-service educators' knowledge base for teaching. Social cognitive theory claimed that human learning process happens from the dynamic relationship between behaviors, individual's personal factor and environment (Meaney, Griffin, & Bohler, 2009). Social cognitive theory is relevant to access service-learning experiences in this study. The findings revealed that pre-service educators that participated in service-learning programs enriched their teaching experience and knowledge for young children (Meaney, Griffin, & Bohler, 2009).

According to Salam, Iskandar and Ibrahim (2017), there are experts that claimed social cognitive theory provides a relevant theoretical framework for service learning. Researchers from Universiti Malaysia Sarawak (UNIMAS) had conducted a questionnaire survey to study the student's perspectives on service-learning support for academic learning and skill development (Salam, Iskandar, & Ibrahim, 2017). The findings from the research show that service-learning promote civic engagement and positive effects on the academic and social development of the students (Salam, Iskandar, & Ibrahim, 2017). However, Salam, Iskandar, and Ibrahim (2017) suggested further research based on relevant theory need to be done with the multi-ethnic group of undergraduates to generate a cross-cultural comparison. They also suggested using the longitudinal study in the future since their study outcomes are limited due to the time constraints.

2.6.3 Behavior

According to Bandura (1986), the social cognitive theory is a causal model that consists of a triadic reciprocal causation. It comprises an individual's behavior, personal factors and environmental factors, all functioning as interacting determinants of one another (Bandura, 1991). Human behavior is modulated by the anticipation of incorporating perceived goals while the setting of personal goals is affected by one's self-evaluation of their own abilities (Bandura, 1989). It is also regulated by an individual's judgment on the likely outcomes that would occur

resulting from a particular behavior. Hence, individuals have the tendency to behave in a way that would lead to positive outcomes and avoid behaviors that would bring out negative consequences (Young, Plotnikoff, Collins, Morgan, & Callister, 2014).

The environmental factor and personal factors will affect an individual's behavior (Rana & Dwivedi, 2015). A study states that in order to attain a specific goal, solid self-moderating skills such as self-discipline, setting goals and self-reward which could be found by participating in service-learning programs that would train the individuals to behave in a particular way that would help attain the set goals of the program (Young, Plotnikoff, Collins, Morgan, & Callister, 2014)

2.6.4 Personal Factor

Human behavior is commonly defined in terms of unidirectional causation as it is formed and manipulated by environmental influence or affected by internal dispositions. It is stated that cognitive, affective and biological events are elements that form the basis of internal personal factors. Affected by one another bidirectionally, both human behavioral patterns and environmental factors often function as interacting determinants of a person's internal characteristics as well (Bandura, 1999). Frequently, a person's motivation, self-efficacy, self-esteem, knowledge, and instincts are affected by personal factors (Meaney, Griffin, & Bohler, 2009).

Cognitive event will help an individual to make a judgement about self-capabilities and foresee the consequences of certain actions as well as events (Bandura, 1989). The judgements will help them control and normalize their actions. Therefore, the information derived from the experiences of an individual will help people expand their knowledge. On the other hand, a biological event occurs when the information from the brain circuits is involved in the learning system whereby it is turned into useful knowledge. The mind is used to process and convert various learning experiences and allow the person to adapt various conditions whether bring conceptually, innovatively or challenging. According to Bandura (1989), a person's behavior is influenced by their thoughts and beliefs which is an affective event. Their ways of thinking and emotional reactions are partially affected by the intrinsic and extrinsic outcomes of their actions.

A student's motivation and commitment to participating in academic service-learning programs are often attributed to egoistic motivation, altruistic and social obligation factors

(Muturi, An, & Mwangi, 2013). As mentioned previously, students are able to translate course contents and theories into practice via service-learning programs and in turn allowing them to better understand the underlying issues within their communities as well as enhancing personal development (Eyler & Giles, 1999). Although such benefits of participation would seem to display egoistic intentions as it ameliorates their own personal situation, but in some instances, students are simultaneously motivated to participate because they want to improve the welfare of another person (Ryan, Kaplan, & Grese, 2001; Penner, Dovidio, Piliavin, & Schroeder, 2005).

According to Maslow's (1954) hierarchy of human needs, egoism is emphasized whereby people are motivated by unfulfilled needs such as physiological, safety, love and belonging, self-esteem and finally self-actualization. Having said that, civic engagement via service-learning programs is not just a platform for fulfilling egoistic motivations but it also enables students to experience the satisfaction of a selfless cause by helping to improve the welfare of the community, which in turn fulfills their self-actualization needs and this is related to true altruism (Lee, 2017). In the context of Malaysia, religion, as a form of self-actualization need, shapes a fundamental part of its peoples' identity, culture and traditions. Having said that, service-learning in Malaysia requires the incorporation of students from various background and different set of values and hence, it is mandatory to consider their religious values and beliefs during the structuring of a service-learning program (Tangen, Mercer, Sponner-Lane, & Hepple, 2011).

To elucidate, Chesbrough (2009) indicated in his research that one of the factors that induce students to participate in service-learning programs was because they wanted to contribute to a greater cause. Having a sense of pride and achievement, establishing a crucial relationship with community members and the desire to have an influence on others are among the other factors that motivate students to participate in community programs embedded with service-learning (Muturi, An, & Mwangi, 2013).

2.6.5 Environmental Factor

As mentioned above, personal factors and environmental factors function as interacting determinants that affect one another bidirectionally. In other words, a judgemental function is created whereby environmental circumstances are used to evaluate the course of actions and responses of an individual (Bandura, 1991). Environmental attributes, in the case of physical activities, may emerge as a predominant determinant if it exerts strong constraints on human

behavior (Humpel, Owen, & Leslie, 2002). Bandura (1999) states that environment consists of the imposed environment, the selected environment and the constructed environment. Regardless of whether people like it or not, the imposed environment is impelled upon them. Although having minimal dominance over the imposed environment, people may still find methods to respond to it and construe it.

According to Meaney (2012), examples of imposed environment would be environments that induce daily interactions among individuals such as school, workplace and family. Based on a study conducted, the imposed environment of a service-learning program prompts the participants to understand, reflect and apply the educational course contents to respond and to serve the needs of their targeted community group. The study also exhibits a wide range of emotional responses among participants of the service-learning program within an imposed environment (Meaney, Griffin, & Bohler, 2009).

The selected environment is derived from the responses of the participants themselves against the above-mentioned imposed environment. Such an environment whose positive and negative aspects can only exist when it is selectively activated by a proper set of decisions (Bandura, 1999). Next, it is also composed of the selection of associates, activities and social environment. In other words, the selected environment is constructed and perceived by the participants themselves by considering what they need from the environment and in turn result in new knowledge acquired and behavior (Meaney, 2012).

As such, the social-environmental factor is formed from the constructed environment as it encourages, enables and discourages engagement in a particular behavior. (Audrey, Rankin et al., 2017). The social-environmental factor comprises of observational learning, normative beliefs, social supports and barriers and opportunities (Glanz, Rimer, & Viswanath, 2015).

Observational learning is the ability of an individual to acquire knowledge by observing the behavior of another person and the outcomes of that behavior (Glanz, Rimer, & Viswanath, 2015). This process gives rise to a sense of self-efficacy which modulates the frequency of cognitive processes that improve or hinder the development of behavior (Bandura, 1997). In addition, there is a tendency among individuals to choose tasks and activities in areas which they are competent at and stay away from areas in which they have disadvantage. As such, people tend to observe and imitate behaviors that would be rewarded and neglect behaviors that would be punished (Baranowski, Perry, & Parcel, 2002).

Normative beliefs are social norms that affect an individual's behavior via two kinds of outcomes, namely social consequences and self-evaluative consequences. Individuals tend to behave in a way that satisfies the norms of the majority in order to be rewarded whereas they avoid behaving in a way that violates the existing social norms as it would bring about social consequences upon them. Hence, individuals would regulate their own behavior by adopting what is considered normative and common within society and in turn gain self-satisfaction (Borsari & Carey, 2003). However, in the context of Malaysia, a country whose official religion is Islam and whose society is integrated by rich cultural diversity and various religious beliefs may affect the society's perceptions about certain issues and may create a confusion of what should be considered normative and common behavior within the society. Moreover, there has been limited research exploring the potential impacts of cultural and religious diversity have on service-based pedagogy (Singh, Mamat, Rajikan, Nordin, Umat, & Rahman, 2017).

For example, the Faculty of Computer Science and Information Technology of University Malaysia Sarawak has conducted a service-learning program designed to ameliorate the quality of life of rural communities residing in Kuching and Kota Samarahan by utilizing and simultaneously sharpen its students' skills and knowledge in Information and Communication Technologies (ICT). During the delivery of the service-learning program by the faculty, students realized various challenges faced along the way. Communication and interpretation of words became an impediment to the process of delivering their service-learning projects as village communities feel more comfortable speaking in their own dialects (Ramli, Mat, Saee, Musa, Ibrahim, & Khiri, 2017).

Besides that, there was a certain degree of fear amongst students as they felt alienated by some of the cultural practices, normative beliefs and taboos of some of these village communities in which they were delivering their service-learning projects. Although such experiences allow students to be exposed to the various cultures in Sarawak, but they were uncertain if any of their behavior would trespass against the village communities' taboos or cultural practices and were concerned if the communities would welcome their intentions (Ramli et al., 2017).

The process in which interpersonal relationship nurture and preserve an individual's welfare is referred to as social support. It is defined as a motivation from others through persuasion and verbal feedbacks (Rankin et al., 2017). It is particularly crucial during which an individual is faced with difficulties in life (Wills, Ainette, Baum, Revenson, & Singer,

2012). Psychological support, esteem support, information support and instrumental support are the four main categories of social support and from these supports, a new behavior would transpire in an individual (Glanz, Rimer, & Viswanath, 2015). When faced with environmental barriers, an individual would behave in a particular way to avoid any negative consequences and desire to receive rewards for their behavior when they are presented with the opportunity.

In conclusion, individuals construct their own social environments and institution systems through their behaviors (Meaney, 2012). Moreover, these environments influence the very essence of the reciprocal interplay between personal, behavioral and environmental factors (Bandura, 1999).

2.7 Conclusion

From the review mentioned above, it reveals that most researchers use quantitative research method to study the motivation of students to participate in the service-learning programs. Thus, the qualitative approach is essential to identify the gap for our study. The findings in this chapter also strengthen our research problem stated and provide understanding on past researchers that use the social cognitive theory to study student's motivation to engage in service-learning programs.

CHAPTER 3

3.1 Research Method

In this chapter, we will explain qualitative research approach used to conduct and analyze our study along with the explanation of conceptual framework, case study, sampling method, unit of analysis, sampling procedures, data analysis procedures, rigor and ethical considerations as well as pilot study.

A qualitative research approach is suitable for our current study as we need to analyze the participants' experiences and knowledge during their engagement in service-learning programs in order to examine our research objectives and questions. Several studies (Flick, 2007; Creswell & Poth, 2018) stated that qualitative researchers are more attentive to access the participants' experiences or interactions and collection of data in a natural setting that is sensitive to the participants under study. Then, it will lead to data analysis that establishes

patterns and themes and a complex interpretation and explanation of the problem for the final report will be complete (Creswell & Poth, 2018).

According to Flick (2007), a qualitative research always uses case studies to comprehend the issue under their study. He also mentioned that a case often is a significant context to understand what is studied. Thus, a case study that has relevant context and issue is used to understand what is studied in our study. Besides, the interview conducted in our study to collect and analyze important data by using thematic analysis process. Based on Flick (2007), qualitative research plays a major role in the process of transcribing and writing, where we need to analyze our interview transcripts, then categorize them into patterns and themes as well as interpret the categories into the findings of the research as a whole.

3.2 Qualitative Research Method

Based on Denzin & Lincoln (2000), qualitative research is also an interpretive research approach which studies things in a natural setting or explains the phenomenon in terms of meaning given by the people. According to Shank (2002), it is a form of organized observed questioning to gain meaning. In addition, we conduct qualitative research because there is an issue needed to be explored and a theory is needed to explain gaps in comprehensions (Creswell & Poth, 2018).

Hence, we are able to gain more in-depth understanding of the issue by making direct communication with participants, listening to their stories and experiences based on the issue, identifying variables that are not easily determined as well as to gain understanding towards the contexts in explaining the issue by the participants (Creswell & Poth, 2018). Last but not least, qualitative research method is chosen for this study because it can be used to collect various data through interviewing our participants instead of using single data source such as questionnaires or instruments used by other researchers.

3.2.1 Case Study

Based on Creswell & Poth (2018), a case study is defined as a qualitative approach where researcher examines a case or multiple cases at a time, through thorough in-depth data collection involving various sources such as interviews and observations. A case study's purpose is to comprehend one issue or problem in great understanding of certain individuals, a small group of subjects or incident studied in-depth for a distinct time (Leedy & Ormrod, 2005).

Based on Stake (1995), a case study is described as having a research question and a need for understanding that may provide us with an insight of the questions by studying that particular case. Our study is framed as a single instrumental case study of a single institution focusing on exploring undergraduate students' motivation in taking service-learning programs.

In addition, using a case study provides us an opportunity to gain insight and understanding on a specific case topic within its context and enables us to gather data from a variety of sources (Yin, 2003). Based on Yin (2003), a case study approach should be considered when we are to answer 'how' and 'why' questions, the behavior of those respondents could not be manipulated, contextual conditions are relevant to the issue under study as well as when the boundaries between the issue studied and context are not clear.

According to (Yin, 2014; Wolcott, 2008a as cited in Creswell & Poth, 2018), we should not use more than four or five case studies in a single study and also any case over one is not recommended as it dilutes the level of detailed information. It enables us to justify our choice of using single case study because we will focus on a specific issue exploring the motivations of undergraduate students as well as to determine the factors that motivate them to participate in service-learning programs.

3.2.2 In-depth Interview

In this study, an in-depth interview is used as a research tool to undergo data collection. It is most appropriate to use open-ended questions that stimulate depth of information, where we are able to interview participants with their experiences in service-learning programs (Boyce & Neale, 2006). Hence, it enables our participants to freely explain the questions we asked with their own words while it allows us to deeply examine our research objectives (Boyce & Neale, 2006). According to Boyce & Neale (2006), an in-depth interview is a five steps process where we start first from planning, developing instruments, collecting data, analyzing data and disseminate findings. In the Plan process, we need to identify the type of participants involved in our research and identify what information is needed from them.

Next, the Develop Instruments process, we will develop the same interview questions for every participant when we are implementing the interviews to ensure consistency and reliability of the research outcomes. The questions will be open-ended and related to the topic rather than closed-ended. Then, we will go through the Data Collection process where we will summarize the key data immediately after the interview and verify information given in interviews.

Furthermore, we will go through the Data Analysis process in order to review and transcribe all interview data by interpreting and generating patterns and suitable themes for our research findings. Lastly, we will disseminate findings and conclude our research outcomes from the data analysis process (Boyce & Neale, 2006). View Appendix B for the interview guide.

3.3 Data Analysis Procedures

3.3.1 Thematic Analysis

Thematic analysis will be used as a method to analyze and examine data in interview transcripts during the interview. The data in the interview transcripts will be analyzed for themes and patterns (Jeanne, Kellehear, & Gliksman, 1997). For a simple understanding, every participant will be voice-recorded for interview transcripts and the recorded data is then transcribed into written data and generate patterns and themes for finalized findings.

After the transcription, everything will be detailed properly to ensure no errors, in order to make accurate data. Then, the coding process is involved to identify an important moment and encoding it prior to a process of understanding to generate theme and through the addition of codes to form more complex analytic categories (Boyatzis, 1998).

3.3.2 Coding

In our study, coding is used as a process to interpret themes and concepts from data generated from interview transcripts (Given, 2008). The coding process includes identify, arrange and systematize the themes and categories uncovered in the data. Coding involves interpreting events, phrases and behaviors by labeling and further categorizing them into patterns of themes to generate meaning and communicate information drawn from the data (Given, 2008).

Based on (Green et al., 2007) research, the process of coding is a process where we apply the transcripts with descriptive labels, codes which are specific to their own themes. Coding is more than just simply label a transcript because it also requires the understanding of the context in which the interview data are collected. Besides, there are multiple ways we can use in the coding process such as making notes in the margins of the transcript, highlighting

the codes with colors markers and also using a software to keep track of the codes (Green et al., 2007).

According to Charmaz (1996), she stated that coding is a method used to define the data collected in the study and also enable us to create the codes as we study the data from our interview. She also mentioned that to initiate a coding, all the data in the interview transcript will be examined and defined into initial codes and then group them into suitable categories and themes. Besides, focused coding will be used to generate themes and categories as we are using codes in initial coding that are appearing commonly in every participant's interview transcripts to analyze through all the data we collected through the interviews. Then, the data comparison between each participant will help in developing focused codes and these codes will be further compared with data for improvement (Charmaz, 1996). Hence, the interview transcripts will be coded using software called QDA Miner Lite.

QDA Miner Lite is able to help to analyze the data collected and help researchers to study in subjective information investigation. (Vaughn, Bergman, & Fass-Holmes, 2015; Rathod, Chavan & Kanakia, 2016). It is proved by a study which examined the impact of experiential learning on motivation of political science student that the software is effective in qualitative text analysis (Adams, 2018). The advantage of the software is noticeable which it could allow researchers to manage results from the data collected more conveniently (Puks, 2016). A study stated that QDA Miner, is a software of more comprehensible and appropriate to be used in content analysis (Weller, Bruns, Burgess, Mahrt, & Puschmann).

3.4 Sampling Procedures

Sampling is the main fundamental of the qualitative method in collecting the findings of research. Leedy & Ormrod (2005) defines sampling as the method of choosing a percentage of the population which will represent the whole population in a study. Purposive sampling can be referred to as non-probability sampling, purposeful sampling or qualitative sampling as a method to choose a sample of a subject from the population (Teddlie & Yu, 2007).

Snowball sampling method is used in our study because our unit of analysis is difficult to reach and the targeted population of our study, the undergraduate students are broader and more diversified, which are not easily accessible through other sampling methods due to the nature of our study (Shaghaghi, Bhopal, & Sheikh, 2011). Consequently, the sample is not randomly picked to avoid selection bias as it plays a role to isolate those sample subjects who

are not connected or related to our nature of study by emphasizing on inter-relationships, whereby this method reliance is based on referrals on initially known subjects to introduce new additional subjects.

Accordingly, these participants will be asked with their consent to participate in the study and then they will be asked to introduce future participants who fulfill the nature of this study. Thus, a chain of future participants recruited among acquaintance from primary contacts enable sturdy facilitation of the study. This sampling usually continues until data saturation (Shaghaghi, Bhopal, & Sheikh, 2011).

3.5 Unit of Analysis

In the study, our respondents will be undergraduate students who have experiences and taken service-learning programs to serve the community in their university. This research will focus on examining the personal and environmental factors that motivate them in joining service-learning programs from their past experiences.

According to Muturi (2013), there is still a lack of research on exploring the undergraduate students' motivation and expectations in predetermined programs that require them to engage service-learning. In addition, this study aims to explore the students' motivations to engage in service-learning programs using social cognitive theory within qualitative perspectives. Then, we will use snowball sampling to gather future participants by allowing the primary participant to introduce other friends that had been engaging in service-learning programs.

The in-depth interview will be used to interview undergraduate students that had participated in the service-learning programs in order to gather research findings and data to examine and meet our research questions and objectives. Open-ended questions will be given to the participants. Then, we will go through a snowball sampling method to gather future participants that had been engaging in service-learning programs until we reach data saturation. After that, feedbacks and data of the study participants will be collected and go through data analysis process to analyze the data and examine all qualitative data gathered for patterns and themes adhere to research topic to generate outcome findings (Boyce & Neale, 2006).

3.6 Ethical Consideration

Confidentiality is assured in this study by using an informed consent form. The interviewee's rights are protected by obtaining their written consent, asking permission to

include them in the study, informing them of the study purpose and methods for conducting the study. During the interview, any individual's identifications from recordings will not be exposed to assure the anonymity of the interviewee by confidentiality. No reference will be made in any written reports that could reveal the interview's personal information.

Explanation will be given to ensure the interviewee has the right to participate or withdraw from the study and the participation in the study is voluntary. No poses of any risk or harms on the interviewee are assured during the interview and withdrawal from the study before and during the interview conducted would not affect them in any factors. Moreover, benefits gained from the study may arise from the knowledge and experiences the interviewee talk about during the interview. The findings at the end of this study will help to gain insight into why the participants are motivated to participate in service-learning programs.

3.6.1 Informed Consent Form

An informed consent form is a necessity and important tool for our participants that are involving in the research (Nijhawan, et al., 2013). It is an ethical and legal process to inform and obtain the consent of the participants about all aspects of the research regarding their rights, the purpose of the study, procedures in the research, benefits, risks, and confidentiality of their personal information (Nijhawan, et al., 2013). Upon understanding every aspect of the research, participants voluntarily confirm their willingness to participate in the research.

In our research, we prepared an informed consent form to obtain the consent of our participants in order to seek their voluntary in participating in the research study. The informed consent form in our research is revised from a form titled "**FM-IPSR-R&D-057-VOLUNTEER-INFORMATION-AND-CONSENT-FORM**" from Universiti Tunku Abdul Rahman official website under the Institute of Postgraduate Studies and Research (Universiti Tunku Abdul Rahman, 2018b). The informed consent form can be seen and is shown in *Appendix A*.

3.7 Rigour

According to Altheide & Johnson (1994), validity means credibility and truthful of the findings and reliability is referred to the consistency of the findings with the data collected. Also, validity and reliability increase the transparency and reduce bias in qualitative research (Singh, 2014). The validity of this study is contributed by attaining rich, detailed information

from multiple sources. For instance, interview transcripts are collected from a heterogeneous sample of interviewees using the in-depth interview with snowball sampling method in the study. All interviews are conducted privately and similar questions are given to every interviewee to avoid bias and open-ended questions are given in order to stimulate detailed information and enable the interviewee answer the questions in their own words freely.

The reliability is regarded as a consistency fit between the data collected and what is studied actually occurs in the natural context which brings a degree of accuracy of the meaning and comprehensiveness of exposure (Cohen et al., 2007). In our research, the use of interview protocol would increase the reliability by using consistency approach of data collection. Then, using transcription checking as a plan to eradicate errors and ensure a textual representation of interview data is reliable (Gibbs, 2007) and followed by thematic analysis and coding.

3.8 Interview Protocol Framework

3.8.1 Pilot Study

An interview has been used as a pilot study in this research. According to Majid, Othman, Mohamad, Lim, and Yusof (2017), a pilot study is used to examine the relevance of the interview questions and to ensure the viability of the research. A very small number of participants are suitable for qualitative research in a pilot study (Ismail, Kinchin, & Edwards 2017). The participants of pilot study should have a similar characteristic as possible to the group of participants that we have targeted for the major research (Turner, 2010). Based on the suggestion from the experts, we targeted one undergraduate student who engaged in service-learning projects.

The interview question should follow the sequence order of question set in the interview protocol (Dikko, 2016). The interview question will focus on exploring undergraduate students' motivation factor to join service-learning programs. The question should be open-ended and straightforward (Patton, 2015). Jacob and Furgerson (2012) suggest that the interview setting should be conducted with little distraction as possible to make the recording of data accessible. The interviewer should start the interview session with a casual conversation to generally introduce about our research topic. (Jacob & Furgerson, 2012). According to Jacob and Furgerson (2012), a good relationship with the participants is important to ensure a better response from the interview session.

3.8.2 Data Collection

The participant for the pilot study was approached as she was a member of UTAR PR Campaign 2017/2018: Volunteerism VI that aimed at serving the community. She was in a sub-group called digital economy that aimed to educate the community on the benefits of cashless payment. The participant was asked to participate in an interview for a final year project research. After acquiring approval from the participant, the written informed consent form and verbal mandate are provided to them in order for them to participate in the research. The interview took place in an empty and quiet room around lunchtime. The interviewer began the interview by asking the general and more demographic related questions and then proceeded to ask the questions. The interview process was about 30-45 minutes long.

3.8.3 Data Analysis

Then the interviewer began to review the recording by listening to it three times to double check the questions and answers. Some notes were jotted down on anything that was suitable for the interview and any aspects that didn't work well during the interview. After the recording was reviewed, it was transcribed and then re-read twice to minimize error. Next, the transcript was coded using software called QDA Miner Lite. Theme identification is the main goal of thematic analysis which will be used to explain and answer the research question and address a phenomenon (Maguire & Delahut, 2017).

Coding was done using a software program called QDA Miner Lite. Initials codes and themes are identified based on the interview questions, research questions and conceptual framework (Braun & Clarke, 2013). Some themes were adopted from the study by Rockenbaugh, Kotys-Schwartz, & Reamon, (2011) which studied on the relationship between service-learning based programs and student's motivation.

After the initial codes and theme were identified, the entire interview transcript was read from beginning to the end without coding. Each phrase in the response given by the participant was filtered to ensure that only relevant phrases were included as important codes. Then, the codes were then highlighted using QDA Miner Lite and were grouped together as a cluster with specific themes to represent the cluster of codes. After that, the transcript was coded into categories and some of the codes in the categories ranged from a single word answer

to few sentences (Maguire & Delahut, 2017). The themes that were identified are self-determinism, personal interest, cultural practices and academic.

Service-learning. The findings of the pilot study found that the first question on service-learning seemed to be a jargon due to the participant's lack of knowledge on the term "service-learning". The answer given by the participant did not answer the question which was on the experience obtained from the service-learning program.

"What do you mean by service-learning? Do you mean what I have done in Volunteerism VI?"

Hence, the term "service-learning" will not be used in the interview guide. Instead, the question will be revised to "Please share with us your experience in serving a community." once a brief definition of service-learning is explained to the participant. This is to ensure no confusion occurs among future participants.

Personal factors. According to the answer given by the participant, self-determinism is detected as the participant expressed that the motivation comes from within one's self. Self-determinism is derived from phrases such as "the need to respond and help others" as well as "empathy and sympathy towards the community that are in need". Self-determinism can increase or decrease a person's motivation to help others based on the answer provided by the participant.

"The feeling of empathy, sympathy and the need to help others will motivate me to help others by giving back to the community."

Besides that, personal interest also increased the participant's motivation to participate in service-learning programs. The participant responded by stating that such activities were fun and is enjoyed with friends. This is supported by Darby, Longmire-Avital, Chenault, and Hadlund (2013) stating that service-learning participants is most motivated when they enjoyed

the process of helping people in needs, developing relationship with stakeholders and forming civic responsibility.

> *"In my personal opinion, Volunteerism was really fun. Participating it with friend made it even more fun that made the entire process very enjoyable."*

Environmental factors. As for the environmental factor, the participant responded by stating that cultural practices that has been ingrained by the participant's parents that motivated the participant to do good. Hence, the participant was motivated to help the community.

> *"Yes, I was motivated due to my cultural background that taught me to help others in a way that we need to give back to the society. This is what I learned from my own religion where it taught me to do good deeds towards others."*

However, the participant was more motivated to engage in the service-learning program as it was a course-based subject that was graded. So, in order to achieve academic excellence, the participant "had to be motivated to help in community engaging activities". Darby, Longmire-Avital, Chenault, and Hadlund (2013) reported similar findings whereby people's motivation level will decrease when the service-learning experience is not related with a course. Besides that, past research by Prentice and Robinson (2010) stated that service-learning participants are more motivated to complete their education.

> *"However, I had maximum motivation as the program that I was involved in is a course-based subject. Back then I did not have much experience with service-learning programs but I was very motivated because I*

was being graded for the effort that I put into helping
the community I wanted good grades, so naturally my
motivation increased to perform better."

Therefore, the findings generated from the pilot study showcased that personal factors and environmental factors both motivate undergraduate student's participation in service-learning programs. Specific themes were able to be decoded from the pilot test. Most of the interview questions and protocol is appropriate for the study. Following the pilot study interview, some of the questions were adjusted from the original interview questions to achieve a smoother flow for the interview.

3.9 Conclusion

This chapter mainly explains the Social Cognitive Theory's conceptual framework to examine the factors that affect the motivation of the undergraduate students. The research method and the unit of analysis are explained in accordance with this study. Undergraduate students that have engaged in service-learning programs are our main target participants for the study sample. Snowball sampling method will be used to introduce future participants among acquaintances of the same experiences until data saturation. Rigorous standards for research conduct will contribute to the quality of the study in terms of validity and reliability. The informed consent form will be given as part of the ethical considerations. Ethical conduct of the researcher will be demonstrated by maintaining the confidentiality of study participants and they will be provided with information regarding the purpose of inquiry and the use of the findings. The findings of the pilot study will be included in this chapter as well.

CHAPTER 4

4.1 Introduction

This chapter presents the outcome of the data analysis obtained from the data collected from the undergraduate students using a single case study in order to gain understanding on a

specific topic. The aim of the study is to investigate the personal and environmental factors that motivate undergraduate student's participation in service-learning programs. In-depth interview was used as a research tool utilizing open-ended questions which stimulated the depth of information received by the interviewees. A total of twenty-five interviewees were selected based on the snowball sampling method whereby a broader population of undergraduate students were selected without any random or bias selection. The data saturation was obtained after interviewed the twenty-five interviewees when similar answers began repeating. These interviewees were given the informed consent form before the interview began and the interviewer explained the meaning of service-learning to avoid confusion which occurred during the pilot test. Once all the interview ended, the interviewer began to review the recording by listening to it three times, reviewed it, then transcribed and re-read it twice to minimize error. The following step was the coding process which involved a software called QDA Miner Lite which assisted in identifying and categorizing the initial codes and themes into single or multiple word answers

Within these two factors, five sub-themes were identified to be frequently answered from the pilot test that was carried out which were the application of skills, self-satisfaction, coursework requirement, friends and family and lastly religious beliefs and cultural traditions. The data analysis was analyzed using the QDA Miner Lite software. 5 sub-themes were identified with more initial codes related to the themes as well as sub-themes which motivated undergraduate students to participate in service-learning programs in Malaysia.

The first sub-theme is the application of skills whereby students participate in service-learning programs to help bring out and improve their best qualities. Followed by, self-satisfaction where it describes how students participate to fulfil their personal satisfaction of helping others. The third sub-theme is coursework requirement where it explains that students have to participate in service-learning programs in order to fulfil the prerequisite requirement by the university in order to graduate and to obtain good grades for the subject. The next sub-theme is friends and family whereby some students participated in service-learning programs because of their family and friends. The fifth and final sub-theme is religious beliefs and cultural traditions as students believed that helping others is what they have been taught by their religions and from what their cultures practiced. Therefore, personal and environmental factors will be explained through the five sub-themes and initial codes.

4.2 In-Depth Interview Process

Throughout the interview, we followed the five-step process. First, we planned what type of interviewees to be involved in our research. For instance, our interviewees were undergraduate students who have experiences or taken service-learning programs to serve the community in their university. Then, we interviewed the next participant using the snowball sampling method to avoid random selection and to make sure that the interviews carried out were aligned with our research topic.

During the interviews, we provided and asked the same questions for every participant to ensure consistency and reliability of our collected data. In the second step process, we also provided an informed consent form to every participant to obtain approval and to provide confidentiality before the interview began. After every interview session was completed, we keyed in and verified the data which was reviewed and transcribed to generate initial codes in QDA Miner Lite. Lastly, the findings were concluded and disseminated from our research.

After transcribing every interview, we managed to identify different initial codes and sub-themes of each interview questions and how the factors in each question actually motivated the students to engage service-learning programs. As a result, the initial codes under each interview questions were identified and shown as in the *Table 1: Table of Developed Sub-themes and Initial Codes* and *Figure 3: Thematic Analysis Map of Environmental Factors and Figure 4: Thematic Analysis Map of Personal Factors.*

Main Themes	Sub-themes	Initial Codes	Condensed Meaning units	Meaning Units
Personal factors	Application of skills	Self-development	Improving communication skills.	I think I have improved my communication skills by working together with various parties and developing critical thinking skills in the service-learning program.
		Skill development	Developing knowledge based on critical thinking.	
	Self-satisfaction	Social responsibility	Feel satisfied because help people for a good cause.	I was motivated to see the event come to a successful ending as it gave me a sense of satisfaction and allowed me to have a good conscience of doing a good cause by helping the orphans and elderly.
		Personal Achievement	Feeling accomplished once the event come to a successful ending.	
	Coursework requirement	Academic excellence	Motivated to score better academic result.	If the service-learning program is a course-based subject, we will be more motivated. These subjects will be graded as an assessment during the event or campaign. So, we

					will work hard to score and do well for the event because we want to get better grades academically.
			Course-based subject	Pass the subject in order to complete higher learning education.	Students are more motivated to engage in service-learning programs as it allowed them to gain the necessary credit points and to pass their course.
			Gain knowledge	Exposed to important knowledge while serving the community.	I feel motivated to participate if there is a service-learning subject in my course structure. It is good because I am able to explore, gain new knowledge and face challenges in order to improve myself.
		Friends and family	Sense of belongingness	Motivated by the need of affiliation with friends.	I have high level of motivation because they are my friends and we can converse regarding the same topic, share same kind of feeling, discuss our problems and even solve the problem together when we participate in service-learning programs.
Environmental factors	Friends and family		Peer encouragement	Influenced by peers' decision to help the community.	It was the peer encouragement of seeing my friends who were committed in organizing the event and their intention of wanting to achieve its main objective which motivated me even more to participate in the event.
			Family values	Motivated to help people in need based on experiences from past traumatic events.	I saw how my family members has treated and helped my uncle who has lower body paralysis which motivated me to

				help more people.
		Family pressure	Emphasize rules and regulations.	I come from a very traditional family in which they emphasize a lot on rules and regulations. I was taught to be always considerate towards other people and to always help people in need.
			Taught to be considerate and help others in need.	
	Religious beliefs and Cultural traditions	**Social responsibility**	Have sense of concern for others and improve how they can help others.	I was exposed to people who like to serve the community as their cultural tradition when I was growing up.
			Developed a belief that their help can make a difference.	
		Believe in karma	Be good and help others in need.	I believe in karma because our religion taught us that "what comes around, goes around". What you do now, will come back to you in your future life. If I am doing something good for the community, I will be at ease because I am doing something good for other people.
			Religion taught that good thing will happen in return for good deed.	

Table 1: Table of Developed Sub-themes and Initial Codes

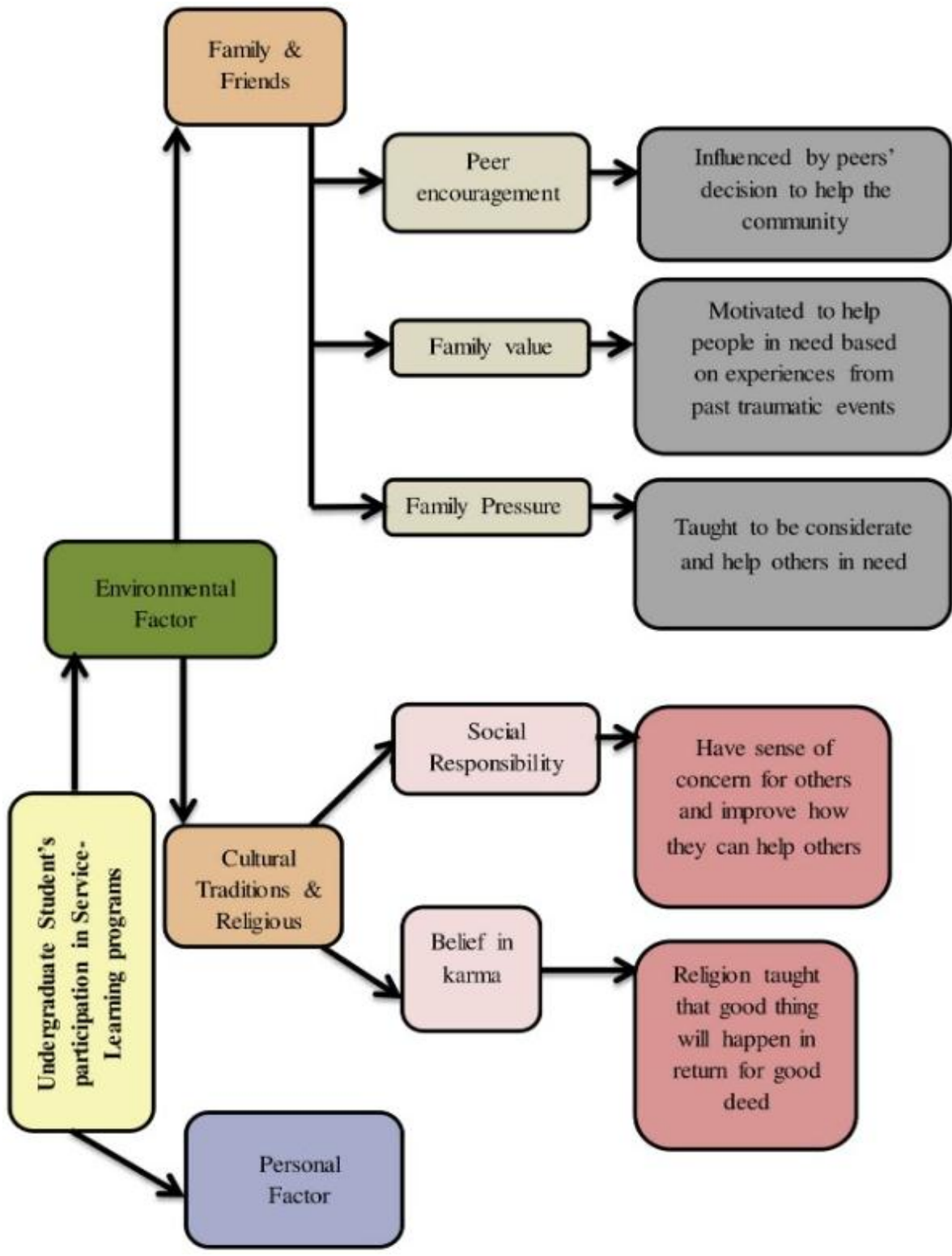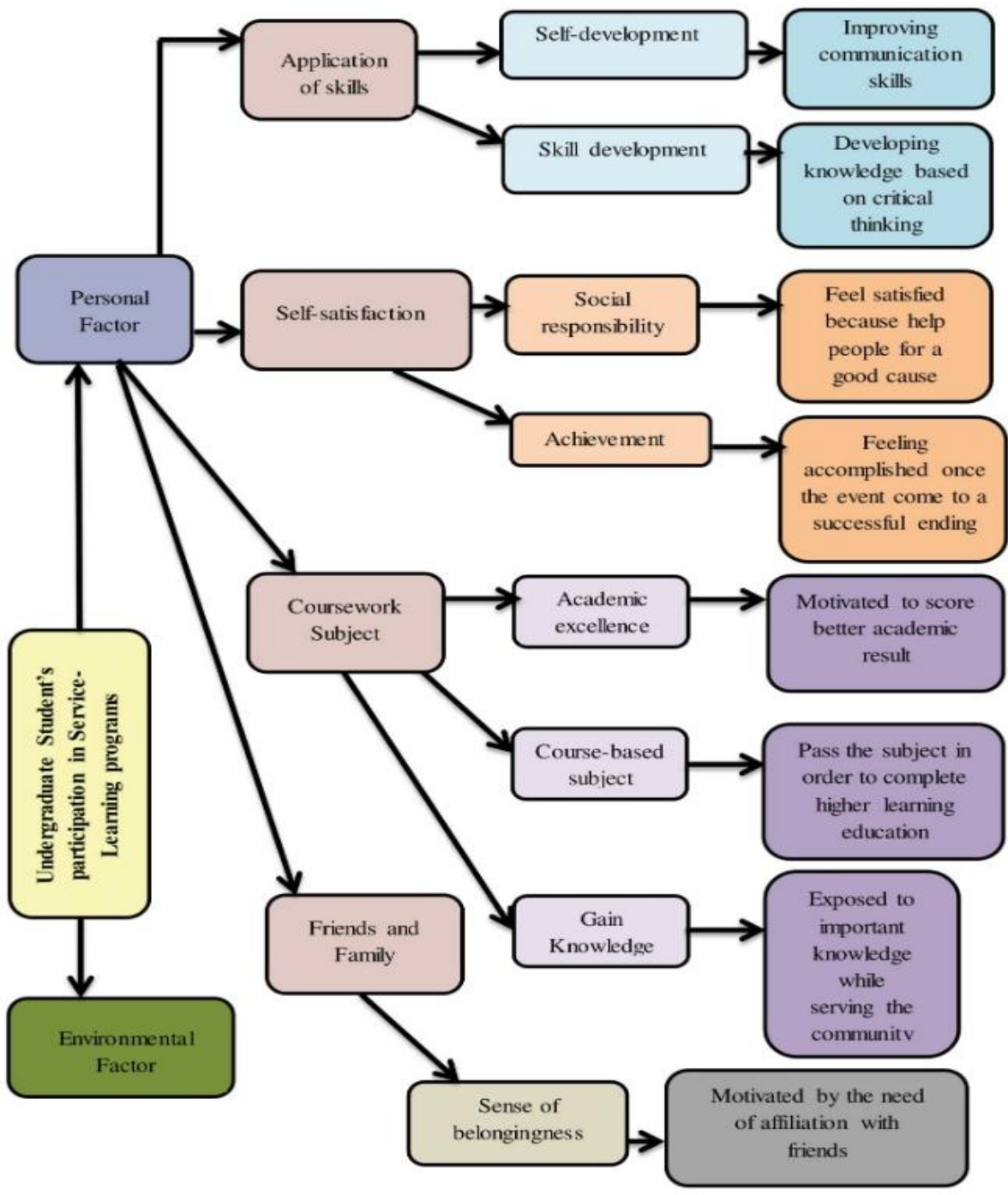*Figure 3: Thematic Analysis Map of Environmental Factors*

Figure 4: Thematic Analysis Map of Personal Factors

4.3 Application of Skills

The fourth question of our interview was *How do you feel serving the community will express your capabilities? Please explain why*. (Item 4). Based on the interview results, out of twenty-five interviewees between the age range of nineteen to twenty-three years old, all the

interviewee included fourteen females and eleven males responded that they managed to apply the skills that they had learned during the community service as well as learnt new knowledge and skills.

According to the result of the interview, we managed to reveal twelve initial codes that from twenty-five interviewees. For instance, personal factors of the application of skills (a) **Self-development**; (b) **Curiosity**; (c) **Happiness**; (d) **Prideful**; (e) **Skill development**; (f) **Skillful**; (g) **Optimism**; (h) **Social responsibility**; (i) **Caring**; (j) **Self-confidence**; (k) **Achievement** and (l) **Responsibility**. Out of these initial codes, self-development is the majority answer, followed by skills development, self-confidence, skilful, optimism, social responsibility and lastly is caring, achievement and responsibility.

Besides that, we managed to categorize ten initial codes for the environmental factor under this question. These ten initial codes included (a) **Course requirement**; (b) **Educator encouragement**; (c) **Family pressure**; (d) **Fun**; (e) **Great exposure to working environment**; (f) **Guidance**; (g) **Learning environment**; (h) **Peer encouragement**; (i) **Role model** & (j) **Family values**. Out of these categories, majority of the interviewees responded to course requirement. Next, it was peer encouragement then followed by role model, educator encouragement and some of the interviewees also responded that it was fun and guidance. Meanwhile, family pressure, great exposure to working environment, learning environment and family values get the minority responses.

4.4 Self-Satisfaction

The fifth qualitative question was *Does self-satisfaction motivates you to participate in programs that serve the community? Please explain why*. (Item 5). According to the result of twenty-five interviewees between age range of nine to twenty-three years old, twenty-one of them which included twelve females and nine males stated that self-satisfaction has motivated them to participate in the service-learning programs. However, four of them which are two males and two females had responded that their self-satisfaction does not motivated them to participate in service-learning programs.

Personal factor for self-satisfaction Review of the answers revealed eleven initial code including (a) **Self-confidence**; (b) **Gain experience**; (c) **Sense of belongingness**; (d) **Self-development**; (e) **Self-dedication / Selflessness**; (f) **Achievement**; (g) **Clarification**; (h) **Life-goal**; (i) **Social responsibility**; (j) **Prideful** and (k) **Optimism**. Out of all the themes, Social responsibility, get the majority responses, followed by achievement, self-development, Self-

dedication / Selflessness. Then is, Sense of belongingness, Gain experience, Self-confidence, Life-goal and Optimism. Minority of interviewee had responded that Prideful and Clarification.

4.5 Coursework Requirement

The sixth question of our interview was *How motivated are you to participate in a program aimed at helping the community if it is a course-based subject? Please explain why* (Item 6). According to the result of interviewed twenty-five interviewees, nineteen of them which include ten males and nine females agreed that they are highly motivated to participate in a program aimed at helping the community if it is a course-based subject. Only one female stated that her motivation was moderate in serving the community if it is a course-based subject. However, five of them including one male and four females expressed that they were less motivated if it is a course-based subject.

Review of the interview answers revealed seven initial codes for the question under personal factors including (a) **Academic excellence**; (b) **Responsibility**; (c) **Achievement**; (d) **Competitive**; (e) **Gain knowledge**; f) **Self-development** and (g) **Social responsibility**. Out of all initial codes under personal factors, academic excellence was the majority of the answers, followed by gain knowledge and the rest of the initial codes such as responsibility, achievement, competitive, self-development and social responsibility were detected as minority answers according to the interviewees.

Furthermore, there are three initial codes revealed under environmental factors for this interview question including (a) **Course-based subject**, (b) **Learning environment** and (c) **Great exposure to the working environment**. Among these initial codes under environmental factors, the course-based subject was the majority of answers, followed by the learning environment and great exposure to the working environment.

4.6 Friends and family

The seventh qualitative question of the interview was *How motivated are you to serve the community because of your friends and family? Please explain why.* (Item 7). According to the result of twenty-five interviewees, twenty-three of them which include nine males and fourteen females were agreed that they are highly motivated to serve the community because of their friends and family. In addition, one interviewee expressed that the level of motivation to serve the community is moderate because of friends and family. Other than that, the other

interviewee expressed that the level of motivation to serve the community is low because of friends and family.

Review of the answers for this question revealed nine initial codes that fall under the personal factors including, (a) **Affection**; (b) **Sense of belongingness**; (c) **Selflessness**; (d) **Sympathy**; (e) **Happiness**; (f) **Social responsibility** ; (g) **Meaningful**; (h) **Prideful** and (i)**Optimism**. Out of all of the initial codes under personal factors, sense of belongingness get the majority of answers and followed by social responsibility, affection, happiness, meaningful and optimism. The rest of the initial codes such as selflessness, sympathy and prideful were detected as minority answers according to the interviewees.

Besides that, there is three initial codes revealed under environmental factors for this interview question including (a**)** **Family values** (b) **Peer encouragement**, (c) **Family pressure** and (d) **Educator encouragement**. Among these themes under environmental factors, peer encouragement was detected as the majority of the answers, followed by traumatic experiences, family pressure, and educator encouragement.

4.7 Religious beliefs and cultural traditions

The eighth qualitative question was *Do your religious beliefs and cultural traditions affect your motivation to serve a community? Please explain why.* (Item 8) Based on the interview results, out of twenty-five interviewees, only twenty-two interviewees were affected positively by their religious beliefs and cultural traditions comprised of eleven male interviewees and eleven female interviewees, two female interviewees were negative as they were not motivated by their religious beliefs and cultural traditions and only one interviewee was affected by the cultures but not religious beliefs. In addition, through interviewing all the interviewees, we managed to reveal seven initial code under this interview question such as (a) **Optimism**; (b) **Belief in karma**; (c)**Social responsibility**; (d) **Prideful**; (e) **Responsibility**; (f) **Inspiration** and (g) **Guidance**. Out of all the themes in personal factors, social responsibility and believe in karma was the majority, followed by optimism, inspiration, prideful and responsibility meanwhile guidance was detected as the only environmental factor.

4.8 Conclusion

In our research, twenty-five undergraduate students were interviewed using the snowball sampling method to avoid bias or random selection throughout the interview process.

The interview has stopped at the twenty-fifth interviewee because we have reached data saturation when all the answers have begun repeating. Then, the data was gathered and then analyzed repetitively followed by the coding process in QDA Miner Lite to generate findings from the interview transcripts. Among all the findings under the five sub-themes, the most frequent factors that motivate the students to participate in service-learning programs were social responsibility, course requirement, gain knowledge, self-development, sense of belongingness, peer pressure and believe in karma.

All data from the findings can be validated as we conducted an in-depth interview by giving similar open-ended questions to all interviewees. Then, we also used interview protocol to increase our research reliability with a consistency approach of data collection and transcription checking to maintain no error and reliable texture representation of interview data analyzed. Hence, the findings will be helpful to further discuss in Chapter five, where we will discuss whether the objectives have been achieved to meet our research questions.

CHAPTER 5

5.1 Introduction

The chapter will discuss the objectives that have been achieved after the data collected has been analyzed. This chapter will reveal and analyze whether undergraduate students are truly motivated to participate in service-learning programs by the different types of personal and environmental factors in the sub-themes such application of skills, self-satisfaction, coursework requirement, family and friend as well as cultural traditions and religious beliefs. Thus, to investigate the objectives that have been achieved after the data was analyzed, we will summarize and conclude the findings of the in-depth interviews done on twenty-five interviewees by analyzing the results in the context of the literature discussed. Lastly, we will provide limitations and recommendations for further research use.

5.2 Application of Skills

Most interviewees indicated their target was **self-improvement** such as **self-development**, **skill-development**, and **self-confidence** that motivate them to participate in

service-learning programs as learning yields them **satisfaction**. A new discovery, **acquiring new knowledge** and **sharpening existing skills** that was previously learned in school are among the activities of participating in service-learning programs were indicated more by female interviewee compared to the male undergraduate students. As one of the interviewees mentioned:

> *I think I have improved my communication skills by working together with various parties and developing critical thinking skills in the service-learning program.*

The interviewee responded by stating that such activities helped personal growth because they was able to apply the skills acquired. Similar findings were generated whereby students concurrently or independently apply their skills when there is a sense of autonomy, competence and relatedness in any service-learning programs to increase their motivation and perform better (Roberts, Terry, Brown, & Ramsey, 2016; Scales, Roehlkepartain, Neal, Kielsmeier & Benson, 2006). The answer given by the interviewee fulfills the requirement for application of skills as the knowledge and hands-on skills that they acquired from school are utilized in serving the community.

Additionally, another determinant that motivates students to participate in service-learning programs is the self-confidence which they have gained as they believed they had the **capabilities** to accomplish the tasks set out in the programs. The **satisfaction** of being **able to accomplish the tasks** given successfully is able to boost one's self-confidence significantly. **Soft skills**, which is a combination of personal characteristics and interpersonal skills that were applied during the community programs are **communication skills, problem-solving skills, critical thinking** and many more. As mentioned by Weiler, Haddock, Zimmerman, Krafchick, Henry, and Rudisill (2013), similar findings were obtained whereby students had exceptionally high motivation especially post-event due to the heightened problem solving skills, self-esteem, skill-development and self-efficacy. At the end of the programs, the interviewees in this research reported that they could gain **real-world experience**, acquire **new knowledge** and **sharpen existing skills** from serving the community.

5.3 Self-satisfaction

A large number of interviewees stated that they developed personal achievement and social responsibility from helping others in need. They enjoyed helping others but they did not expect anything in return nor do they expected to be accredited for. Helping others did not just add meaning to their lives but also helped interviewees to enhance their social status by establishing connections and networks within the community they lived in. Interviewees also yield great self-satisfaction when they had successfully achieved their goal of helping others. Moreover, they maintained a selfless and altruistic attitude while participating in such programs in hopes that they were able to bring a positive change to the community and in turn create a better society to live in. As one of the interviewees stated:

> *I was motivated to see the event come to a successful ending as it gave me a sense of satisfaction and allowed me to have a good conscience of doing a good cause by helping the orphans and elderly.*

The interviewee stated that participating in the service-learning programs, it helped to fulfill the interviewee's self-satisfaction. Self-satisfaction falls under the personal factor of Social Cognitive Theory. This statement has fulfilled the requirements of self-satisfaction as the interviewee was able to yield satisfaction from achieving self-targeted objectives as well as given the opportunity to help people who are in need. Comparable answers were obtained in Lee (2017), where the engagement through serving the community is not only a way for fulfill the motivation but through the service-learning student also can feel satisfied because by serving the community to improve the community welfare, in turn, it also fulfill the need of their self-actualization. Likewise, similar analyses were reported by Scales, et al., (2006) where the students could felt empowered as they were holding a significant role in helping the society and improve the community welfare.

In addition, the interviewees felt content and morally right for being able to help people who are in need. Due to the success of the service-learning programs, the interviewees were able to gain greater self-esteem, social responsibility and personal achievement. Hence, greater confidence and motivation were developed by interviewees to participate in more service-learning programs in the future. Another determinant that gives the interviewees high self-satisfaction is their sense of achievement. They feel like they have achieved and done

something that they never thought they would be able to do before they participate in community service.

5.4 Coursework Requirement

Majority of the interviewees expressed that **academic excellence** motivated them to participate in programs aimed at serving the community if it is a course-based subject. One of the interviewees responded that such programs provide the opportunity for them to score better academic result:

> *If the service-learning programs is a course-based subject, we will be more motivated. These subjects will be graded as an assessment during the event or campaign. So, we will work hard to score and do well for the event because we want to get better grades academically.*

Similar findings were generated by Bordelon and Phillips (2006), whereby students were motivated to participate in serving learning programs because they perceived service-learning as a positive program that could lead them to academic excellence. In fact, other than enriching classroom experiences and career development, service-learning also developed positive impacts on academic outcomes of students (Pelco, Ball, & Lockeman, 2014).

According to Bandura (1989), cognitive aspect under the personal factor of the Social Cognitive Theory affects actions based on the judgments. Additionally, motivation, knowledge, and instincts are affected by the cognitive aspect under personal factors (Meaney, Griffin, and Bohler (2009). In our study, the interviewees perceived that graded service-learning programs offer opportunities for them to achieve better academic performance. Hence, such judgments motivated them to participate in service-learning programs.

Another determinant that motivated interviewees to participate in service-learning programs is the **course-based subject**. One of the interviewees responded by stating that they need to participate in the service-learning program because they want to pass the subject in order to complete their higher learning education:

> *Students are more motivated to engage in service-learning programs as it allowed them to gain the necessary credit points and to pass their course.*

Similar findings were reported by Prentice and Robinson (2010), whereby service-learning interviewees were more motivated to complete their educational goal if it is a graded subject. Moreover, the element of the selected environment under the environmental factor of the Social Cognitive Theory is constructed and perceived by the people themselves after they considered what they need from the imposed environment and in turn, new response or behavior is derived based on the knowledge they acquired (Meaney, 2012). In our study, the interviewees perceived that they need to pass the subject by participating in the service-learning programs. Hence, such perception generates related behavior such as to pay greater effort when serving the community in order to earn minimum credit to pass the subject.

Other than that, our study revealed that interviewees are motivated to participate in service-learning programs because of their eagerness to **gain knowledge**. One of the interviewees responded by stating that they were more motivated to participate in service-learning programs since they were exposed to important knowledge while serving the community:

> *I feel motivated to participate if there is a service-learning subject in my course structure. It is good because I am able to explore, gain new knowledge and face challenges in order to improve myself.*

Similar findings were generated by Osman (2010), whereby an increase of knowledge motivated students to participate in service-learning programs. In fact, the element of the biological event under the personal factor of the Social Cognitive Theory help to turn the information we received through the learning process into useful knowledge (Bandura, 1989). In our study, the interviewees were exposed to new information through the process of serving the community. Hence, new information received will turn into useful knowledge which helped them adapted to various condition or solving the problem effectively.

5.5 Friends and family

Based on the outcomes of the interview, we have concluded that **sense of belongingness** is significant as it suggests that the interviewees would tend to affiliate themselves with their friends. This motivated them to engage in the same service-learning programs as their friends. In short, the need for affiliation is defined as the concern for one's relationship with others (Moore, Grabsch, & Rotter, 2010).

Personal factors such as the **sense of belongingness** or the need for affiliation could motivate an individual to engage in service-learning programs as discussed previously (Muturi, An, & Mwangi, 2013). This is reflected in response, as shown below, given by an interviewee stating that the interviewee was highly motivated to participate in serving the community as it enables the interviewee to affiliate with the friends who are also participating in the same service-learning programs. As an interviewee stated that:

I have high level of motivation because they are my friends and we can converse regarding the same topic, share same kind of feeling, discuss our problems and even solve the problem together when we participate in service-learning programs.

The response given by the interviewee is consistent with the definition of sense of belongingness which falls under the personal factor of the Social Cognitive Theory. The interviewee has demonstrated a sense of belongingness by participating in the same service-learning program as the network of friends. Moreover, based on the statement given by the interviewee, she expressed that it was the cordial and familiar environment of the bonding sessions that the interviewee would get to indulge together with the friends that motivated the interviewee to participate in these service-learning programs. Such a phenomenon can be explained by a study conducted by Baumeister and Leary (1995), in which they have stated that the sense of belongingness is a need rather than a want. It was demonstrated that a person's need for belonging is to form an enduring interpersonal attachment with others and maintain the frequency of contact (Baumeister & Leary, 1995). Crucially, it was identified that the need for belonging cannot be satisfied solely by a single relationship (Nowicki, 2008).

To elucidate further, as asserted by Maslow (1954), love and belongingness are one of the needs in the hierarchy of human needs. In other words, he stated that the need for emotional relationships and human acceptance are among the factors that drives human behavior and this has ultimately reflected by the interviewee's motive of participating in a service-learning program. A corresponding outcome was achieved by research conducted whereby the researchers have concluded that the desire of an individual to establish a good and harmonious relationship with community members are amongst the main factors that motivate students to participate in community programs embedded with service-learning (Muturi, An, & Mwangi, 2013). Hence, it was the sense of belongingness or the need for affiliation with friends that motivated the participant to engage in serving the community as it enables the interviewee to enjoy a great bonding session with the friends in joining the above-mentioned program.

On the other hand, looking from the perspective of environmental factor, **peer encouragement** refers to the influence exerted by a group of peers to motivate a person to conform to group norms by changing his or her attitudes and values (Korir & Kipkemboi, 2014). A peer group is usually formed by a small group of close friends with similar age and social status, sharing the same activities (Uzezi & Deya, 2017). As shown by the response of an interviewee below, the interviewee was either motivated or influenced to participate in the planning of a service-learning program due to the friends' commitment and their intention of seeing the program or event achieving its main objective that is to help the community that they live in. An interviewee added that:

> *It was the peer encouragement of seeing my friends who were committed in organizing the event and their intention of wanting to achieve its main objective which motivated me even more to participate in the event.*

The statement above is consistent with the prerequisites of peer encouragement as the participant asserted that the interviewee's decision to be involved in serving the community is significantly influenced by the friends' decision to organize an event to help the community as well as their commitment to bring the event to a success. Through observation and more importantly through peer pressure, the interviewee has garnered the motivation to participate in the same event with their friends. This is consistent with a study conducted by Wolff and Tinney (2006) where they have discovered that service-learning interviewees feel more

engaged with peers and are more socially active through the participation of service-learning programs. Peer influence here has also played a huge role in motivating the student to associate the interviewee with their peers (Kindermann, 2015). Also, it is evidenced that students will socially integrate with their cohort groups in order to experience a vital connection with their peers (Tweedell, 2000). Furthermore, such a response by the interviewee is also supported by a study that has concluded that service-learning interviewees are most motivated when they have peers to serve as a crucial source of encouragement while also having the benefit of developing long term relationships with different stakeholders as well as forming civic responsibility (Darby, Longmire-Avital, Chenault, & Hadlund, 2013).

Moreover, **family values** also motivated or induced interviewees to participate in service-learning programs. An individual draws lesson from the family member's experience especially a negative experience which family could potentially induce positive and healthy effects on an individual as it disrupts things that are considered familiar, comfortable and safe to the individual, and this could in turn yield a positive change on the individual's perspective of life (Pierce, 2008). The experience of an individual could affect motivation levels as an interviewee explained that:

I saw how my family members has treated and helped my uncle who has lower body paralysis which motivated me to help more people.

The above statement fulfils the requirement of negative experience as the interviewee has revealed that it was through the observations on how the interviewee's family members have treated the uncle who is suffering from a partial disability due to his paralysed lower body that cultivated the interviewee with the value of lending a hand to people in times of need. The interviewee demonstrated the ability to acquire knowledge by observing the behavior of another person and the outcomes of that behavior (Glanz, Rimer, & Viswanath, 2015). Such a behavior can be categorised as an environmental factor as the interviewee has observed and imitated the behaviors that would be rewarded. As shown in the response given by the interviewee, the rewarding experience of seeing how other people's well-being is taken care of and the process of spreading happiness is what kept the participant motivated to serve the community. The interviewee had the desire to imitate and transfer the values acquired from the family to the common good. To elucidate further, environmental factors such as interactions

with an educator in a school or a loving family could foster greater resilience towards negative experience amongst individuals as well as managing them to respond to these experiences in a healthy manner (Pickens & Tschopp, 2017). This was reflected in the response given by an interviewee, depicting that it was through the uncle's difficulties that induced the interviewee to foster a sense of care and love towards other people. Hence, motivating the interviewee to participate in the service-learning programs.

Furthermore, there is also evidence depicting that **family pressure** could also motivate a person to participate in service-learning programs. Fundamentally, the family environment plays a significant role in the development of a child's behavior and values (Sequeira de Figueiredo & Valad茫o Dias, 2012). As shown below, an interviewee responded that it was the family values and traditions that influenced the interviewee to develop a sense of contentment as well as to be considerate towards the people who are not as fortunate as the participant. Hence, the interviewee's motivation to participate in a service-learning program was the outcome of the family environment in which the interviewee dwells in. It was highlighted by an interviewee:

> *I come from a very traditional family in which they emphasize a lot on rules and regulations. I was taught to be always considerate towards other people and to always help people in need.*

The statement above corresponds to the prerequisites of family pressure as the interviewee's behavior was influenced by the values and traditions embedded within the family. The interviewee was taught to be grateful and to be considerate towards the feelings of other individuals who are not fortunate. The sense of contentment and gratefulness has greatly motivated the interviewee to serve the community via service-learning programs. Correspondingly, research has evidently shown that parental pressure has positively influenced students' engagement and motivation through a strong relationship between parents and their children and ultimately the overall psychological well-being, which resulted as a primary protective barrier against disengagement (Bempechat & Shernoff, 2012). The caring and supportive relationships with parents was an integral factor in the participant's motivation levels (Eccles & Gootman, 2002). In this case, family pressure can be categorized as an environmental factor that motivated the above-mentioned interviewee to serve the community

as the social support and informal education from the family has deeply motivated or influenced the interviewee through persuasion and verbal feedbacks (Rankin et al., 2017). Hence, in order to fulfill family expectations, the interviewee is more likely to behave in a way that would be complemented and rewarded for.

5.6 Religious beliefs and cultural traditions

Based on all the interviews conducted, **social responsibility** has emerged as initial code that has been associated with by all the interviewees. Social responsibility is referred to as a group of individuals who are concerned with human welfare and social reforms and acts that would yield greater happiness to all people with regards to impartiality. Impartiality here refers to the act of contributing help towards others regardless of their race, religion, ethnicity or background (Gordon & Donini, 2015). By associating themselves as being socially responsible, interviewees were motivated to partake in serving the community via service-learning programs. One of the interviewees claimed that:

> *I was exposed to people who like to serve the community as their cultural tradition when I was growing up.*

This above-mentioned statement fulfills the requirement of social responsibility as the participant was exposed to an environment where serving the community is considered a social norm. This is consistent with a study conducted by Lu (2010) where an individual's motivation to perform altruistic acts is reinforced by social norms in their community. Furthermore, a study has demonstrated that abstract norms of justice and environmental factors such as cultural and institutional norms have greatly influenced altruistic motivations (Basinger & Bartholomew, 2006). From there, the interviewee has learned to adapt the behavior to the existing social norm that was embedded within the values and beliefs system of the people the interviewee grew up with. The process of growing up in a society such as this has allowed the interviewee to gain life experience that would form multiple cognitive events in the participant's brain which would help them in making a sound judgement to control and normalize the interviewee's actions (Audrey, Rankin et al., 2017).

Furthermore, there are also interviewees that are motivated to participate in service-learning programs because they **believe in karma.** It is widely believed that people would be

rewarded for their good deeds as they believe their actions are consequential and it will determine their future success and misfortunes. Karma in itself is perceived as a mystical force that guards human behaviors and grants appropriate rewards and penalties to humans who have committed sinful conducts (Bronkhorst, 2011). The importance of this factor to influence the motivation of the participant to participate in service-learning programs is highlighted by an interviewee:

> *I believe in karma because our religion taught us that "what comes around, goes around". What you do now, will come back to you in your future life. If I am doing something good for the community, I will be at ease because I am doing something good for other people.*

The above statement given by the interviewee reflected where the interviewee believes in karma and that if the conduct and conscience were right, the interviewee would be rewarded with good fortune in life. This is demonstrated by the interviewee's faith in the religion that has taught and motivated the interviewee to perform good deeds by helping people who are in need. This is consistent with research conducted where beliefs and traditions have motivated students and graduates to be service-oriented as well as developing a sense of social responsibility among them (Stevens, Rawlings, Hutchinson, Tsai, Duke, & McPhee, 2015).

As discussed earlier, service-learning programs enable students to experience the satisfaction of a selfless cause by helping to improve the welfare of the community, which in turn fulfills their self-actualization needs and thus, this motivates the interviewee to involve in more service-learning programs in the future (Lee, 2017). A similar outcome was generated in research conducted by Chesbrough (2009) in which he has discovered that one of the most significant factors that induced students to participate in service-learning programs was because they wanted to contribute to a greater cause.

5.7 Conclusion

This study has addressed the research questions set out at the start and generated findings to answer the queries on why students are participating in service-learning programs and the factors that affect their motivation to volunteer (Dienhart et al., 2016; Astin,

Vogelgesang, Ikeda, & Yee, 2000). Service-learning as pedagogy is still not extensively accustomed by universities or faculties as a course requisite in Malaysia, which was shown previously in this research, as universities have insufficient knowledge about the factors that affect students' motivation towards the participation in service-learning programs. Thus, to increase the effectiveness of service-learning programs and the application of service-learning programs in universities, it is extremely vital to understand the factors that affect students' motivation towards service-learning programs.

In doing so, the identification of sub-themes from the responses of undergraduate students who participated in service-learning programs is conducted by utilizing the elements embedded within the Social Cognitive Theory (SCT). The sub-themes are: "application of skills", "self-satisfaction", "coursework requirement", "family and friends" as well as "cultural traditions and religious beliefs". Correspondingly, the findings generated from the interviews demonstrated that both personal factors and environmental factors played a significant role in motivating undergraduate students' participation in service-learning programs and that it is practical for universities to implement service-learning programs into their syllabus particularly among undergraduate courses. Thus, it provides significant recommendations for universities to design effective service-learning programs to attract undergraduate students to participate in it. These includes:

1. A service-learning program that is designed to assist undergraduate students to deliver and enhance their inner potentials stimulated by the need to apply coursework and practical knowledge into serving the community via service-learning programs, which in turn offer the opportunity to acquire new skills while enhancing their self-confidence as well.

2. Structured programs that provide an environment for undergraduate students to fulfill their self-satisfaction from extending help towards others as students have become more socially concerned for the welfare of the community and have the desire to help ameliorate it.

3. An imposed environment ought to be constructed by incorporating service-learning programs in university course syllabus as a coursework requirement to obligate students to partake while also allowing them to attain their respective academic goals.

4. Emphasizing and recognizing the social responsibility aspects of serving the community as well as highlighting the underlying social goals that could be achieved via service-learning programs.

5. Positioning undergraduate students in a peer group to encourage stronger social cohesion and integration as well as structuring faith-based programs to motivate undergraduate students to more easily associate themselves with the program.

To sum up, the research objectives attained were consistent with the research questions which we have successfully investigated the personal factors and the environmental factors that motivate undergraduate students' participation in service-learning programs. Besides, the data generated from the findings of the interview were able to answer our research questions by explaining how the personal and environmental factors motivate undergraduate students' participation in service-learning programs. The most influential and frequently responded personal factors under the five sub-themes that motivated the students to participate in service-learning programs were a social responsibility, gain knowledge, self-development, sense of belongingness, and believe in karma. On the other hand, course requirement and peer pressure are amongst the most profound motivation for undergraduate students to participate in service-learning programs.

5.8 Research limitations

Overall, the limitations of this study are towards the nature of qualitative research which allowed for a saturation of samples from one university to generate findings that is not generalized to a larger population of undergraduate students. This caused imbalance in the number of male and female interviewees in the research. Hence, the answers we attained were not varied due to the demographic status where more female interviewees were included compared to male interviewees. The samples were mainly undergraduate students from Universiti Tunku Abdul Rahman (UTAR) Kampar campus, mostly female from the Faculty of Arts and Social Science (FAS) under the Public Relations department. The interviewees of the interview were based on a small and centralized sample which limited the broader range of undergraduate students from public universities, of courses as well as faculties and from different races as well.

Next, this study is limited to students and their personal perception as well as the experience of service-learning programs without exploring how different demographic information from lecturers, faculty members and community partners that may influence the perception of the undergraduate student's motivation to participate in service-learning programs.

5.9 Recommendations for future research

Based on our findings from the interviews, there were four interviewees that were not affected by self-satisfaction whereas there were other two interviewees also responded that their religious beliefs and cultural traditions do not motivate them to participate in any service-learning programs. Hence, future researchers will be able to make a study on exploring these negative responses and examine these factors that do not motivate some of the interviewees in engaging service-learning programs from our study. It also limited our research to attain findings from a broader range of undergraduate students from public universities, faculties and also from distinctive races throughout Malaysia as the qualitative research method allows for limited and centralization group of the sample.

In order to overcome the limitations, we recommend future researchers to use mixed methods research to ensure that the study is able to gain in-depth information as well as to generalize the broader population of the sample. For instance, a mixed methods research consisting of an in-depth interview and surveys should have been utilized to obtain a more generalized finding which includes a larger scale of undergraduate students.

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INFORMED CONSENT FORM

,QHVWLJDWRU 1DPH	Faculty :
Title of research :	
Purpose of study :	

2. Particulars of Participants (Participant Identifier / Label)
Name :
Contact No. :
Gender :
University:
Faculty:
Course :

3. Voluntary participation

You understand that participation in this study is voluntary and that if you decide not to participate, you will experience no risks penalty, harm or loss of benefits to which you would otherwise be entitled.

If you decide to participate, you may subsequently change your mind about being in the study, and may stop participating at any time. You understand that you must inform the principal investigator of your decision immediately.

4. Confidentiality

All information, samples and specimens you have supplied will be kept confidential by the principal investigator and the research team and will not be made available to the public unless disclosure is required by law.

5. Disclosure

Data, samples and specimens obtained from this study will not identify you individually. The data, samples and specimens may be given to the sponsor and/or regulatory authorities and may be published or be reused for research purposes not detailed within this consent form. However, your identity will not be disclosed. The original records will be reviewed by the investigator and the research team for the purpose of verifying research procedures and/or data.

By signing this consent form, you authorize the record review, publication and re-utilisation of data, information and sample storage and data transfer as described above.

6. Declaration

The above content has been fully explained to me. I have asked all questions that I need to know about the study and this form. All my questions have been answered. I have read, or have had read to me, all pages of this consent form and the risks described. I voluntarily consent and offer to take part in this study. By signing this consent form, I certify that all information I have given is true and correct to the best of my knowledge. **I will not hold UTAR or the research team responsible for any consequences and/or liability whatsoever arising from my participation in this study.**

If you wish to participate in this study, please sign below.

Name of Participant

_____

Signature of Participant

_____

7. Statement of Investigator

I have fully explained to the participant taking part in this study what he / she can expect by virtue of his / her participation. The participant who is giving consent to take part in this study understands the contents of the form when read to him or her.

To the best of my knowledge, when the participant signed this form, he or she understands that taking part in the study is voluntary, what the study is about, what needs to be done, what are the potential benefits, and what are the known risks.

A copy of this consent form has been given to the participant.

Name of Researcher

_____

Signature of Researcher

_____

*Note: 1. The researcher conducting the informed consent process, must sign form **at the same time as the participant**.*

INTERVIEW GUIDE

1) Please share with us your experience in serving a community?

2) How would you rate your motivation level in a program that serves a community? Please explain why.

3) What initially motivated you to volunteer and help the community? Please explain why.

4) How do you feel serving the community will help the application of your abilities? Please explain why.

5) Does self-satisfaction motivates you to participate in programs that serve the community? Please explain why.

6) How motivated are you to participate in a program aimed at helping the community if it is a coursework requirement? Please explain why.

7) How motivated are you to serve the community because of your friends and family? Please explain why.

8) Do your religious beliefs and cultural traditions affect your motivation to serve a community? Please explain why.