Working Papers

The Knowledge Base on Civic Service: Status and Directions

Amanda Moore McBride, Margaret Lombe, Fengyan Tang, Michael Sherraden, and Carlos Benitez

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About the Global Service Institute and The Knowledge Base on Civic Service

The Center for Social Development at Washington University in St. Louis and Innovations in Civic Participation in Washington, DC, started the Global Service Institute (GSI) in March 2001. The primary objectives of GSI are to build a global knowledge base and understanding of civic service and to assist with the design and implementation of policies and programs worldwide. GSI supports the development of a global research agenda, hosts a Web-based information network, and supports innovations in policy and program development. The Ford Foundation has provided support to begin GSI.

The emphasis of GSI is on civic (non-military) service in projects that improve the environment, public infrastructure and facilities, education, arts and culture, community development, human services, public safety, and that assist in disaster relief efforts. Our emphasis on civic service recognizes the value of providing multiple opportunities, both military and civilian, to serve the community, nation, or world.

There is reason to believe that civic service is an emerging social institution. For example, national youth service appeared in the early twentieth century and by century's end existed in dozens of countries. As I write this, my daughter, Catherine, is serving as an AmeriCorps volunteer in an environmental education center. My son, Sam, volunteered for two summers with the Student Conservation Association. Young people in such diverse places as Germany, Israel, Palestine, India, Chile, Ghana, Mexico, South Africa, and Canada have similar opportunities to serve. There is widespread consensus that these programs are valuable and productive. Typically, service programs have broad public support.

However, the knowledge base on civic service is weak. Informed decision-making regarding civic service policies and programs depends on the extent and quality of reliable information and sound data.

To support civic service scholarship around the world, this report is a review of civic service research. The review documents the forms of service that have been studied, the questions asked, and findings. Attention is given to what can be learned from this research that may support a comparative research agenda on civic service. Gaps in knowledge are identified, and recommendations are made for future inquiry. In moving forward, rigorous research on service impacts will be a high priority.

Michael Sherraden
Director
Center for Social Development

1. The Knowledge Base on Civic Service

Civic service can be considered a long-term, intensive form of volunteering. It is more structured, occurring through distinct programs and requiring a sustained commitment from the server. Civic service can be defined as *an organized period of substantial engagement and contribution to the local, national, or world community, recognized and valued by society, with minimal monetary compensation to the participant* (Sherraden, 2001b, p. 5).

Using this definition, the Global Service Institute at Washington University in St. Louis has undertaken the first assessment of the nature and forms of civic service worldwide. In this initial assessment, 210 programs were found in 57 countries (McBride, Benitez, & Sherraden, 2003). Service tended to be full-time and averaged about seven months in duration. These programs had been in existence an average of 21 years, indicating that civic service is a recent development in volunteerism. The global prevalence of service programs suggests that a knowledge base would helpful for informed decision-making.

Civic service has not been clearly conceptualized; there is limited rigorous research and little cross-national comparison (Clohesy, 1999; Grantmaker Forum on Community and National Service, 2000; Perry & Imperial, 2001; Rymph & Wilson, 2001; Sherraden & Eberly, 1990). Scholarship on civic service may be limited because the field is relatively new. But what do we know from the service scholarship that exists? The purpose of this review is to summarize civic service research, its scope and findings, and to identify areas for future inquiry.

Civic Service as an Intervention

Good social science requires clear conceptualization, definitions, proposed relationships, and explanations for why those relationships exist. If civic service is "an intervention," an independent construct, then what is it? What effects does it have? The intention of all service programs is to have positive impacts, but the goals, processes, and intended outcomes differ across programs as well as across nations and cultures. Service is an innovation that can be adapted to distinct contexts. The common denominator is the targeted placement of individuals—who have committed to an assignment much like a job, providing services intended to meet human and societal needs.

For example, in the European Voluntary Service program nations work across political lines to create transnational service programs that promote international understanding and development. Universities in South Africa require medical graduates to serve in rural, poor villages and clinics, in order to receive professional licensure. National service programs in Latin America, Europe, Africa, and North America are designed to develop life skills and employability of the servers while furthering national objectives.

Civic service may benefit the servers as well as the served, expanding the range of possible effects (Sherraden, 2001a; Sherraden & Eberly, 1982; Wheeler, Gorey, & Greenblatt, 1998). We have found that youth are targeted to serve more than any other age group (McBride, Benitez, & Sherraden, 2003). National service programs, in particular, tend to approach service more developmentally. They are less likely to require servers to have specific skills or knowledge, and

a goal is to increase their skills and knowledge. Service may connect servers to goals and activities that improve the environment, arts and culture, public safety, disaster relief efforts, physical infrastructure, organizations, communities, and/or individuals (Eberly & Sherraden, 1990).

Building a Rigorous, Comparative Knowledge Base

Over the last decade, publication and research on service has increased, especially in the United States (Perry and Imperial, 2001). Research has focused on service-learning and national service programs primarily (Grantmaker Forum on Community and National Service, 2000; Perry & Imperial, 2001). But what about service scholarship in other nations? We will not be able to answer questions comparatively until civic service research is developed and exchanged across every continent.

A burgeoning field of study closely related to civic service is research on the nonprofit sector, which now has global presence and a growing body of scholarship (Hodgkinson & Painter, 2003). For example, over the last ten years, the Comparative Nonprofit Sector Project at Johns Hopkins University has established a basic understanding of nonprofit organizations and voluntary action worldwide and developed the capacity of researchers to study the topic (Salamon & Sokolowski, 2001). Like the nonprofit sector, civic service is prevalent worldwide, and a global, comparative research agenda is called for. We intend to help develop and initiate this agenda.

This review summarizes the methods and findings of a sample of research. Across the studies, conceptual definitions, theoretical perspectives, research methods, and suggested or measured effects are detailed. This assessment is a review of what is known and what remains to be studied toward development of a global, comparative knowledge base on civic service.

2. Methods

Scope

The purpose of the GSI research review is to assess a sample of civic service research, and to summarize what is known about the forms and effects of civic service programs. In order to accomplish these objectives, the following criteria establish the parameters of this project.

This sample includes only research on formal, structured civic service. Studies that examine informal or occasional volunteering or voluntary civic engagement are not included. The focus is on service programs with intense, specified roles for the server. Service-learning research is not included. Service-learning has varying intensity and likely represents the most widely studied type of service, at least in the United States (Grantmaker Forum, 2000).

This review capitalizes on a previous review of service research: the Grantmaker Forum on Community and National Service 2000 report, *The State of Service Related Research: Opportunities to Build a Field*, compiled by researchers at Indiana University. The Grantmaker Forum project used a more flexible definition of service, contained only United States-based research, and did not attempt to assess research questions, findings, and limitations of each study in order to definitively gauge what is known and what is not known about service. This GSI review can be viewed as a complement to the Grantmaker Forum project.

Sample Selection and Data Management

Bibliographic databases that index volunteering and service research were identified through the libraries of Washington University in St. Louis in late 2001. Databases were selected because of their known, expansive collections of social science research, which include internationally recognized publications and journals. Sixteen bibliographic databases were searched.

A range of search terms and keyword pairs were developed that focused on the main concepts, e.g., volunteer, service, program, and research. A range of keyword strings was pilot-tested on each database to gauge the content of responses that each would produce. For example, when "volunteer research" was used there were thousands of results. Upon review of the content, these searches included research on volunteer blood donations or voluntary needle exchange programs, for example, which do not apply. The more specific the keyword string was then the more relevant the results were. All searches were also performed in Spanish, though no civic service research resulted.

The search results were individually generated from each database, including the bibliographic citation and the abstract. These results were then imported into EndNote 5.0 bibliographic citation software. EndNote has the unique function of automatically deleting duplicates. This resulted in 3,564 citation results. These results were then reviewed to determine whether they met the definitional criteria for civic service. Forty-eight civic service research studies remained.

After repeated attempts, five studies conducted and published outside the United States could not be located or could not be shared through an international, inter-library network. The final sample for this review is 42 studies.

Questions

The assessment of the research was systematic. Specific questions were asked of each study. Two reviewers were trained on what to examine in each study, and the project team met periodically to review results. The questions used for this review are as follows:

- How is service defined? How is the service program operationalized?
- What research questions or hypotheses guide the study?
- What are the suggested or measured effects of service participation and service programs? What are the effects at the individual, community, and societal levels?
- What theories are used to predict and explain the effects?
- What cultural factors may influence service program development, implementation, and effects?
- What is known about the institutional dimensions of service programs?
    - What limits or maximizes participation in service programs, i.e., how accessible is participation across individuals?
    - What incentives are associated with participation in service programs?
    - What information is provided to service participants, e.g., description of what is expected?
    - What facilitates or supports service participation, e.g., ongoing group sessions or journaling?

Limitations

The definition of civic service used in this study omits many forms of volunteerism from consideration, e.g., short-term volunteering, mutual aid, and kinship networks. Our interest in this review is to assess scholarship in formal, intensive service.

This review focused on formally published or bibliographically indexed publications. Keyword searches of the published research were performed in both English and Spanish, but language remains a limitation of this study. For example, there are known publications on civic service in French and German that are not part of this review.

While global representation of civic service research was the goal, there is overwhelmingly more civic service research in the United States than in any other country. This is likely an artifact of the country's history and prevalence of service programs as well as available resources for research. As such, not all identified service research from the United States was included.

Given the lapse in time since the search for scholarship, more research is now available than at the time this sample was drawn. Also, after the research for this project was collected and reviewed, additional civic service scholarship was identified in other countries (e.g., AVSO, 2003), and other reviews of service research have been published (Perry & Thomson, 2003).

3. Civic Service Research

Geographic Scope and Forms of Civic Service Studied

Forty-two civic service studies are reviewed. Thirty-two of the studies are on service programs in the United States. Seven studies are based on African service programs, including four in Nigeria, two in Ghana, and one in Kenya. Three studies represent cross-national comparisons: Canada and the United States; United Kingdom and the United States; and Canada, China, Costa Rica, Germany, Israel, Mexico, Nigeria, and the United States.

Service programs can be classified by form and type (see the Appendix for definitions). The form can be construed by geographic scope: transnational, international, national, or local. The type of service can include youth, senior, and faith-based (McBride, Benitez, & Sherraden, 2003). For this sample of research, the following service programs are studied: four international, 37 national, and one local (see Table 1 for a list of studies by form of service). Of these, 33 are youth service programs, eight are senior service programs, and one is faith-based.

Designs and Methods

An assessment is made of each study's methodological rigor. Highly rigorous studies are those that use an experimental design with random assignment. None of the studies in this sample meet this standard. Eleven studies have comparison groups or utilize sampling techniques other than convenience sampling. Thirty-one studies have no comparison groups and use convenience sampling. These studies usually represent exploratory or descriptive research.

Data are collected using various methods. Twenty-four studies use a combination of methods, e.g., survey, interview, and/or secondary data analysis. Eight studies use a survey method only, and five use data from secondary sources. Five studies use data collected through meta-analysis, case studies, focus groups, interviews, and content analysis.

Twenty-seven of the 42 studies specify exact hypotheses; the remaining studies state the purpose or intent of the research. Fourteen studies describe the theoretical perspective(s) used to understand or explain the phenomenon in question. Thirty-four studies provide a description of data analysis procedures.

4. Findings

A social science perspective guides this review. Conceptual and operational definitions of civic service are discussed. An institutional framework is used to describe service access, incentive, information, and facilitation. Also reviewed are suggested or measured effects of service. Theoretical perspectives used to explain or predict the effects are documented, as are cultural factors suggested as impacting service programs or service outcomes. See Table 2 for information about each study.

Conceptual and Operational Definitions of Civic Service

None of the studies explicitly defines service. The descriptions of service programs in 14 studies, however, suggest similar conceptual and operational features. These features relate to service intensity and duration and service compulsion.

Ten studies document that participants are required to serve for a certain amount of time on a sustained basis, distinguishing the service experience from occasional volunteering.[1] The service experience may represent full-time (more than 35 hours per week) or part-time engagement, and servers may be required to make a minimum time commitment. For example, AmeriCorps members may commit to either a one-year, full-time appointment or to a sustained part-time position.[2] Senior volunteer programs have more flexibility. The minimum commitment may be as little as three hours per week or it may represent a more substantial commitment.[3] A service program called "Seniors for Schools" requires a minimum of 15 hours a week throughout the school year.

Service may be compulsory or voluntary. In this sample, programs that tended to require service were national service programs in Africa.[4]

Institutional Dimensions of Civic Service

Access. Institutional access to the service role is established through role expectations that determine eligibility and dictate the services to be performed. Who can or cannot serve? There may be certain eligibility requirements that are connected to the form or type of service performed. For example, youth service programs will only allow youth to serve, while senior service programs only allow elders.[5]

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[1] Aguirre International, 2001b, 2001c; Center for Human Resources, 1999; Ekhomu, 1985; Jastrzab et al., 2001; Kornblum, 1981; Newton, 1992; Project Star, 2001; Sikah, 2000; Wang et al., 1995.
[2] Jastrzab et al., 2001; Wang et al., 1995.
[3] Kornblum, 1981; Project Star, 2001.
[4] Ekhomu, 1985; Iyizoba, 1982; Kalu, 1987; Omo-Abu, 1997; Sikah, 2000; Tuffuor, 1996.
[5] Aguirre International, 2001a, 2001b, 2001c; Center for Human Resources, 1999; Ekhomu, 1985; Iyizoba, 1982; Kornblum, 1981; Project Star, 2001; Sikah, 2000; Westat, 1997.

There may be income eligibility requirements as well. For example, participants in senior service programs in the United States are aged 60 or over and fall beneath certain poverty thresholds.[6] In other programs, willingness and particular interests may determine inclusion.[7]

Incentives. Incentives may include particular outcomes expected for service performance or benefits or compensation. A range of incentives is represented among the sample. Servers may expect increased skills or education as a result of service. Servers in AmeriCorps are eligible for $4,725 in post-program educational awards or grants.[8] Some servers are recognized publicly for outstanding service performance, e.g., Nigerian National Service Corps members.[9]

Service programs may provide a minimum living stipend or allowance, or fringe benefits to participants, especially when service is obligatory; or servers may be reimbursed for out-of-pocket expenses associated with service, such as transportation, lunch, and uniforms.[10]

Information. Information is provided to familiarize potential servers or current servers with role expectations and service delivery. Orientation is often offered to servers, especially senior volunteers.[11] Servers in some national service programs receive extensive training prior to service.[12] In some instances, special training is provided to bolster the servers' capacity and enhance their performance. For instance, at the time the studies were implemented, military training was required for Ghana National Service Scheme participants, and cultural training was available to international Peace Corps volunteers.[13]

Facilitation. Institutional facilitation includes supports that increase access to the service role or improve service performance or service outcomes. Servers may improve their performance in service activities due to group support among servers, staff assistance, and prior volunteer experiences.[14] Reflection sessions may also be offered to the servers.[15]

Effects of Civic Service

Service programs are designed to achieve a variety of outcomes. Positive effects can be construed for the server and the served. The served may include individuals and the community or society overall. Community and society represent more abstract levels of impact. Table 3 provides details of noted effects by level and category. Due to the low rigor of many of the studies, none of the effects is definitive; effects should be viewed as tentative and suggestive. Effects on the servers are presented first, followed by discussion of the effects on the served.

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[6] Aguirre International, 2001b, 2001c; Westat, 1997.
[7] Aguirre International, 2001a.
[8] Jastrzab et al., 2001.
[9] Ekhomu, 1985.
[10] Aguirre International, 2001b; Ekhomu, 1985; Jastrzab et al., 2001; Project Star, 2001; Sikah, 2000; Wang et al., 1995, Aguirre International, 2001c; Kornblum, 1981.
[11] Aguirre International, 2001a, 2001b, 2001c; Kornblum, 1981; Project Star, 2001.
[12] Ekhomu, 1985; Griffiths, 1998.
[13] Cohn & Wood, 1985; Sikah, 2000.
[14] Cohn & Wood, 1985; Kornblum, 1981.
[15] Westat, 1997.

Psychological. Service may have psychological effects on the servers as suggested by five studies. For youth servers, service has been associated with positive changes in maturity, self-esteem, and personal autonomy.[16] Senior servers experience improved self-perception and life satisfaction, resulting in diminished depression.[17] Senior servers also attribute more meaning to their lives because of service and report a sense of accomplishment.[18] Seniors have also reported that their health status is improved as a result of volunteer service.[19] In an international faith-based service program, the expected positive effect on a server's perceived spiritual well-being is demonstrated.[20]

Social. Social effects refer to behaviors that may impact others or the relations between individuals. Social effects may be construed at the individual, community, and societal levels. An effect at the individual level may have an additive, collective effect on society.

Service is associated with improved discipline among youths and reductions in risk-taking.[21] Service experiences may improve social skills, including the ability to interact positively with others.[22] Servers report opportunities to meet new people and make new friends.[23] The service experience may help participants gain an increased understanding of their communities and themselves, and strengthen their personal sense of being a helpful member in the community and society.[24]

Service programs are noted as fostering a positive attitude among servers toward different ethnic groups, promoting servers' cultural sensitivity.[25] This may be the result of interaction during service with those from different ethnic groups and backgrounds. Service increases knowledge about other ethnic groups, which may decrease prejudice.[26] The effects on a community, nation, or society overall may be an increased sense of integration among the citizens.[27]

Economic.   Economic effects can include increases in human capital or employment opportunities.   A range of studies suggests that the service experience exposes servers to opportunities that increase skills or allow them to practice their skills in settings different from their own. By expanding their skills and experience in areas related to potential employment,

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[16] Starr, 1994.

[17] Kornblum, 1981; Wheeler et al., 1998.

[18] Gartland, 2001; Wheeler et al., 1998.

[19] Kornblum, 1981.

[20] Purvis, 1993.

[21] Jastrzab et al., 1996; Kalu, 1987.

[22] Cohen, 1997; Egan, 1994; Griffiths, 1998; Jastrzab et al., 1996.

[23] Egan, 1994.

[24] Aguirre International, 1999b; Cohen, 1997; Center for Human Resources, 1999; Garland, 2001.

[25] Cohen, 1997; Frees et al., 1995; Jastrzab et al., 1996; Kornblum, 1981; Macro International, 1997; Newton, 1992; Omo-Abu, 1997; Purvis, 1993; Starr, 1994.

[26] Iyizoba, 1982.

[27] Omo-Abu, 1997; Sikah, 2000.

they can explore career opportunities and choices.[28] Some service programs also invest directly in human capital acquisition through awards that help pay for education.[29]

Civic and political. Service programs may help participants acquire civic knowledge and civic values.[30] Following the service experience, several studies reveal changes in the servers' expressed civic attitudes and civic engagement.[31] One study even suggests that servers may be more likely to vote as a result of their service experience.[32] It is suggested that the service experience can reinforce servers' commitment to serve again later in life.[33]

Effects on the served. The served are individuals, communities, or societies that may directly or indirectly benefit from service activities. For example, at the individual level, school children that are assigned volunteer tutors improve their school attendance and literacy skills.[34] Ghanaian service participants provide education and service to those who are less privileged; their actions help eliminate hunger, illiteracy, disease, and unemployment problems in Ghanaian society.[35]

Several studies suggest that service may enhance manpower distribution and infrastructure development among rural communities.[36] Furthermore, well-implemented service programs can also motivate communities around development projects.[37]

Service programs may provide leadership to communities and expose institutions such as schools to community supports.[38] For example, in Ghana, servers make educational materials available to secondary schools.[39] Local nonprofit organizations may also benefit through improved services to clients, and increased capacity to take on new projects.[40]

Economically, service is believed to enhance national development in Nigeria.[41] Social infrastructure, future earnings, and productive capacity may be improved through national service programs.[42] For example, relative to costs, Learn and Serve programs and AmeriCorps projects in the United States are associated with economic benefits to society.[43]

It is important to mention the negative effects found through one study of the international program, the Peace Corps. The researchers suggest that this form of foreign aid may lead to

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[28] Aguirre International, 1999b; Cohen, 1997; Griffiths, 1998; Jastrzab et al., 1996; Sherraden et al., 1990; Starr, 1994.
[29] Neumann et al., 1995; Wang et al., 1995.
[30] Cohen, 1997; Jastrzab et al., 2001.
[31] Aguirre International, 1999b; Griffiths, 1998; Hajdo, 1999.
[32] Jastrzab et al., 1996.
[33] Aguirre International, 1999b; Cohen, 1997; Egan, 1994; Griffiths, 1998.
[34] Ekhomu, 1985; Griffiths, 1998.
[35] Sikah, 2000.
[36] Iyizoba, 1982; Omo-Abu, 1997; Sikah, 2000.
[37] Omo-Abu, 1997.
[38] Aguirre International, 1999b; Jastrzab et al., 1996; Nakatani, 1998.
[39] Sikah, 2000.
[40] Center for Human Resources, 1999.
[41] Omo-Abu, 1997.
[42] Aguirre International, 1999b; Neumann et al., 1995; Sherraden et al., 1990.
[43] Center for Human Resources, 1999; Wang et al., 1995.

dependency on external assistance by developing nations and economic stagnation in host communities.[44]

Theoretical Perspectives

In this research review, 14 studies utilize theoretical perspectives to understand service programs and effects. These perspectives may serve only as conceptual frameworks to organize the information or they may be applied to predict or explain effects. The theoretical perspectives are grouped by disciplinary area.

Social. Eight of the studies draw upon different social perspectives to study the effects of service. A comparative study uses functionalism to categorize the purposes and effects of different service programs across nine countries; it also uses multiple theoretical perspectives to describe a range of possible service effects.[45] A "general theory of change" model is used to categorize the potential effects of AmeriCorps service; change is proposed to be immediate or short-term (end of program) or long-term (two or three years after service).[46] An "effective practices" model is used to study the tutoring practices in the AmeriCorps Literacy Program with focuses on frequency, duration, intensity, and tutoring sessions.[47]

Role and socialization theories are utilized to understand service among older adults. These theories posit that social roles are stratified by age.[48] As the role structure changes, people age differently. A volunteer role in later life may enhance the lives of older people by compensating for retirement from paid work. Socialization is a process by which a person acquires knowledge, skills, attitudes, values, and motives. However, the universal anticipation of retirement and the acceptance of a leisure role may lead to an informal system of socialization to old age. New roles, like volunteering or service, may not affect older adults as dramatically as has been expected. The findings show that service is significantly related to improvement in self-perception and self-assessed health but not to functional health, life satisfaction, social interaction, or perceived level of activity among older adults. The role shift and socialization process in later life need further study along with changing social norms and expectations about older age.

Primary group theory is another perspective used.   It holds that the group shapes attitudes and behaviors of its individual members. As such, when attempting to promote unity across ethnic lines, different groups should be exposed to one another.[49] The findings support the theory, demonstrating that those with more exposure to other ethnic groups were less prejudiced than those with less exposure.

System theory and a holistic approach are applied to the study of the Ghana National Service Scheme (GNSS), particularly the study of individual perceptions of program achievements.[50]

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[44] Cohn et al., 1981.
[45] Sherraden et al., 1990.
[46] Jastrzab et al., 2001.
[47] Moss et al., 1999.
[48] Kornblum, 1981.
[49] Iyizoba, 1982.
[50] Sikah, 2000; Tuffuor, 1996.

Both perspectives assume that a system or a program as a whole is greater than and different from the sum of its parts. The interactions of the parts determine the performance of the whole system. The effective management of a system depends on management of the interactions among the parts. Organizational effectiveness of the GNSS is studied through the perceptions of former service personnel, students, and their parents. A significant difference is found between the perceptions of the National Service Secretariat officials and former service personnel. The assessment of the effectiveness of GNSS is related to age and zone of origin of the respondents. The study provides useful criteria for the future self-evaluation and advancement of the GNSS at both national and regional levels.

The perceived level of program achievement is positively related to the perceived importance of the GNSS objectives, support services and benefits, and the impact of the GNSS on respondents.[51] The findings suggest a need for education about GNSS roles and activities in nation building, to meet service personnel goals, and to match postings with skills of service personnel.

An institutional approach to community building is used to study the effects of AmeriCorps. From this perspective, strengthening the parts strengthens the whole, and strengthening the whole strengthens the parts.[52] Its basic premise is that community building occurs through the sum of activities added to existing organizations, while assuming that "community building occurs through the collective actions of individuals and community-based organizations held together by a vision that transcends individual and organizational goals." It is documented that AmeriCorps members helped build organizational capacity, while the program was unable to build interorganizational cooperation. Impacts of AmeriCorps, although mostly positive, are often short lived. The findings suggest that community involvement and ownership help sustain positive AmeriCorps impacts.

Educational. John Dewey's educational theories, a communal perspective, epistemology of care, and a socio-cultural perspective emphasize the social nature of learning from experience.[53] All of these views hold that teaching, learning, and knowing require interaction with others, which is embedded in social, cultural, historical, and political settings. AmeriCorps volunteer tutors learned from their interactions with children, teachers, and program staff, and thus, gained skills from their experience.

Human capital or economic. Manpower utilization theory is used to understand the structure and implementation of the National Youth Service Corps in Nigeria (NYSC).[54] Human capital, manpower allocation, and motivation are three essential components of manpower utilization. Human capital refers to the knowledge and skills required for production. Allocation means "the recruitment, selection and placement of individuals in organizations." Motivation is a "transition institution which bridges ability with work and which assumes human nature to be flexible." The findings show that manpower allocation is significantly related to attitude toward work (service), and organizational production depends on human capital, allocation, and motivation.

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[51] Tuffuor, 1996.
[52] Perry et al., 1999, p. 402.
[53] Griffiths, 1998.
[54] Ekhomu, 1985, pp. 35 and 40.

Human capital stands as the most important determinant of organizational production, and allocation is the most influential factor for improving production. More effective manpower utilization would facilitate NYSC to achieve its objectives.

A study of three AmeriCorps programs uses a model of equalizing differences to study program benefits. The model argues that national service participants provide service and get service-related benefits.[55] Findings support these assertions; service created significant benefits for both the individual members and society overall.

Civic or political. Perspectives from the "critics of liberalism" and "American civic virtue theorists" are used to address whether "a properly designed national service institution fosters an appropriate civic character for the American regime."[56] The "critics of liberalism" perspective offers a civic republican model of citizenship, which emphasizes civic virtues and participatory democracy. American civic virtue theorists present a "public spirited" model of citizenship, which explores a more broad set of virtues and dispositions that reflect a "desirable" citizen character. It is found that the civic character of AmeriCorps' National Civilian Community Corps members does not change substantively. However, the research does reveal that the participants experience significant changes in their sense of "civic virtue." In general, the author finds that those who join the program resemble citizens of the civic virtue model more closely than those of the civic republican model.

Modernization theory postulates that ethnic conflict is part of the process of modernization.[57] Linked to modernization theory, the theory of political integration argues that political mobilization is necessary for national integration to occur. The study on the National Youth Service Corps Scheme in Nigeria demonstrates that 70 percent of the respondents who served outside their home states reported more positive attitudes toward their host communities. Their service experience contributed to the development of common ties among Nigerian youths as well as national unity. Youth service may serve as an effective means of political mobilization and national integration.

An ambiguity-conflict model posits that "policy conflicts occur when actors have inconsistent views about program goals, means to reach those goals and/or conflicting values, while policy ambiguity occurs when goals are unclear and/or the means of achieving those goals are uncertain."[58] An assessment of AmeriCorps indicates that it is difficult to set universal standards for AmeriCorps programs and to assess outcomes of service.

Cultural Factors Affecting Service

Taken as a cultural activity, service may be conceptualized in different ways according to political, economic, religious, and ethnic influences. Nevertheless, civic service is generally conceived in many nations and cultures as a means of promoting social and economic

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[55] Neumann et al., 1995.
[56] Hajdo, 1999, pp. 1-2.
[57] Omo-Abu, 1997.
[58] Perry et al., 1999, p. 227.

development with commonweal and productivity as the primary purposes and effects.[59] This is the case in African nations, where youth service is designed and implemented to promote national integration and enhance manpower distribution and infrastructure development.[60]

Diversity of beliefs, habits, norms, and values could affect the operations and effects of service programs. Individuals convey culture and its normative qualities through their value beliefs. Their values in turn have influences on their attitudes and behaviors in given circumstances, for example, a culture that values high efficiency will pay much more attention to productivity and manpower performances.[61] Such cultural factors may have associations with service outcomes.

The development of positive attitudes toward host communities and other ethnic groups may impact servers' decisions and performance in later service activities. For example, the United States Peace Corps helped develop its members' direct, cross-cultural interactions with people in the host countries.[62]

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[59] Sherraden et al., 1990.
[60] Ekhomu, 1985; Iyizoba, 1982; Kalu, 1987; Omo-Abu, 1997; Sikah, 2000; Tuffuor, 1996.
[61] Ekhomu, 1985.
[62] Cohn & Wood, 1985

5. Status and Directions for Civic Service Research

Research to date on civic service has produced a number of interesting and suggestive studies. However, as with any new field of study, there is a long way to go in building a knowledge base that can inform policy and practice.

In review of the service research discussed in this report, there is a lack of definition and clarity about service as an intervention or independent construct. The majority of the studies are descriptive and cross-sectional. Findings are tenuous because of the research designs and methods used, but there are suggested psychological, social, economic, and civic effects. Theory is not widely applied, and if it is, it is largely an organizing framework. How can the knowledge base in civic service expand, become more rigorous, and inform service development and implementation across nations and cultures?

Civic Service as an Intervention

There is a dearth of operational definition in the studies reviewed. It could be that the authors assumed that what constitutes "service" is known. Regardless of the reason, service is not a specified construct; it takes different forms in different contexts, but the differences are not clearly stated. Social science, especially comparative social science, requires definition of key constructs.

From this review of research, several operational aspects of service programs are worth noting. They reinforce the definition of service put forth by Sherraden (2001b). Service occurs through distinct programs, which have a defined role for an individual to fill. The role is time-limited. It has eligibility criteria, incentives or compensation for performance, and provides information and facilitation to improve effectiveness. The programs focus on addressing some public issue or project, while also influencing the server in some way. These aspects or institutional dimensions help to specify what service is, so that it can be subject to systematic empirical study.

These dimensions also suggest that service is a construct. It is a complex phenomenon. Effects may result from different aspects of the experience. Service may "cause" x or y. But what feature of service did so? Was it the time commitment, training, activity, working on a team, or some other aspect of service? Specificity is required in identification of independent variables that operationalize service.

Civic Service Research Designs and Methods

The ultimate aim of any field of study is identifying and defining concepts and testing ideas and relationships. But this occurs only in a mature field of inquiry. The methods used in research on service tend to be exploratory and descriptive. As a field of study, civic service is new and emerging. For example, most of the studies are case studies or implementation assessments, providing information on who is serving, for how long, and what they are doing.

Some investigators indicated that they were studying effects, but the methods used do not allow for definitive assessments of program effects. Conclusions from these studies should be viewed as suggestive.

Nonetheless, we can still learn a lot. Take as a whole, this sample of research informs the next directions for service research. Questions and methods should move beyond exploration to create a more rigorous knowledge base. Pre- and post-test research designs with comparison and control groups can better measure change, and help to isolate the degree of change attributable to the service experience. Longitudinal studies that follow servers through time can help gauge the presence and sustainability of effects.

Effects of Civic Service

The goals and suggested effects of service are wide ranging, perhaps too much so. Suggested effects span many different areas of human experience, including psychological, social, educational, economic, and civic and political realms. These are reflected in the categories of effects identified in this review (see Table 3). In part, this smorgasbord of suggested effects is an artifact of the diversity of program structures, purposes, and goals. It may also be the result of a dual focus on the server and the served. Whatever the origins, service scholars must wonder if the claims of effects are a bit too boundless and excessive. Might it be more productive to focus on a smaller number of key effects?

Service effects may occur at three levels, individual, community, and society. The individual is the server, a direct participant in the service activity. A community may be a geographically contained area within which the service activities are targeted, or it may be a social unit based on interest, identification, and culture (Garvin & Tropman, 1995). Society may be conceived as individuals and households aggregated at a state or national level or social structures, policies, norms, and mores unique to a particular group of people. Although each level is conceptually distinct, they influence one another so that a benefit accrued to the individual may have an indirect or cumulative impact on community or society.

An overwhelming majority of the effects in research on service pertain to the individual server (see Table 3). Measured effects are usually "short-term" effects of the service experience, mostly participant perceptions or attitudes about changes, e.g., self-esteem, perceived social skills, and civic attitudes. As such, the majority of the research is attitudinal, not behavioral. To be sure, attitudes may influence behaviors, but until we know more about behavioral changes that result from service, we cannot make statements about concrete impacts.

Of course, attitudinal effects are easier and less costly to assess than behavioral effects. If policy-makers, funders, and practitioners want to know the effects of service and require information for decision-making, then investments should be made in more rigorous, longitudinal research.

The paucity of research on the effects of service on the served fits into a pattern of limited impact assessment in the social welfare and social intervention fields overall. But this is not very desirable. What is the efficacy of service activities for individual, community, and national

objectives? This question is enormously challenging. No single study can be expected to examine the effects of service on the individual server *and* on the served.

The impact of service on the served may result from aspects of the service role, e.g., cultural training provided to the server, but it more likely results from the actions the server performs, e.g., economic development, disaster relief, personal care, etc. Much more attention should be given to the impact of the service activities on those who are served.

If service objectives are not accomplished, or the served are negatively affected, then some service programs may represent potentially costly or even unethical strategies. So far we know almost nothing about this. Only three studies in this sample assessed potential or actual negative effects. Two of the studies were of international programs, and the deleterious effects they had on host communities. This is an important area for future research (Brav, Moore, & Sherraden, 2002).

Regarding why and how service effects may be occurring, more theoretical work is needed. Of the 14 studies in this sample that employed a theoretical perspective, most theories were used as organizing frameworks and not for prediction or explanation. If a program has goals, then a theory is implied. Someone has an idea of why and how the program will make a difference. Practitioners and scholars alike can express these theories to better inform the study of service. If theories are specified and put to test, we may be able to generalize across similar program forms. It is worth acknowledging that theorizing about service, however, may pose challenges. It is unlikely that a single theory will explain multiple effects. For example, studies of national service in African countries reveal that the diversity of measured effects, e.g., servers who otherwise would be unemployed, increased skills, reduced prejudice, and national unity, call for different theories.

Comparative Study

Only three studies compared the purposes and effects of civic service programs across nations (Egan, 1994; Sherraden et al., 1990; Wheeler et al., 1998). It has been found that the primary purpose of civic service was to promote the commonweal and productivity (Sherraden et al., 1990), and individually, both the servers and the served benefited in terms of improved quality of life and diminished depression (Gartland, 2001; Kornblum, 1981; Wheeler et al., 1998).

Most research is on national service programs (see Table 1). This may reflect the desire for accountability in public spending, thus, a governmental investment in national service research. But in a recent assessment of service programs worldwide, it is found that international service programs represent the most prominent form of service (McBride, Benitez, & Sherraden, 2002). If this is the case, then more research should be undertaken on different forms and their effects, especially if international service has been attributed with negative effects.

We highly recommend that—in order to truly develop a global service knowledge base—service scholars in other regions and countries identify academically and non-academically published research and summarize the findings and future directions. This will help lay the foundation for comparative research.

Cultural Mediators and Effects

In this review, we also asked contextual questions of the research. Were there mediating or direct influences of culture on service development, implementation, and effects? Although the designs of certain service programs in Africa were found to address cultural issues (Ekhomu, 1985; Iyizoba, 1982; Omo-Abu, 1997), we cannot answer this question definitively because the majority of research reviewed is from the United States. Perhaps service scholars in other nations can learn something from this research in the United States. But there are limitations. Research from the United States does little to illuminate differences in service forms and effects across nations and cultures.

Conclusion

Reflecting on this review of research overall, we have documented what is known about the extent, quality, and findings from a sample of research on civic service. The body of research is limited. Some pathways for research development and questions are identified.

A comparative knowledge base on civic service will rest on common concepts, terminology, and definitions. These will be necessary for cross-national and cross-cultural discussion. Is there a global definition of service? What steps can be taken toward this goal?

Service is a complex construct. Can we specify the key dimensions of service, e.g., form of service, level of training, cross-cultural exposure, so that effects of these dimensions might be assessed?

Does service take different operational forms in different nations and cultures? If so, do these forms have varying effects?

How do different political, economic, social, and cultural contexts affect the development, implementation, and outcomes of service programs?

For service programs that are similar, what learning can be shared to maximize efficiency and effectiveness of the service experience and service activities? In general, what steps can be taken to facilitate thoughtful application of knowledge on service as it is developed?

These questions remain unanswered. Increased clarity, key questions, theory, and more rigorous research methods will be required to build a global knowledge base on civic service. This review is a step in that process.

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Appendix A: Service Definitions

Below various forms and types of service are listed and briefly defined. Several caveats are in order. This is likely not a complete list; others may exist as well. They are not mutually exclusive—sometimes they overlap—but it is nonetheless helpful to identify different categories. The definitions convey the general meaning of different forms and types of service programs. Forms are conceived by geographic scope, and types represent specific target-populations and activities.

Service Forms

Transnational service. Transnational service refers to a service project that spans two or more nations. Transnational service may be led by either governmental or non-governmental organizations.

International service. International service refers to a service project or experience that takes place in a country that is not the home country of the server. International service may be led by either governmental or non-governmental organizations.

National service. National service is a policy or program for citizens and residents to serve their nation. The program is national in scope because eligibility may span individuals and programs or projects are implemented throughout the nation. Governments or non-governmental organizations may implement the program. Non-governmental organizations may receive public funding for implementation.

Local community service. Community service is a very general term that refers to service that is local and typically organized by non-governmental organizations.

Service Types

Service-learning. Service-learning is a pedagogical method wherein students learn through active engagement and participation in service. Service-learning may be sponsored by any organization, but occurs most often in primary or secondary schools, trade and professional schools, colleges and universities, and continuing education programs. Service-learning is a planned and structured service experience, with time for systematic reflection.

Youth service. Youth service is targeted to young people, most often teens or young adults, ages 16 to 24, but it can also include younger children. Youth service programs are often structured as intensive and extended experiences, say full-time for six months or a year, and participants often receive some type of support to enable them to serve. Youth servers can be a focus of any of the forms of service.

Senior or elder service. Senior or elder service is targeted to those who are beyond their employment and family raising years. A senior may be defined from as early as age 50, depending on the policy and program definition, which in turn is significantly influenced by a society's culture and life expectancy. Participants may receive some type of support to enable them to serve.

Faith-based service. Faith-based service is organized by religious organizations, to provide opportunities for service as an expression of faith that contributes to social and economic development, environmental protection, and other non-religious goals.

Corporate service. Corporate service refers to service supported by an employer, typically in the private for-profit sector. The form of support can range from sponsorship and financial resources for the service to just allowing an employee the time off to serve.

Table 1. Civic Service Research Sample by Form of Service Studied (N=42)		
International Service	**National Service**	**Local Service**
1. Cohn et al. (1981) 2. Cohn & Wood (1985) 3. Purvis (1993) 4. Starr (1994)	1. Aguirre International (1999a) 2. Aguirre International (1999b) 3. Aguirre International (2001a) 4. Aguirre International (2001b) 5. Aguirre International (2001c) 6. Center for Human Resources (1999) 7. Coe (1976) 8. Cohen (1997) 9. Egan (1994) 10. Ekhomu (1985) 11. Frees et al. (1995) 12. Gartland (2001) 13. Griffiths (1998) 14. Hajdo (1999) 15. Iyizoba (1982) 16. Jastzarb et al. (1996) 17. Jastzarb et al. (2001) 18. Kalu (1987) 19. King (1998) 20. Kornblum (1981) 21. Macro International (1997) 22. Macro International (2000) 23. Moss et al. (1999) 24. Moss et al. (2001) 25. Nakatani (1998) 26. Neumann et al. (1995) 27. Omo-Abu (1997) 28. Perry et al. (1999) 29. Project Star (2001) 30. Sherraden et al. (1990) 31. Sikah (2000) 32. Tabori et al. (1997) 33. Thomson & Perry (1998) 34. Tuffuor (1996) 35. Wang et al. (1995) 36. Westat (1997) 37. Wheeler et al. (1998)	1. Newton (1992)

Table 2. Details on the Civic Service Research Studies (N=42)							
Citation	**Country**	**Form of Service**	**Research Questions and/or Hypotheses**	**Theories**	**Methods**	**Findings**	**Limitations**
Aguirre International. (1999a). *AmeriCorps* State/National Direct five year evaluation report: A follow up.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	• There are impacts on participating program sponsors and institutional partners. • The programs build stronger communities.	Unspecified	Face-to-face and telephone interviews; content analysis of program objectives; annual accomplishment reviews; data from project grant applications; data from reports to funder.	• Sponsors indicated that involvement with AmeriCorps enabled mastery of program structure. • Partners reported being more effective at forming coalitions, engaging the community, and forming region-wide collaborations. • AmeriCorps enabled expansion of numbers and types of institutions involved in direct community service.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Aguirre International. (1999b). *Making a difference: Impacts of AmeriCorps*St ate/ National direct on members and communities 1994-1995 and 1995-1996.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.ame ricorps.org/rese arch/index.html.	United States	National service	Participation in program has impacts on servers and on communities.	Unspecified	Interviews with project staff and community members; entry and exit questionnaires with servers, life skills assessments; participant and site observations; and secondary data.	• AmeriCorps provided identifiable benefits to over 9 million persons across the nation in the years studied. • Programs promoted involvement of multiple and diverse institutions in direct community service. • Programs encouraged the development of human capital among servers and increased life skills.	Unspecified

Table 2. 27

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Aguirre International. (2001a). *RSVP accomplishment report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.seniorcorps.org/research/pdf/RSVPfinal.pdf.	United States	National service	To identify the services provided by RSVP servers.	Unspecified	Mailed surveys.	RSVP servers spent over one million hours providing community services such as: tutoring; mentoring; immunizations; food distribution; in-home care; respite services; disaster preparedness or relief; housing rehabilitation or construction; management consultation; transportation services; community patrol/ neighborhood block watch; environmental awareness education; and organizational capacity building.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Aguirre International. (2001b). *Foster Grand parents: Accomplishment report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.seniorcorps.org/research/pdf/FGPfinal.pdf.	United States	National service	To identify the services provided by foster grandparents and to whom.	Unspecified	Mailed surveys	Foster grandparents provided services to diverse groups of children, e.g., children in after school programs; children with learning disabilities; Head Start children; abused/neglected children and their families; homeless children; hospitalized children; children of families experiencing violence; children with mental health problems; children with physical disabilities; youth offenders and ex-offenders; and teen parents.	Unspecified

Table 2.   29

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Aguirre International. (2001c). *Senior Companions: Accomplish-ment report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/pdf.SCPfinal.pdf	United States	National service	To identify the services provided by senior companions and to whom.	Unspecified	Mailed surveys.	Senior companions provided supportive services to older adults, including in-home services to terminally ill and institutionalized seniors; abused seniors and their families; and seniors with mental illness or environmental impairment and developmental or physical disabilities.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Center for Human Resources (1999). *Summary report: National evaluation of Learn and Serve America*. Brandeis University.	United States	National service	To assess the effects of Learn and Service America on the servers and the participating institutions.	Unspecified	Data were collected through surveys of teachers; telephone interviews with staff in community agencies; review of students' school records; and on-site interviews and observations of program activities.	• Program has positive short-term impacts on servers' civic attitudes and behaviors. • Program expanded service learning opportunities for most schools. • Program has significant benefits relative to costs, nearly $4 for every $1 spent. • Participating community agencies benefited in terms of increased capacity to deliver services, and staff increased positive attitudes about working with youth.	Unspecified

Table 2. 31

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Coe, R. L., (1976). *The Kenya National Youth Service: A study in institutional building*. Pittsburgh: Research Headquarters, University of Pittsburgh, Graduate School of Public and International Affairs.	Kenya	National service	To determine if there is a disparity between the form the NYS was intended to take and the form it has taken.	Unspecified	Secondary data obtained from government documents.	There was a disparity between the plans and intentions of the NYS and its operations. The disparity was caused by: conflict in the goals of political authorities and program administrators, and lack of resources and dependence on foreign aid.	Internal political problems in Kenya limited accessibility to key resources; newness of the NYS program at the time of the study.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Cohen, C. (1997). *What service teaches about citizenship and work: The case of AmeriCorps.* Seattle, Washington.	United States	National service	To assess if AmeriCorps participation has an influence on the servers, including citizenship development, workplace skills, and career plans.	Unspecified	Two focus groups with servers in non-urban sites and two in urban sites.	Servers' developed civic competencies, and strengthen their connections to their communities. Experience provided servers with the opportunity to explore career options and to develop specific work skills.	Interviewer style may have had an effect on responses; group dynamics may have had an effect on responses; participants may have been uncomfortable discussing certain issues.

Table 2.   33

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Cohn, S., Wood, R., & Haag, R. (1981). United States aid and third world women: The impact of Peace Corps programs. *Economic Development and Cultural Change, 29,* 795-811.	United States	Inter-national service	To determine the level at which women are beneficiaries of Peace Corps programs and what they are provided.	Unspecified	Secondary data.	• Women constituted a minority of Peace Corps service beneficiaries. • Level of development across host communities was not related to female participation. • Health and nutrition programs were most likely to affect women. • Volunteers in Moslem countries worked more directly with beneficiaries.	The data used are limited in determining what skills, knowledge, and resources are transferred to males and females through the Peace Corps.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Cohn, S., & Wood, R. (1985). Foreign aid at the grassroots: The interaction of Peace Corps volunteers with host country people. *Human Organization, 44(2),* 167-171.	United States	International service	To examine the level of interaction with host community members by Peace Corps volunteers and influences on that interaction.	Unspecified	Secondary data.	• Frequency of interaction host community members was associated with age, geographical location, and living arrangements. • High frequency of interactions and language skills were related to living arrangements. • Demographic characteristics varied among beneficiaries of different types of Peace Corps work activities.	Limited to information provided by Peace Corps volunteers, and by the lack of a universal standard of cultural intimacy, making the data hard to interpret.

Table 2.   35

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Egan, T. M. (1994). Youth Service International: Adventure in service. *Dissertation Abstract International*, *55*, *05A*. (UMI No. 9426424).	United States and United Kingdom	Inter-national service	• Expedition experience has an effect on the server's life course. • Expedition experience is a valuable learning experience. • Participants place value on adventure training and service-learning.	Unspecified	Multi-method research design, including in-depth interviews with program leaders, mailed surveys to program participants, and field observations.	• Most respondents indicated that service-learning was an important component of expedition experience. • Overall, respondents placed greater value on the adventure component of the expeditions. • Most of the respondents indicated that experience enhanced their commitment to community service.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Ekhomu, O. (1985). Evaluation of manpower utilization in Nigeria: The case of the National Youth Service Corps. *Dissertation Abstracts International, 47, 05A.* (UMI No. 8617174).	Nigeria	National service	• Motivation and attitude toward work depends on allocation (defined as recruitment, selection, and placement of individuals in organizations), culture, decision-making, and human capital. • Motivating and attitude toward work interact. • Organizational production is a function of allocation, the individuals' human capital and motivation as well as culture.	Manpower utilization theory; Maslow's hierarchy of needs theory; Mc-Gregor's theory X and theory Y; Herzberg's motivation-hygiene theory.	Self-administered surveys, open-ended questions and informal interviews.	• Attitude toward work was significantly related to allocation and culture. • Organizational production was significantly related to allocation, human capital, motivation, as well as the task at hand.	Small sample size; the instrument was not pre-tested; small interval of time between implemen-tation of the program and the research.

Table 2. 37

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Frees, J.W., Hardaway, T., and Locke, G. (1995). *Lessons learned from the experience of Subtitle D programs*. Report prepared for the Corporation for Community and National service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	What lessons can be learned about program implementation and operation from the initial experience of the Subtitle D programs in the areas of recruitment, education, training, and service provision?	Unspecified	Interviews, observations from site visits, and data from standard reporting forms.	Respondents indicated that it was useful to use the targeting approach to recruit a diverse group of Corps; commit substantial resources to education and training; develop collaborations between sponsors and agencies; and identify potential bureaucratic barriers to program implementation; and have well defined responsibilities and priorities for team leaders.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Gartland, J.P. (2001). *Senior volunteer participation: An effective means to improve life satisfaction.* Report prepared for the Corporation for Community National service. Retrieved August 15, 2002, from http://www.nationalservice.org/jobs/fellowships/2000-01.html.	United States	National service	• Participation yields personal and emotional benefits to senior servers. • Benefits accrued through participation contributes to improved quality of life of servers. • There are differences in level of reported satisfaction across the three Senior Corps programs, e.g., Foster Grandparents, Senior Companions, and Retired Seniors Volunteer Program.	Unspecified	Self-report survey instrument.	• 93 percent of respondents indicated they felt better about their lives since their service experience. • Quality of life was significantly associated with income, with low-income respondents reporting higher life satisfaction. • Servers in Foster Grandparents programs reported higher degrees of positive change compared to volunteers in Senior Companion and Retired Seniors Volunteer Programs.	Study can only be generalized to Atlantic Cluster senior seniors; the study did not have a control or comparison group.

Table 2. 39

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Griffiths, C.Y. (1998). *The impact of service: An exploration of the characteristics of volunteer tutors in the AmeriCorps for math and literacy program and the benefits they gained for service*. (Doctoral dissertation, The Ohio State University). *Dissertation Abstract International*, *59, 05A,* 1411.	United States	National service	To determine who serves and why they serve.	Social relational views of knowing, learning and teaching as social activities require interaction with others; Dewey's educational theory; and social learning theories.	Data were collected through case studies, participant observations, in-depth interviews, ethnography, and secondary data.	• Within and across three years, volunteer tutors had the same characteristics; most of them were Caucasian females aged 18 to 24. • Caucasian volunteers had prior "direct service" volunteer experience through church or national organizations. • Most respondents were motivated to participate in the program by the perceived benefits gained from service.	Limited sample size; all respondents came from one site; findings from study are only applicable to AmeriCorps programs in math and literacy.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Hajdo, D. (1999). *National service and civic education: The potential of AmeriCorps' National Civilian Community Corps to foster civic character*. (Doctoral dissertation, University of Maryland College Park). *Dissertation Abstract International, 60, 12A,* 4585.	United States	National service	• A*NCC will foster the kind of civic identity postulated by American civic virtue theorists. • The majority of respondents will have positive scores expressing closeness to the "thin" view of citizen. • Increased civic activity between pre and post-tests.	Critics of liberalism, "civic republic model of citizenship," which focuses on civic virtue and the demands of participatory democracy; American civic virtue theory, which focuses on a set of virtues or habits and dispositions that form a desirable character in an American citizen.	Self-administered surveys, one conducted by the author and the other by A*NCC.	• A significant civic character change was noted for most participants between entry and exit surveys. • The model of American civic virtue was reported to account for the cultivation of civic identity among A*NCC participants. Respondents reported a political view of service and a sense of duty as citizens. • A*NCC fostered desirable aspects of civic virtue and civic identity.	Survey instrument not an adequate way to measure character changes among respondents; effects of A*NCC will not be evident in a short time; A*NCC has not recruited sufficient numbers of volunteers.

Table 2.   41

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Iyizoba, O. (1982). Nigeria Youth Service Corps: An evaluation of an attempt to foster unity in the face of ethnic diversity. *Dissertation Abstract International, 43, 10A*. (UMI No. 8305751).	Nigeria	National service	Participation in the Youth Corps has an effect on inter-ethnic prejudice.	Primary group theory (primary groups are decisive in shaping behavior and attitudes).	Self-administered questionnaires, and face-to-face interviews.	• No significant differences were noted between graduates and current participants on all measures of prejudice and ethnocentrism. • Across all respondents, those with more exposure to other ethnic groups were less prejudiced than those with little exposure.	Evaluation did not consider other factors that could influence prejudice scores; there is not a baseline comparison pre-service.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Jastrazab, J., Masker, K., Blomquist, J., and Orr, L. (1996). *Impacts of service: Final report on the evaluation of AmeriCorps.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index/html.	United States	National service	To determine if the program has benefits to society; impacts on the community; and impacts on servers.	Unspecified	Interviews with service beneficiaries, and Corps members, data from the Corporation for National Service, and data from evaluation of information system.	• Monetary benefits to society were significant, $1.40 for every hour of service participation. • 65 percent of beneficiaries indicated satisfaction with program. • About 75 percent of beneficiaries indicated improvements in quality of life due to services provided by program. • Nearly all servers reported increases in employability, and reduction in risk behaviors.	Difficulty assessing non-monetary benefits; inability to measure long-term effects of program on both the served and server.

Table 2.   43

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Jastrzab, J., Bernestein, L., Litin, L., Braat-Campbell, S., Stickney, E., & Giordono, L. (2001). *Assessment of long- term impacts on service participation: a profile of members at baseline.* (Corporation for National Service) Washington, D.C.	United States	National service	To assess if program activities are causally linked to a range of outcomes for the servers.	Theory of change model.	Data were obtained from surveys, observations, and interviews with administrators, servers, and alumni.	• Servers reported strong commitment to service as the primary reason for enrolling in AmeriCorps. • Members scored high in civic engagement, acceptance of diversity, and life skills. • Members were younger, more likely to be female, single, of diverse ethnicity, higher education, and have less personal household income in the year prior to enrolling in AmeriCorps than the general U.S. population.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Kalu, C.N. (1987). The perception of ex-participants on the effectiveness of the Nigerian National Youth Corps in Nigeria. *Dissertation Abstract International, 49, 07A.* (UMI No. 8816769).	Nigeria	National service	• Servers' perception of the importance of NYSC objectives is related to their perception of achievement of objectives. • Servers' age and gender are related to perceptions regarding achievement of NYSC's objectives.	Unspecified	Self-administered surveys.	• A positive relationship was indicated between the perceived adequacy of program administration and the level of achievements of NYSC's objectives. • A statistical relationship was indicated between servers' zone of origin within the country and perceptions of program impacts. • A positive relationship was observed between servers' perceptions of impacts of NYSC on the servers' and the level of achievement of program objectives.	Con-venience sample; not generaliz-able.

Table 2.   45

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
King, B. (1998). *Strengthening quality indicators for AmeriCorps tribal programs*. Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.nationalservice.org/research/fellows reports/king.html.	United States	National service	Quality of program is related to context specific factors in AmeriCorps tribal program.	Unspecified	A 20-point quality index tool.	The following factors were associated with higher quality programs: low turnover among program staff, less interference from tribal governments, fewer critical needs areas – less than 2, and frequent opportunities for staff training.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Kornblum, S. (1981). Impact of a volunteer service role upon aged people. *Dissertation Abstract International, 43, 01A.* (UMI No. 8207595).	United States	National service	To examine the impact of service on older adults.	Role theory applied to understanding the aging process. Socialization theory applied to understanding the process through which persons acquire knowledge, skills, attitudes, values, and moti-vations necessary to enable them perform roles.	Surveys and in-depth interviews.	• Servers were significantly different from non-volunteers in self-assessed health at the second time of interview. • Participation in RSVP had no definitive impact on servers; those with high life satisfaction, health, and self-perception tended to serve in RSVP. • Dropping out of the program was associated with a decline in health, self-perception, and morale.	Self-selection of servers; limited assessment tools.

Table 2.   47

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Macro International (1997). *Study of race, class, and ethnicity: Final report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	• Certain elements are indicative of successful support of service delivery. • There are benefits to diversity in AmeriCorps programs. • AmeriCorps experience has an effect on servers' tolerance and attitude towards others.	Unspecified	Face-to-face interviews, focus groups, surveys, and participant observation.	• Elements indicative of successful support of diversity were stressing commonality of purpose and addressing issues of diversity proactively. • Benefits to diversity identified include ability to identify and dispel stereotypes, opportunity to serve, and the opportunity to acquire connections to various community groups. • Impacts of service on the servers include: increased ability to work with people from diverse backgrounds and development of self-confidence.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Macro International (2000). *Evaluation of DC Reads: Year 2 final report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	Reading skills of tutored students will improve after participating in DC Reads tutoring program.	Unspecified	Interviews and observations of tutoring sessions, secondary data from program logs, survey questionnaires, Reading Performance Battery Tests individually administered.	• For each measure, tutored students recorded greater gains compared to non-tutored students. • On the measures of word identification, phonemic awareness, and passage comprehension, students with a lower initial score tended to increase skills at a faster rate.	Unspecified

Table 2.   49

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Moss, M., Hiller, J., and Moore, D. (1999). *Descriptive study of AmeriCorps literacy programs: State and national final report.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	To assess program implementation.	Unspecified	Mailed surveys	• 56 percent of programs provided tutoring three to four times a week. • 79 percent of programs provided tutoring at least twice a week. • Two-thirds of programs reported that tutoring sessions lasted half an hour or longer. • 77 percent of tutors worked with the same student consistently.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Moss, M., Swartz, J., Obeidallah, D., Stewart, G., and Greene, D. (2001). *AmeriCorps tutoring and student reading achievements.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	• Participation in program has an effect on children's reading proficiencies and other classroom behaviors. • Certain components of the program are associated with positive student outcomes in reading and classroom behavior. • Students in programs identified as effective show greater gains in reading.	Unspecified	Questionnaires administered to program directors and tutors; Behavior Academic Self-esteem and the Cooperation Sub-Scale from the Social Skills Rating System; Woodcock-Johnson Psycho-logical Educational Battery.	• Tutored students in all three grade levels improved their reading performance from pre-test to post-test. • The magnitude of gain was the same for students of different ethnic/racial backgrounds. • Four program factors were significantly associated with gains in students' reading skills: tutor training both prior to and during tutoring program; regular meetings between tutors and students; formal evaluations of programs; and maturity of program (fully implemented programs fared better).	Unspecified

Table 2.   51

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Nakatani, L.K. (1998). *Examining a life of service: A study of AmeriCorps leader's program.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/fellows_reports/nakatani.html	United States	National service	• Participants continue to serve their communities after service. • Participants continue to be involved in national service. • Participants take on leadership roles post-service.	Unspecified	Telephone interviews with alumni; follow-up written surveys.	• 92 percent of respondents continue to serve in their communities in some volunteer capacity. • 95 percent of respondents serve in leadership roles in their communities. • Nearly all respondents indicated that they would recommend the leadership program to another person.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Neumann, G., Kormendi, R., Gardener, C., & Tamura, R. (1995). *The benefits and costs of national service: Methods for benefit assessment with application to three AmeriCorps programs.* (Report No. CE069162). Washington D.C: Corporation for National; Service. (ERIC Document Reproduction Service No. ED383853).	United States	National service	To determine if AmeriCorps benefits accrue to the individual server and to society.	Theories of equalizing differences.	Secondary data obtained from program sites and other quarterly reports.	• Benefits to both the individual member and society were indicated. • Experience provided members with opportunity to invest in human capital acquisition, increases in earning and productivity. • Net benefits were estimated to be $1.60 to $2.60 per dollar spent on the program.	Difficulties involved in individual-izing assessment of costs and benefits in each program; limited available data on programs.

Table 2. 53

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Newton, R.R. (1992). *City volunteers: The status of members of the city volunteer corps two years after program entrance*. Fullerton, CA.: Public/Private Ventures.	United States	Local	To examine the effects of service on the servers.	Unspecified	Surveys and interviews.	• Full-time participants experienced more significant changes in tolerance for diversity and general citizenship. • Both full-time and part-time servers experienced significant changes in their self-perceptions. • Full-time and part-time participants were significantly different in the number of years of education between baseline and follow-up. • A drop in social service use was indicated after servers' participation in the programs' employment and education services.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Omo-Abu, A. (1997). Ethnic cleavages and national integration: The impact of the National Youth Corps. *Dissertation Abstract International*, *58 (2), 602A.* (UMI No. 9723835).	Nigeria	National service	• NYSC experience contributes to the development of common ties among Nigerian youth. • NYSC experience contributes to the development of "national unity."	Modernization theory; the theory of political integration	Self-administered surveys (N=400); face-to-face interviews with state officials; secondary data.	• 70 percent of respondents who served outside their home states reported the development of positive attitudes towards their host communities. • 14 percent reported no change in attitude while 16 percent reported a negative effect.	Political unrest in Nigeria during the data collection period impeded the process; strike by profes-sionals, in Nigeria, made it impossible to do fieldwork as originally proposed; topic of study is a sensitive issue in Nigeria; hence, fieldworkers were met with hostility.

Table 2.   55

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Perry, J., Thomson, A., Tschirhart, M., Mesch, D. & Lee, G. (1999). Inside a Swiss army knife: An assessment of AmeriCorps. *Journal of Public Administration Research and Theory, 9(2),* 225-250.	United States	National service	To assess whether AmeriCorps has been effective in achievement of its goals.	Ambiguity-conflict model.	A review of several studies defining AmeriCorps' goals and effectiveness in achieving its goals (meta analysis).	• Difficulty in establishing uniform performance standards across programs limits ability to compare results. • General findings indicate that annual accomplishment surveys of member program and cost benefit analyses provide favorable results.	More research needed before an overall judgment can be made about the effective-ness of Ameri-Corps.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Project Star (2001). *Seniors for Schools evaluation results 1999-2000 school year.* Report prepared for the Corporation for National Service. Retrieved August 15, 2002, from http://www.seniorcorps.org/research/pdf/pdf.seniors4schools00.pdf.	United States	National service	To assess perceptions toward and impacts of the program.	Unspecified	Mailed surveys.	• Over 90 percent of all principals, staff, and teachers reported that they wanted seniors to volunteer in their schools the coming year. • Over 80 percent of principals, staff, and teachers were satisfied with the seniors' service. • A notable increase was recorded in students' reading skills. • Students recorded positive attitudes towards reading and increases in self-confidence and self-esteem. • 76 percent of the teachers reported that they benefited from the program.	Unspecified

Table 2.   57

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Purvis, T.G. (1993). *Partnership in cross-cultural mission: The impacts of Kentucky Baptist Short-term Volunteer Missions*. Unpublished Doctoral dissertation, Asbury Theological Seminary, Kentucky.	United States	Inter-national service	To assess whether the cross-cultural mission experience has an impact on the volunteer, the sending church, and the mission association.	Unspecified	In-depth interviews; mailed surveys; secondary data.	• Respondents reported an increase in knowledge about other cultures as well as cultural sensitivity and awareness. • Respondents reported low to moderate increases in mission awareness, support, and mission involvement. • Respondents reported increases in membership and giving.	Study is only generalized to volunteers in short-term cross-cultural missions.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Sherraden, M., Sherraden, M. S., & Eberly, D. (1990). Comparison and understanding Non-military service in different nations. In D. Eberly & M. Sherraden (Eds.), *The moral equivalent of war?* (pp. 159-189). New York: Greenwood.	Canada, China, Costa Rica, Indonesia, Israel, Mexico, Nigeria, United States and West Germany	National service	To examine the goals of service programs.	Functional-ism (functions determine social structures, which are dynamic and multi-dimensional).	Field research; secondary data; interviews.	The categories of commonweal and productivity rank much higher as goals of the programs than the categories of peace, state interests, and benefits to participants.	The five categories are not exhaustive in exploring the purposes and effects of service.

Table 2.   59

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Sikah, V.P. (2000). The Ghana National Service Scheme: Perceptions of former educational personnel, students and guardians. *Dissertation Abstract International, 61, 10A.* (UMI No. 9991554).	Ghana	National service	• Servers' perception of the importance of the program to Ghanaian society is related to their perceptions regarding program achievements. • Servers' age, gender, and region of origin are related to their perceptions of program achievements.	A systems theory approach is applied to under-stand a system/ program as a whole.	Face -to-face interviews and mailed surveys; case studies; interviews and follow up interviews; review of historical documents.	• A positive relationship is indicated between servers' perceptions of importance of program to Ghanaian society. • Determinants of perceived effectiveness of GNSS are age, zone of origin, and the perceptions of administrative support services. • Servers and staff recommend increasing the range of servers' activities, personnel allowances, and decentralization of administration • About 83 percent of servers believed that GNSS facilitated their transition to the work force.	Con-venience sample; some regions of Ghana are not represented.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Starr, J. (1994). Peace Corps service as a turning point. *International Journal of Aging and Human Development, 39(2),* 137-161.	United states	Inter-national service	To determine if the service experience is a turning point in the lives of Peace Corp volunteers.	Unspecified	In-depth interviews; face-to-face interviews; telephone interviews; participant observation.	Most respondents viewed their Peace Corps experience as a turning point in their lives.	Absence of control or comparison group.

Table 2. 61

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Tabori, J.R. Gordon, I.M., and Martinez, R.L. (1997). *The sustainability of AmeriCorps* VISTA programs and activities.* Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.americorps.org/research/index.html.	United States	National service	To examine the sustainability of projects/programs receiving AmeriCorps* VISTA volunteers.	Unspecified	Interviews with supervisory personnel.	• 68 percent of VISTA-supported projects continued to operate two to five years after VISTA volunteers completed their assignments. • There was an increase in the involvement of VISTA volunteers in locating funds and resources; staff indicated that they continued these efforts after the volunteers left.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Thomas, A. and Perry, J. (1998). Can AmeriCorps build communities? *Nonprofit and Voluntary Sector Quarterly, 27(4),* 399-420.	United States	National service	To assess how local community-based organizations have changed as a result of their involvement with AmeriCorps.	Institutional approach to community building.	Face-to-face interviews with directors, administrators, AmeriCorps members, and community members; key informant telephone surveys; participant observation and secondary data sources.	• AmeriCorps members helped build organizational capacity. • Respondents indicated that AmeriCorps has largely been unable to sufficiently build inter-organizational cooperation. • Impacts of AmeriCorps, though positive, may be short lived.	Unspecified

Table 2.   63

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Tuffour, L.K. (1996). The effectiveness of Ghana National Service Schemes (GNSS): Perceptions of former service personnel. *Dissertation Abstract International, 57, 07A.* (UMI No. 9639702).	Ghana	National service	There is a relationship between the servers' perceptions of the importance of GNSS to the Ghanaian society and their perception of the achievement of GNSS's objectives.	Holistic approach; development theory.	Survey distributed; In-depth interviews with GNSS officials; secondary data.	• A positive relationship was indicated between degree of importance and level of achievement of GNSS's objectives. • Nearly 91 percent of respondents indicated that GNSS's objectives were important. • About 52 percent of respondents indicated that GNSS's objectives have been achieved. • 51 percent of the servers indicated that GNSS had positively impacted their lives. • A positive relationship was observed between respondent's perception of service support and level of achievement of objectives.	Small sample size.

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Wang, C., Owens, T. & Kim, K. (1995). *A cost benefit study of two AmeriCorps projects in the state of Washington.* Portland, Oregon: Northwestern Regional Educational Laboratory.	United States	National service	To assess the costs and benefits of AmeriCorps.	Unspecified	Secondary data sources.	For every dollar spent on the AmeriCorps projects under review, $2.40 can be expected in return at a two percent discount rate, and $1.80 at a five percent discount rate.	Range of assessed benefits is small; as such, the measured benefits are understated; programs had not been in existence for very long at the time of the study.

Table 2. 65

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Westat (1997). *Effective practices of foster grandparents in Head Start centers*. Report prepared for the Corporation for Community and National Service. Retrieved August 15, 2002, from http://www.seniorcorps.org/research/pdf/fgp.pdf.C30.	United States	National service	To determine what contributes to effective use of foster grandparents at Head Start Centers.	Unspecified	Observations; open-ended interviews; focus groups; telephone interviews.	• Volunteers contributed positively to children and schools. • Foster Grandparents had positive effects on children's emotional well-being, self-esteem, social skills, language, and cognitive development. • Five classroom practices helped increase effectiveness of the Foster Grandparents: teachers model and reinforce caregiver behaviors; communication; approaching all tasks together; teachers encourage and reinforce service to children with special needs; and peer interaction.	Unspecified

Citation	Country	Form of Service	Research Questions and/or Hypotheses	Theories	Methods	Findings	Limitations
Wheeler, J.A., Gorey, K.M., & Greenblatt, B. (1998). The beneficial effects of volunteering for older volunteers and the people they serve: A meta -analysis. *International Journal of Aging and Human Development, 17(1),* 69-79.	United States and Canada	National service	To assess the effects of volunteering on the older volunteers.	Unspecified	Data for this study were collected through case studies.	• Volunteering is significantly related to quality of life for both senior volunteers and those they serve. • A direct face-to-face helping activity is most beneficial to both older volunteers and the people they serve.	The meta-analysis is based on 37 published research articles; hence, its findings may have publication bias.

Table 3. Suggested and Measured Civic Service Effects at the Individual, Community, and Societal Levels			
	Individual	**Community**	**Society**
Psychological	• *Increase level of maturity and sense of personal autonomy* (Starr, 1994) • *Enhance spirituality* (Purvis, 1993) • *Improve self-perception* (Kornblum, 1981; Starr, 1994; Wheeler et al., 1998) • *Decrease depression* (Kornblum, 1981; Wheeler et al., 1998) • *Affirm purpose in life and a sense of accomplishment* (Gartland, 2001; Wheeler et al., 1998)		

	Individual	Community	Society
Social	• *Reduce risk behavior* (Jastrzab et al., 1996; Kalu, 1987) • *Increase social, ethnic, and cultural interactions and awareness* (Cohen, 1997; Egan, 1994; Frees et al., 1995; Griffiths, 1998; Iyizoba, 1982; Jastrzab et al., 1996; Kornblum, 1981; Macro International, 1997; Newton, 1992; Omo-Abu, 1997; Purvis, 1993; Starr, 1994) • *Improve understanding of community* (Center for Human Resources, 1999; Garland, 2001) • *Improve school attendance and literacy among those who are served* (Ekhomu, 1985; Griffiths, 1998)	• *Develop and implement needed community projects* (Omo-Abu, 1997) • *Provide leadership and support* (Aguirre International, 1999b; Jastrzab et al., 1996; Nakatani, 1998) • *Increase capacity of nonprofit organizations to provide services* (Center for Human Resources, 1999)	• *Foster a sense of national integration* (Omo-Abu, 1997; Sherraden et al., 1990; Sikah, 2000)

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	Individual	Community	Society
Economic	• *Increase work skills, ethic, and overall education* (Cohen, 1997; Griffiths, 1998; Iyizoba, 1982; Jastrzab et al., 2001; Neumann, 1995; Omo-Abu, 1997; Sikah, 2000; Wang et al., 1995) • *Increase exposure to career opportunities* (Aguirre International, 1999b; Cohen, 1997; Griffiths, 1998; Jastrzab et al., 1996; Sherraden et al., 1990; Starr, 1994)	• *Enhance manpower distribution and rural infrastructure development* (Iyizoba, 1982; Omo-Abu, 1997; Sikah, 2000) • *May create economic stagnation in host communities* (Cohn et al., 1981)	• *May increase productivity* (Aguirre International, 1999b; Center for Human Resources, 1999; Neumann et al., 1995; Sherraden et al., 1990; Wang et al., 1995) • *May increase dependency on external assistance among developing nations* (Cohn et al., 1981)

	Individual	Community	Society
Civic/Political	• *Inculcate civic attitude and knowledge* (Cohen, 1997; Jastrzab et al., 2001) • *May increase civic engagement, e.g., voting and other forms of volunteerism* (Aguirre International, 1999b; Griffiths, 1998; Hajdo, 1999) • *Reinforce service commitment* (Aguirre International, 1999b; Cohen, 1997; Egan, 1994; Griffiths, 1998; Sherraden et al., 1990)		• *Promote national unity and democracy* (Griffiths, 1998; Kalu, 1987; Sherraden et al., 1990)