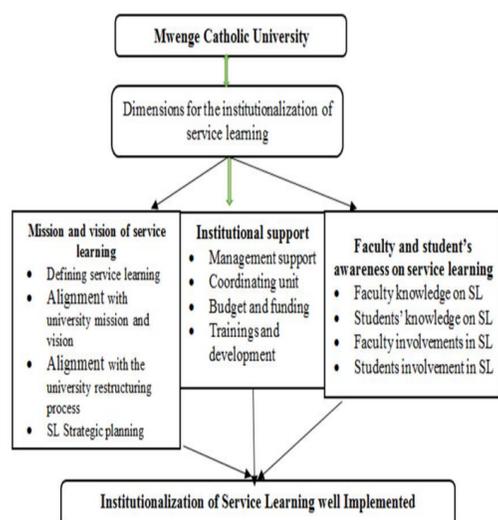


Institutionalization of service learning in higher education

The objective of this study was to assess the institutionalization of SL in higher education in Tanzania with specific focus of MWECAU. Also, the study assessed mission and vision statements alignment with SL, as well as awareness and understanding among staff and students on SL. Finally the study assessed how the university support the institutionalization of SL. We believe, doing that MWECAU will be able to transform the teaching practices while at the same time strengthening “academic activities with social commitment, as well as solidifying the spiritual identity as a Catholic institution.



Service Learning (SL) is an educational experience whereby students and lecturers engage in any planned community service to address the community needs or challenges (Furco, 1996; Sandaran, 2012; Dugguh, 2018). This is what our founding president Julius Nyerere intended with Education for Self-Reliance (ESL).

According to Sanga (2016), ESL was to equip learners with knowledge, skills and attitudes for tackling societal problems. He went on to say “education should be of relevance to the Society; [the] educated individual must serve the society, education must be problem solving and education must be work-oriented (p.2). This is to say, SL is not a new concept in Tanzania

Methodology, A case study and cross-sectional survey design were employed. Under the case study, a qualitative method was utilized and a cross-sectional survey adopted for quantitative research design. Qualitative information was collected from only three informants among purposeful six selected participants from MWECAU management and students’ organization. The interview guide was developed under three themes, each with five questions and the result was presented in tabular format. Quantitative result were analyzed using descriptive statistics and later on inferential statistics

Data for this study was obtained from 180 respondents out of 378 sample sizes. Of these 87 were students, which is 36% of all sampled students, 93 were teachers, which is 66% of the sampled respondents (see table 3.1). Vanderleest (1996) argued that a response rate of 36% is acceptable for the accurate information.

Title: Institutionalization of service learning in higher education

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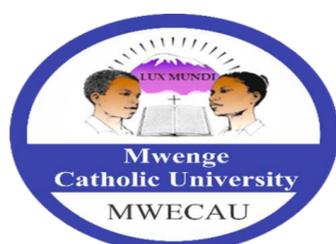


Table 3.7 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	-.331	—		-.812	.418
1 Support	.010	.020	.021	.534	.594
Awareness	.278	.021	.612	13.208	.000
Visions	.244	.032	.352	7.723	.000

a. Dependent Variable: Institutionalization

Result, respondents indicate no institution support for SL institutionalization process with the mean (m < 3.00).

Also, indicated that respondents are somehow neutral with the statement on SL awareness at the university which means the MWECAU staff members are not aware of SL

However, Respondents were also neutral on service learning alignment with institution mission and vision. This information depicted that there is a very low awareness among the institution staff members,

Result shows that tutors (teachers) are less aware of SL with a mean value of 20.8 compared to students who are highly aware at 25.03 mean averages.

Conclusion. SL awareness and understanding, institutional support, and alignments with the organization vision highly contribute to the SL institutionalization. Seemingly, awareness and understanding dominates with 61% followed by Alignment of the vision and mission of university by 35% while institutional support contributes the least with 2%.

Thus to say that, awareness, institutional support and SL included in the university mission and vision highly contributes to the SL institutionalization. Finally SL training is highly recommended to increase awareness and understanding among staff of MWECAU.