Service- Learning Integration as Pedagogical Strategy for Enhancing Higher Education Students' Global Citizenship Competencies

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Article Info

ABSTRACT

Purpose of the study: The main purpose of the study was to examine the extent of service-learning integration and the enhancement of global citizenship competencies.

Methodology: Descriptive-correlational research design was employed in this study. Four hundred six (406) respondents from the different institutes of Kolehiyo ng Lungsod ng Dasmarinas, a locally funded higher education institution, were surveyed. Pearson product-moment correlation and stepwise multiple linear regression analysis were used to analyze the collected data.

Main Findings: Results revealed that HEI teachers integrated service-learning approach into instructional materials designing and development, course expectations and learning standards, assessment tools and procedures, classroom management and learning environments, and lesson planning and teaching strategies to a great extent. Direct learning and research-based activities were the dominant service-learning types used for the HEI curricula. Furthermore, the global citizenship competencies indicated a significant relationship with and were influenced by the components of service-learning.

Novelty/Originality of this study: This research provides a theoretical perspective about how service-learning approach influences the acquisition of global citizenship competencies among students, making them more ready and eligible for thriving in the demands of the future.

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1. INTRODUCTION

Countries worldwide have been urged to promote sustainability, peace, and prosperity [1]. The success of this initiative can be augmented by ensuring students coming from different backgrounds are transformed into socially engaged, ethical, and informed global citizens. Thus, global citizenship concepts and competencies must be incorporated in the teaching-learning process [2]. One of the conceptual underpinnings of global citizenship focuses on acquiring knowledge on various issues at the local, national, regional, and global levels [3]. This requires a critical understanding of relevant social, cultural, political, economic, and environmental issues affecting all countries around the world. Moreover, it is founded on the socio-emotional domain of learning which concentrates on developing students' values such as respect for diversity, empathy, solidarity, and sense of belonging. In the behavioral aspect, it is furthermore expected that students know how to respond responsibly and contribute to building a sustainable and peaceful world [4], [5]. Clearly, the conduct of service learning is supported by the underlying concepts of global citizenship education.

Service learning is a pedagogy in higher education with central emphasis on evoking civic consciousness among students [6]- [10]. This primarily supports the idea of experiential learning aimed at exposing students to the needs of the community through activities and programs which ultimately allow them to connect theoretical knowledge with the practical ways of solving community issues such as inequity, inclusion, and justice among others [11]-[14]. As underscored in the Education for Sustainable Development (ESD) of United Nations Educational, Scientific and Cultural Organization (UNESCO), higher educational institutions are expected to integrate service learning into their curricula which is drawn on the principle that sustainable development requires the active participation of students at the community level [15]- [17]. Students, through civic engagements, would get to explore different issues in the community first-hand, analyze possible solutions to local problems, and learn new knowledge and skills from dialogues with diverse groups. Generally, service-learning programs are implemented to provide more opportunities for students to understand real-life community needs, thus enhancing their global citizenship competence [13].

In the Philippine higher education context, Service Learning has evolved alongside the National Service Training Program (NSTP) under Republic Act No. 9163 [18]. The three main elements of NSTP include the Reserve Officers' Training Corps (ROTC), the Civic Welfare Training Service (CWTS), and the Literacy Training Service (LTS). Nevertheless, CWTS and LTS courses do not fully qualify as service-learning courses unless the instructor incorporates service-learning elements. Bandy [19] suggests that incorporating service learning into a course can be done through a program or project that combines classroom education with community interactions. In addition to NSTP courses, incorporating service-learning into various courses through civic programs is a way to evaluate students' practical application of knowledge, raise their understanding of community issues, enhance their critical thinking and problem-solving skills, and refine qualities like respect for equality, equity, and diversity. These skills are essential for fostering global citizenship and working towards global sustainability, solidarity, and prosperity.

Global citizenship pertains to the interconnectedness of social, cultural, political, and economic issues in the local, national, and global contexts [20], [21]. Since the world is rapidly becoming globalized, it is necessary to take into consideration what competencies students need to develop. UNESCO's global citizenship competencies focus on the three domains of learning: cognitive, socio-emotional, and behavioral. All these domains aim to transform students to be: (1) informed and critically literate; (2) socially connected and respectful of diversity; and (3) ethically and socially engaged [22], [23]. In the Philippines, however, there has been no national global citizenship education (GCED) curriculum yet [24]. This implies a sense of urgency for local universities and colleges to strengthen the integration of service learning into their curricula. With the absence of GCED curriculum, there is a dire need for students to fully realize GCED through localization, and this bottom-up approach of connecting Filipino students into various global contexts and values is very crucial considering that the Philippines is a culturally diverse country. It is believed that through the integration of service-learning into the curricula, students' social, cultural, and institutional values can be strengthened and lead to the development of students' global citizenship competencies [21], [12].

The integration of service-learning into curricula and program implementation is crucial for the success of service-learning initiatives [25], [26]. The involvement levels of faculty members in service-learning and various influencing factors, including their experiences, are areas that have not been extensively researched yet [10]. In Philippine universities, there is a requirement to bridge this gap in order to boost community involvement and social projects, as well as to enhance service-learning teaching methods. This statement was corroborated in various local studies, highlighting the scarcity of faculty members' community involvement activities and the implementation of service-learning programs [27], [28]. Moreover, previous studies about this experential pedagogy exclusively focused on its extent of implementation, institutionalization mechanisms, integration model and framework, challenges encountered in implementation, perceived effects on students' character development and trasformative change. There is a death of studies that further investigates on what particular competencies and skills does service-learning integration enhance, making the globally minded and competitive individuals.

Bridging the following identified gaps, this study aimed to (1) assess how much service learning is incorporated into higher education curricula and how often it is implemented; (2) identify the most common types of service learning used in higher education curricula and the global citizenship skills of students; and (3) investigate the connection between the level of service-learning integration and the improvement of global citizenship skills.

2. RESEARCH METHOD
2.1 Research Type
The researchers made use of descriptive-correlational research design to examine the extent of service-learning integration and the enhancement of global citizenship competencies. Among the types of research design, the descriptive-correlational is the most applicable for the present research's context as it provides statistical picture of the relationship between two or more variables without focusing on the cause and effect relationship.

2.2   Respondents of the Study

Out of more than 5,000 student population, 406 of them were selected to respond to the survey following the proportionate stratified random sampling technique. The respondents were first- to fourth-year students from different institutes of Kolehiyo ng Lungsod ng Dasmariñas, a local college funded by the City Government ng Dasmariñas in Cavite Philippines.

2.3   Data Collection Tools

The researchers utilized both self-developed and adapted research instruments in data collection. The first instrument, which is a researchers-developed survey, assesses how much service learning is incorporated into higher education curricula and how often it is implemented in the following paramaters: (1) instructional materials designing and development; (2) course expectations and learning standards; (3) assessment tools and procedures; (4) classroom management and learning environment; and (5) lesson planning and teaching strategies. It utilized a 5-point Likert scale for both extent of integration and level of frequency. The second instrument, on the other hand, identifies the most common types of service learning used in higher education curricula through a checklist. The last instrument determines the competence levels of the students in the global competencies outlined by Oxfam using a 5-point Likert scale [29].

To ensure its validity and reliability, the instruments underwent a face validation process through the assistance of service learning experts. Indicators in each variable were carefully examined, considering its relevance, appropriateness, and clarity. The first draft of the research instruments was then pilot tested to a group of tertiary students to examine how reliable the test items were. All suggested improvements were incorporated into the final instruments.

2.4   Data Collection Procedures

Before administering the survey insturment, a short orientation with prospective respondents was held to thoroughly explain the objectives and processes in the conduct of the study. Informed consent, data privacy and ethical guidelines were thoroughly followed in the process. The commencement of the data collectionofficially began upon receiving a permission from the school administrators. During the data collection process, respondents were given enough time to answer the survey instruments before retrieval. After that, the data were carefully analyzed, synthesized, and interpreted using the statistical software. Then ,the results were communicated with the respondents through a symposium.

2.5   Data Analysis Technique

Pearson product-moment correlation, which is a statistical procedure, was used to determine the relationship of the service learning components and global citizenships competencies. On the other hand, the stepwise multiple linear regression analysis was then applied for analyzing the collected data. This backward method analysis is an iterative procedure used to identify the significant predictor variables by considering all predictor variables and iteratively eliminate variables from the regression model to determmine the best-fitting model that highly influences the global citizenship competencies. The Statistical Package for Social Sciences (SPSS) version 26 was utilized by the researchers to carry out these data analysis techniques. Preferably, the SPSS was used in the research since it offers advanced statistical analysis that can handle complex social sciences data.

3.   RESULTS A ND DISCUSSION

3.1. Profile of the Respondents

Table 1 shows demographic profile of the student-respondents described using frequency counts and percentage.

Table 1. Profile of the Student Respondents

Age	Frequency	Percent
17-19 years old	204	50.25
20-22 years old	147	36.21
23-25 years old	34	8.37
26 years old and above	21	5.17
Degree Sought		
BS Information System	104	25.62
BS Civil Engineering	56	13.79
BS Psychology	213	52.46
BS Nursing	28	6.90
BS Midwifery	5	1.23
Sex		

Male	162	39.90	
Female	244	60.10	
Year Level			
First Year	222	54.68	
Second Year	93	22.91	
Third Year	30	7.39	
Fourth Year	61	15.02	

The result reveals that half of the respondents aged 17-18 years old comprising the 50.25% of the total population. This was followed by the 147 students whose age were 20 to 22 years old. More than half of the tertiary students were females and were still in the first and second years of their college level, mostly taking up Bachelor of Science in Psychology and Bachelor of Science in Information Systems degree programs offered by the said HEI. This composition entails that majority of the respondents were young individuals, preparing themselves emotionally, physically, and mentally as they transition into adulthood and become part of the global work force.

3.2. Extent of Integration and Frequency of Implementation of Service Learning in Higher Education Curricula

Table 2 exhibits the extent of integration and frequency of implementation of service learning in various pedagogical components of general education and major courses across different degree programs that the institution has offered. The descriptive statistics data presented were the results of students' assessments on to what extent and how frequent the HEI teachers integrated the service learning into curricular activities.

Table 2. Extent of Integration and Frequency of Implementation of Service Learning in Higher Education Curricula

Indicative Statements	Extent of Integration			Level of Frequency		
	Mean	Std. Deviation	Adjectival Rating	Mean	Std. Deviation	Adjectival Rating
Instructional Materials Designing and Development						
Using pictures or representations derived from the real-life context to explain community needs and to draw critical consciousness about social issues.	4.48	0.63	Great Extent	4.45	0.69	Often
Citing actual community situations and research-based information when making illustrative examples to explain the issues being talked about.	4.47	0.69	Great Extent	4.41	0.69	Often
Including problem-based activities in the course learning module which oblige students to address social issues or community concerns they have consistently encountered through research investigation.	4.35	0.75	Great Extent	4.30	0.77	Often
Increasing social awareness of the students through the utilization of real community profiles and policies (i.e. socio-cultural, economic, and political research results) in presenting topics/ lessons.	4.50	0.67	Very Great Extent	4.43	0.72	Often
Utilizing audio-visual learning materials that entail the daily struggles, experiences, vulnerabilities, and situations of individuals from the various sectors of the community.	4.34	0.76	Great Extent	4.38	0.76	Often
Weighted Mean	**4.43**	**0.58**	Great Extent	**4.39**	**0.61**	**Often**
Course Expectations and Learning Standards						

Integrating civic responsibility and social obligation as service-learning intended purposes into the vision and mission of the institution.	4.25	0.73	Great Extent	4.34	0.78	Often
Anchoring the course content and learning activities on discipline-based service-based learning in which students are required to reflect on their experiences from the community.	4.29	0.75	Great Extent	4.33	0.73	Often
Allowing students to interact with various individuals outside the classroom to accomplish a certain learning task that enriches their cross-cultural experiences.	4.29	0.81	Great Extent	4.32	0.79	Often
Including the various types of service-learning initiatives (community-based action research and survey, peer tutorials, food and clothing drive, promotion of peace education, disaster preparedness, etc.) in their course outcomes or course requirements.	4.24	0.81	Great Extent	4.34	0.75	Often
Allowing students to campaign or share their community-related advocacy or worthy causes with the class through creative presentations.	4.29	0.72	Great Extent	4.27	0.81	Often
Weighted Mean	**4.27**	**0.63**		**4.32**	**0.66**	**Often**
Assessment Tools and Procedures			Great Extent			
Conducting peer-to-peer tutorial sessions and review with the students.	4.27	0.74	Great Extent	4.35	0.80	Often
Allowing the students to conduct simple surveys and interviews with people from various sectors of the community to substantiate the learning outcomes.	4.19	0.82	Great Extent	4.26	0.83	Often
Assessing both academic and personal growth of the students derived from community participation through the use of personal diary or reflective essays.	4.24	0.78	Great Extent	4.36	0.80	Often
Asking students to share the problems they have encountered in the study site while conducting community-based initiatives.	4.24	0.80	Great Extent	4.30	0.85	Often
Conducting in-class presentations or reporting on their experiences and recommendations offered to address the identified community concerns.	4.18	0.81	Great Extent	4.31	0.80	Often
Weighted Mean	**4.23**	**0.65**	Great Extent	**4.32**	**0.70**	**Often**
Classroom Management and Learning Environment						
Fostering a supportive and inclusive learning environment through relating the topics discussed to community empowerment.	4.37	0.70	Great Extent	4.48	0.69	Often
Activating student participation and volunteerism when managing the physical arrangement of the classroom and when observing classroom discipline.	4.38	0.73	Great Extent	4.45	0.69	Often

Monitoring student involvement and commitment to the service-learning project, including attendance, participation, and initiative in the activities.	4.34	0.75	Great Extent	4.43	0.69	Often
Providing a reward-based system for the students who have been actively involved in various service-learning projects on the course or the school.	4.34	0.78	Great Extent	4.36	0.79	Often
Emphasizing diverse cultural perspectives, promoting understanding global issues, fostering respect and empathy among students in classroom rules and regulations.	4.41	0.69	Great Extent	4.47	0.68	Often
Weighted Mean	**4.37**	**0.61**	Great Extent	**4.44**	**0.58**	**Often**
Lesson Planning and Teaching Strategies			Great Extent			
Using community-based excursion, immersion, and field trips to expose students to the actual learning environment for a more critical reflection on the community needs.	4.29	0.80	Great Extent	4.29	0.86	Often
Exposing students to advocacy campaigns that would help them critically address various social issues through hands-on experiences.	4.31	0.72	Great Extent	4.31	0.78	Often
Developing community-benefitted activities that allow students to reconnect with the community and learn essential community values.	4.36	0.69	Great Extent	4.38	0.74	Often
Inviting community leaders and representatives in classroom to discuss various concerns related to resilient community building.	4.31	0.76	Great Extent	4.25	0.88	Often
Giving the students a chance to create policies that accurately and appropriately respond to societal issues through in-class activities.	4.28	0.75	Great Extent	4.31	0.83	Often
Weighted Mean	**4.31**	**0.60**	Great Extent	**4.31**	**0.71**	**Often**

Interpretation (Extent of Integration): 1.00-1.49 (very low extent); 1.50-2.49 (low extent); 2.50-3.49 (moderately extent); 3.50- 4.49 (great extent); and 4.50-5.00 (very great extent)
Interpretation (Frequency): 1.00-1.49 (never); 1.50-2.49 (rarely); 2.50-3.49 (sometimes); 3.50- 4.49 (Ofte); and 4.50-5.00 (always)

HEI teachers extensively incorporated service learning into instructional materials design and development to enhance students' social awareness. They frequently used real data and profiles obtained from the sociocultural, economic, and political contexts of the community to enhance students' comprehension of a wider society, covering community issues, social changes, various cultures, and other aspects of human interaction with the social environment. Salam et al. emphasized the importance of teachers including activities and concepts related to community issues and needs in learning materials [8]. Furthermore, these educators frequently took into account and utilized community symbols, task-oriented tasks, social issues, and practical scenarios while creating teaching materials and educational tools. The incorporation of service-learning strategies greatly emphasized the development of students' dispositional growth in classroom activities. The same is demonstrated in the research conducted by Angelopoulou and Kavvadia emphasizing the importance of incorporating service learning into classroom tasks [30].

To expose students to pragmatic learning experiences, service-learning principles shall be explicitly reflected on courses' expected outcomes, target performance standards, and behavioral objectives. At the classroom level, critical reflection on learning experiences, interaction with the community, and presentation of advocacy were often highlighted by HEI teachers in their respective course syllabi to enrich students' personal

values, disciplines, and character towards strong commitment to service. Such learning objective was primarily central to the global citizenhip education [31],[32].

On the other hand, at the institutional level, human relationships, cross-cultural communication, and civic responsibility were significantly highlighted in the vision and mission of the institution. Creation of and participation in community-oriented initiatives and projects were part of the course requirements making them real practitioners of community engaged learning. These strategies clearly indicated that HEI teachers integrated service learning into course expectations and scheme of learning progression to a great extent. This indicator is pivotal, since the primary goal is to transform students into ethically responsible and socially engaged citizens in a globalized setting [33].

Integrating service learning into classroom assessment and tools is instrumental to bringing out positive behavior and nurturing collective empathy as the main students' course outcomes. To build a healthy knowledge-sharing environment where there are inclusive opportunities, HEI teachers often implemented peer tutorial sessions and brainstorming activities for addressing community concerns. Astiswijaya et al. stated that collaborative activities enable students to effectively engage with one another and come up with sound decisions [34]. They also often employed community surveys and interview, diary journal writing, and personal story telling to letting students divulge their experiences and realizations in community immersions. The utilization of these assessment tools and procedures showed HEI teachers' high compliance with service-learning as a praxis-oriented approach in predicting and examining learning outcomes. Similarly, Mandernach revealed the effectiveness of the use of assessment tools to gauge the successful implementation of service learning [35].

A learning environment that not only shapes potentials and ideal behavior but also prepares students for a greater service is indeed relevant to meeting societal challenges. The service-learning integration into classroom management and learning space promotes self-growth and discipline, facilitates interpersonal development and reinforces the value of community engagement which might reduce the occurrence of relational conflicts and group collision. All these advantages of service learning were enumerated in various studies [36], [37]. Given these, results indicated that HEI teachers often foster civic responsibility, accountability, and diversity through culturally responsive rules and regulations, volunteer-led classroom routines, inclusive reward system, discussion of community empowerment-related topics. These practices ensured that teachers have integrated service-learning strategies into classroom physical, social, and emotional environments to a great extent resulting in active student engagement, enhanced intercultural understanding, and deep understanding of real-world issues. This is in line with one of the key reasons for integrating service learning into the curricula that it promotes global harmony, peace, and solidarity [38].

Furthermore, HEI teachers also integrated service-learning approach into the lesson planning and teaching strategies to a great extent strengthening their pedagogical strategies for the enhancement of academic learning and social development. Such a practice was also surfaced in the study by Mickovska-Raleva, highlighting the idea that local and global topics must be included in the lessons and activities to ignite civic consciousness among students [39]. Some specific strategies often employed by these HEI teachers to classroom instruction include community-based excursion and immersion, advocacy campaigns, conversations with community leaders and representatives, and policy making and pitching. With these teaching strategies, students were able to enhance their ideas about resilience, acquisition of values, self-discovery, and civic responsibility as they had closely interacted with the actual community context through service. This proves that service-learning shapes students' values, making them responsive to addressing identified priorities in the community [40].

Table 3 displays the primary service-learning categories implemented in higher education institution curricula.

Table 3. Dominant Service Learning Integrated into the Higher Education Curricula

Service Learning	Frequency	Percentage
Direct Service Learning	185	45.60
Indirect Service Learning	32	7.90
Research-Based Service Learning	153	37.60
Advocacy Service Learning	36	8.90

The result indicates that students participated in direct service-learning activities that involved interacting face-to-face and actively engaging with the beneficiaries during community-oriented projects. According to the research conducted by Dohnalová and Zelenková students' engagement in service-learning activities can help maintain their active involvement in addressing community development issues [41]. The course syllabi include various activities such as community-needs assessments, academic tutorials, outreach programs, software development for barangay operations, peer-caring sessions, film making on social issues, mental health presentations, working with hospital patients, tree planting, clean-up drives, and volunteer work. Some of these

activities have been carried out as service-learning according to Marcilla-Toribio et al., [42]. Completing these tasks not only ensures they meet the course criteria, but also helps them gain important skills and values like teamwork, compassion, understanding of society, leadership through service, and critical thinking, leading to a significant impact on the community they are involved with. Veyvoda and Van Cleave emphasized that service learning provides students with valuable opportunities to develop the skills and values necessary to become ethical and socially responsible individuals [43].

Another prevalent form of service-learning that was evident during the course activities is research-based service learning. Students needed to produce evidence-based writing and presentations that were primarily based on research methods. The requirements cover topics like projects based on needs, programs for protecting the environment, analysis and development of policies, interventions in communities, and other initiatives that involve students working together with stakeholders, leaders, and agencies from different sectors. Schoorman et al. stressed the significance of enhancing students' capacity to analyze topics critically in relation to both local and global issues via research [44]. In this service-learning model, students function as creators of knowledge by collecting community data and creating reports that serve as important sources for policy development.

Although the Filipino context has yet to adopt the GCED framework, many HEIs in the country have started to prioritize knowledge, skills, and values in their academic programs and course materials to ensure students are capable in a globally connected society. These skills also enable individuals to engage, reengage, and disengage with the information-laden time period. Students are made aware of global connections influenced by adjustments and transformations in environmental, cultural, political, economic, and social aspects; thus, it is crucial to provide them with essential skills for addressing the unpredictable and intricate global landscape both ethically and practically. In today's fast-paced world, Esterhuizen et al. emphasized the importance of students having skills that match global requirements in order to succeed in diverse environments [45]. Given these, the students' global citizenship skills are displayed in Table 4 below:

Table 4. Tertiary Students' Global Citizenship Competencies

Indicative statement	Mean	Std. Deviation	Adjectival Rating
Knowledge			
Social justice and equity	4.15	0.84	Competent
Diversity	4.11	0.81	Competent
Globalization and Interdependence	4.14	0.85	Competent
Sustainable Development	4.18	0.84	Competent
Peace and Conflict	4.25	0.85	Competent
Weighted Mean	**4.17**	**0.74**	**Competent**
Skills			
Critical thinking	4.16	0.84	Competent
Ability to argue effectively	3.98	0.95	Competent
Ability to challenge injustice and inequality	4.02	0.89	Competent
Respect for people and goods	4.54	0.66	Very Competent
Cooperation and conflict resolution	4.31	0.79	Competent
Weighted Mean	**4.20**	**0.68**	**Competent**
Values and Attitude			
Sense of identity and self-esteem	4.24	0.87	Competent
Empathy	4.36	0.70	Competent
Dedication to social justice and equality	4.32	0.77	Competent
Concern for the environment and dedication to sustainable development	4.42	0.72	Competent
Respect for differences and values	4.58	0.63	Very Competent
Weighted Mean	**4.39**	**0.61**	**Competent**
Global Citizenship Competencies	**4.25**	**0.62**	**Competent**

Interpretation: 1.00-1.49 (not competent); 1.50-2.49 (slight competent); 2.50-3.49 (moderately competent); 3.50- 4.49 (competent); and 4.50-5.00 (very competent)

The table shows that students had a good understanding and exhibited positive attributes such as promoting fairness and justice in resources, displaying impartiality and care for various needs, respecting diverse perspectives, maintaining peace and order, and using effective cross-cultural communication to prevent conflicts between individuals. Moreover, the students displayed a sufficient and proficient grasp of worldwide responsibilities and common goals like globalization, market integration, and sustainable development. Huda and

et al. emphasize that examining the local, national, and global issues extensively enables students to comprehend the interconnections and impacts on the international community [33].

Similar to the knowledge domain, students exhibited proficiency in identifying the root causes of conflicts, collaborating to find solutions, adapting effectively, justifying their thoughts, and confronting institutional biases and inequalities. These abilities help students think deeply and critically about enduring social problems and difficulties. When faced with current global challenges, students need to be able to analyze and make decisions using viewpoints from various groups [46]. Most importantly, they were highly skilled at showing respect for people and goods, a crucial skill for students to possess in order to coexist peacefully in a globalized world. This also allows students to behave with freedom and integrity in a diverse cultural setting. According to Hoffman, possessing values like respect, tolerance, and empathy is vital for peaceful coexistence with others in both the community and the broader world [47].

In terms of global citizenship values and attitudes, students excelled in advocating for equal opportunities for all individuals, regardless of cultural, political, economic, and social differences. As students develop these personal qualities, Tripon emphasized that they also come to understand the significance of concepts like equality and equity, leading them to become catalysts for societal transformation [48]. They also demonstrated proficiency in self-awareness and gaining understanding of their strengths, weaknesses, goals, and challenges. Acquiring knowledge about oneself boosts their confidence and nourishes their true self, allowing them to show empathy towards others and care for the environment and sustainable development.

Supporting this assertion, Bringle and Steinberg highlighted that involvement in the community allows students to delve into societal truths, ultimately resulting in a comprehension and acquisition of shared community beliefs [49]. However, students excelled at accepting, appreciating, and respecting the subjectivity of individuals, as well as their differences and values. Such behaviors foster a welcoming environment in which differing perspectives are addressed thoughtfully, and diversity is valued, ensuring an atmosphere free of discrimination. As noted in the research conducted by Edwards and et al., fostering positive relationships with a variety of groups is a key goal of global citizenship education [3].

3.3. Relations between Service-learning Integration and Global Citizenship Competencies Enhancement

Table 5 shows that the relations between service-learning components and domains of global citizenship competencies, knowledge domain in particular, were determined by Pearson product-moment correlation.

Table 5. Relationship between service-learning components and knowledge domain

Indicators	Correlation Coefficient	$p-value$	Decision
Knowledge and			
Instructional Materials Designing and Development	0.258	≤ 0.001**	Significant
Course Expectations and Learning Standards	0.291	≤ 0.001**	Significant
Assessment Tools and Procedures	0.352	≤ 0.001**	Significant
Classroom Management and Learning Environment	0.349	≤ 0.001**	Significant
Lesson Planning and Teaching Strategies	0.387	≤ 0.001**	Significant

**significant at 1%
Magnitude: [50] 0.00-0.09 (Negligible correlation); 0.10-0.39 (Weak Correlation); 0.40-0.69 (Moderate Correlation); 0.70-0.89 (Strong Correlation); and 0.90-1.00 (Very Strong Correlation) **Direction:** Positive relationship (directly proportional) and negative relationship (inversely proposal)

The result reveals the significant relationship of knowledge and service-learning components at 1% level of significance. The instructional materials designing and development ($r = 0.258$), course expectations and learning standards ($r = 0.291$), assessment tools and procedures ($r = 0.352$), classroom management and learning environment ($r = 0.349$), and lesson planning and teaching strategies indicated a weak relationship ($r = 0.387$) with the knowledge domain.

Despite the minimal connection between the two variables, there was still a positive association, suggesting that the more service-learning is integrated, the greater the students' proficiency in the knowledge domain. This means that students' comprehension and knowledge of development issues like equality, diversity, sustainability, and peacebuilding are enhanced and enriched through experiential learning in community development initiatives. The findings pertain to Rock's research, demonstrating the importance of community-centered initiatives and events in enhancing students' comprehensive understanding of various social issues and community matters [51]. Having been well-informed about societal issues and inequalities make the students globally aware of what actions to take and make towards pursuing shared aspirations for eradicating social problems that have continuously fractured global unity.

Table 6, on the other hand, shows that the relations between service-learning components and skills domain of global citizenship competencies

Table 6. Relationship between service-learning components and skills domain

Indicators	Correlation Coefficient	$p-value$	Decision
Skills and		≤ 0.001**	
Instructional Materials Designing and Development	0.306	≤ 0.001**	Significant
Course Expectations and Procedures	0.371	≤ 0.001**	Significant
Assessment Tools and Procedures	0.437	≤ 0.001**	Significant
Classroom Management and Learning Environment	0.389	≤ 0.001**	Significant
Lesson Planning and Teaching Strategies	0.408	≤ 0.001**	Significant

significant at 1%
Magnitude: [50] 0.00-0.09 (Negligible correlation); 0.10-0.39 (Weak Correlation); 0.40-0.69 (Moderate Correlation); 0.70-0.89 (Strong Correlation); and 0.90-1.00 (Very Strong Correlation) **Direction:** Positive relationship (directly proportional) and negative relationship (inversely proposal)

The results revealed that skills and assessment tools ($r = 0.437$) and lesson planning and teaching strategies ($r = 0.408$) had a moderate positive relationship. On the other hand, a weak positive relationship existed between the skills domain and classroom management and learning environment ($r = 0.389$), course expectations and procedures ($r = 0.371$), and instructional materials designing and development ($r = 0.306$). The probability value of 0.001 was lower than 0.01 significant level revealing that the skills domain had a significant relationship with service-learning components in terms of instructional materials designing and development, course expectations and learning standards, assessment tools and procedures, classroom management and learning environment, and lesson planning and teaching strategies.

This implies that service-learning integration into HEI curricula fosters the skills domain of the students' global citizenship competencies. This entails that students' rational thinking, moral reasoning, argumentative, and problem-solving skills are further enhanced through immersing them in the community, allowing them to communicate advocacies, and letting them analyze community problems. These community-based encounteres would serve as an advantage for them to acquire new skills relevant for surviving in multifaceted challenges brought by the rapid globalization.

Similarly, there was a statistically significant relationship between service learining components and values and attitudes domain at 1% significance level as shown in Table 7.

Table 7. Relationship between service-learning components and valls domain

Indicators	Correlation Coefficient	$p-value$	Decision
Values and Attitudes and		≤ 0.001**	
Instructional Materials Designing and Development	0.344	≤ 0.001**	Significant
Course Expectations and Procedures	0.398	≤ 0.001**	Significant
Assessment Tools and Procedures	0.430	≤ 0.001**	Significant
Classroom Management and Learning Environment	0.448	≤ 0.001**	Significant
Lesson Planning and Teaching Strategies	0.464	≤ 0.001**	Significant

significant at 1%
Magnitude: [50] 0.00-0.09 (Negligible correlation); 0.10-0.39 (Weak Correlation); 0.40-0.69 (Moderate Correlation); 0.70-0.89 (Strong Correlation); and 0.90-1.00 (Very Strong Correlation) **Direction:** Positive relationship (directly proportional) and negative relationship (inversely proposal)

The result indicates that there was a moderate positive relationship between assessment tools and procedures ($r = 0.430$), classroom management and learning environment ($r = 0.448$), and lesson planning and teaching strategies ($r = 0.464$) and values and attitudes. On the contrary, a weak positive relationship was manifested between the instructional materials designing and development, course expectations and learning standards and values and attitudes domain.

The result also reveals that students' self-appreciation and respect for themselves, others, the environment, and the world are cultivated and supported by establishing an inclusive and empowering learning environment that recognizes their accomplishments, diversity, dedication, and involves them in public service and community-centered evaluations. Through this kind of environment, students would be developing a global mindset while

tolerating each other's uniqueness. This supports the statement of Sobry and Fattah in which they emphasized that acknowledging and valuing differences is key for promoting inclusive and harmonious societies [52].

Overall, there was a notable correlation between global citizenship skills and service-learning elements as shown in Table 8.

Table 8. Relationship between service-learning components and overall global citizenship competencies

Indicators	Correlation Coefficient	$p-value$	Decision
Global Citizenship and		$\leq 0.001**$	
Instructional Materials Designing and Development	0.331	$\leq 0.001**$	Significant
Course Expectations and Procedures	0.386	$\leq 0.001**$	Significant
Assessment Tools and Procedures	0.445	$\leq 0.001**$	Significant
Classroom Management and Learning Environment	0.432	$\leq 0.001**$	Significant
Lesson Planning and Teaching Strategies	0.459	$\leq 0.001**$	Significant

significant at 1%
Magnitude: [50] 0.00-0.09 (Negligible correlation); 0.10-0.39 (Weak Correlation); 0.40-0.69 (Moderate Correlation); 0.70-0.89 (Strong Correlation); and 0.90-1.00 (Very Strong Correlation) **Direction:** Positive relationship (directly proportional) and negative relationship (inversely proposal)

The result reveals that there was a moderate positive connection found between global citizenship competencies and service-learning integration, specifically in assessment tools/procedures, classroom management/environment, and lesson planning/teaching strategies. This indicates that the involvement of students in their community and their understanding of civic duty rely on how much service-learning is incorporated. The practical application of knowledge, skills, attitudes, and values needed to overcome global challenges and succeed in a diverse, globalized society is enhanced by taking them outside the traditional classroom and utilizing experiential and innovative teaching methods. According to Taylor et al. when students engage in service-learning programs that involve the community, they become more respectful, understanding, and aware of cultural diversity [10].

3.4 Influence of Service-learning Integration on Global Citizenship Competencies Enhancement

Stepwise Multiple Linear Regression analysis was utilized to investigate the statistically significant service-learning components that influenced knowledge domain of global citizenship competencies. The service learning components, the predictor variables, considered in the analysis are instructional materials designing and development (x_1), course expectations and learning standards (x_2), assessment tools and procedures (x_3), classroom management and learning environments (x_4), and lesson planning and teaching strategies (x_5) while the criterion variables are knowledge, skills, values and attitudes, and global citizenship competencies. The backward stepwise method was used with a 5% level of significance for criterion entry.

Table 9 presents the regression model summary which contains the following parameters: Variance Indicator Factor (VIF), regression coefficiencts (β), standard error (SE), t-statistics, p-values, F-statistics, and the R-square (R^2). The VIF measures the collinearity of the data; therefore, since VIF values were less than threshold value of 5, collinearity assumption was satisfied which means that there was no multicollinearity issue.

Table 9. Regression Model Summary for Service-Learning Components and Knowledge Domain

Model	Code	VIF	β	SE	$t-$statistics	$p-$values	F	df	$p-$values	R^2
Constant			2.474	0.216	11.459	$\leq 0.001**$	35.909	5, 367	$\leq 0.001**$	0.403
Assessment Tools and Procedures	x_3	1.976	0.273	0.066	4.117	$\leq 0.001**$				
Lesson Planning and Teaching Strategies	x_5	1.976	0.149	0.018	3.286	$\leq 0.001**$				

** significant at 1%

Result from the regression model ANOVA was found to be significant $(F(5,367) = 35.909, p \leq 0.001)$, $R^2 = 0.403$. The coefficient of determination (R^2), which is the proportion of variance in knowledge *(DV)*, indicates that the model explained 40.3% of the variance in knowledge. This suggests that the service-learning components show statistically significant relationship with knowledge domain. The result was similarly revealed in the study by Pagatpatan et al., indicating that assessments and activities which involve interaction with the community effectively enhanced students' ability to connect concepts with the actual community-problem situations [53].

Furthermore, the lesson planning and teaching strategies contributed significantly to the model ($\beta = 0.273, p \leq 0.001$) and assessment tools and procedures ($\beta = 0.149, p = 0.018$). This suggest that in every unit increase in the lesson planning and teaching strategies correlated with 0.273 increase in knowledge. In addition, a unit increase in assessment tools and procedures associated with 0.149 increase in knowledge. The result posits the integration of community engagement and similar activities into lesson planning and teaching strategies has a positive impact on student' knowledge domain of global citizenship competencies. The regression equation model is $\hat{y} = 2.474 + 0.273x_3 + 0.149x_5$. In the study by Zeydani et al., there was also a positive impact of a community-based learning and teaching activity on students' awareness of community issues [54].

Table 10 shows that the collinearity assumption of the Stepwise Multiple Linear Regression was satisfied since the *VIF* values for the predictor variables was less than the threshold value of 5. The final model significantly predicted skills, ($F(5,367) = 49.451, p \leq 0.001$), ($R^2$) = 0.459.

Table 10. Regression Model Summary for Service-Learning Components and Skills Domain

Model	Code	β	SE	t −statistics	p − values	VIF	F	df	p − values	R^2
Constant		2.324	0.204	11.411	≤ 0.001**		49.451	5, 367	≤ 0.001**	0.459
Assessment Tools and Procedures	x_3	0.269	0.059	4.562	≤ 0.001**	1.976				
Lesson Planning and Teaching Strategies	x_5	0.193	0.063	3.080	≤ 0.001**	1.976				

** significant at 1%
Magnitude: [48] 0.00-0.09 (Negligible correlation); 0.10-0.39 (Weak Correlation); 0.40-0.69 (Moderate Correlation; 0.70-0.89 (Strong Correlation); and 0.90-1.00 (Very Strong Correlation) **Direction:** Positive relationship (directly proportional) and negative relationship (inversely proposal)

The coefficient of determination (R^2) indicates that 45.9% of the variability of skills are influenced by the service-learning components. This suggests the service-learning components reliably influenced skills domain of global citizenship skills. Supporting this, Chan and his colleagues showed positive relationship between service learning and students' global citizenship competencies [55].

It can also be gleaned from the regression model summary that only two predictors significantly contributed to skills domain. The assessment tools and procedures significantly predicted skills ($\beta = 0.269, p \leq 0.001$), which suggests that an increase in the assessment tools and procedures will contribute with 0.269 increase in skills. Addittionally, an increase in the lesson planning and teaching strategies ($\beta = 0.193, p \leq 0.001$) will lead to 0.193 increase in skills. Hence, service-learning components have positive impacts on students' skills domain. The regression equation model is $\hat{y} = 2.324 + 0.269x_3 + 0.193x_5$. To improve students' global citizenship competencies, Chiba and colleagues revealed that it can be achieved by linking academic content with experiential learning [56].

Table 11 shows that *VIF* values were less than 5 which implies that there were no collinearity issues. The result of the Backward Stepwise Multiple Linear Regression analysis implies that the service-learning components were found to be significant ($F(5,367) = 24.338, p \leq 0.001$), $R^2 = 0.490$.

Table 11. Regression Model Summary for Service-Learning Components and Values and Attitudes

Model	Code	β	SE	t −statistics	p − values	VIF	F	df	p − values	R^2
Constant		2.366	0.196	12.093	≤ 0.001**		58.482	5, 367	≤ 0.001**	0.490
Classroom Management and Learning Environment	x_4	0.270	0.061	4.393	≤ 0.001**	2.180				
Lesson Planning and Teaching Strategies	x_5	0.211	0.061	3.462	≤ 0.001**	2.180				

** significant at 1%; * significant at 5%

The result suggests that classroom management and learning environment and lesson planning and teaching strategies significantly predicted the values and attitudes domains of global citizenship competencies. The coefficient of determination indicated that 49.0% of the variability of values and attitudes can be influenced by the service-learning components. Furthermore, in support, Adarlo also showed positive association between service learning and social-emotional domain of global citizenship [57].

The result also reveals that classroom management and learning environments significantly predicted values and attitudes domains ($\beta = 0.270, p \leq 0.001$), with each unit increase in classroom management and learning environments associated with 0.270 increase in values and attitudes domain. Moreover, a unit increase in

lesson planning and teaching strategies contributed with 0.211 increase in values and attitudes. ($\beta = 0.211$, $p \leq 0.001$). This suggests that these service-learning components have positive impacts on students' values and attitudes. The regression equation model is $\hat{y} = 2.336 + 270x_4 + 211x_5$. The result is in connection with what Claes et al. stated that service learning can shape students' social, cultural, and institutional values [13].

Table 12 presents the *VIF* values were less than the threshold value of 5 which established the collinearity assumption of the data. The results of the regression indicate that 49.0% of the variability of global citizenship competencies can be influenced by the service-learning components. Furthermore, the service-learning components show a statistically significant relationship with global citizenship competencies ($F(5,367) = 58.562, p \leq 0.001$). This relationship was also manifested in the study by Cashman and Seifer, stating that service-learning and teaching strategies are positively contributing to the development of students' global competencies [58].

Table 12. Regression Model Summary for Service-Learning Components and Global Citizenship Competencies

Model	Code	β	SE	t −statistics	p − values	VIF	F	df	p − values	R^2
Constant		2.410	0.181	13.303	≤ 0.001**		58.562	5, 367	$\leq$ 0.001**	0.490
Assessment Tools and Procedures	x_3	0.253	0.056	4.553	≤ 0.001**	1.976				
Lesson Planning and Teaching Strategies	x_5	0.199	0.052	3.784	≤ 0.001**	1.976				

** significant at 1%; * significant at 5%

The result also shows that only assessment tools and procedures and lesson planning and teaching strategies were the two predictors that contributed to the overall global citizenship competencies. An improvement in assessment tools and procedures ($\beta = 0.253, p \leq 0.001$) and lesson planning and teaching strategies ($\beta = 0.212, p \leq 0.001$) are associated with 0.253 and 0.212 increase, respectively, in the overall global citizenship competencies. This suggests that these service-learning components have positive impacts on students' global citizenship competencies. The regression equation model is $\hat{y} = 2.410 + 0.253x_3 + 0.199x_5$. As surfaced in the study by Bourn et al., if topics, activities, and assessment tools are relevant and appropriate, this would ensure the effectiveness of service learning in attaining the key learning outcomes of global citizenship education [59].

CONCLUSION

The effective integration of service learning into higher education curricula has advanced global citizenship skills. Tertiary students have acquired the necessary knowledge, skills, values, and attitudes to succeed in a rapidly changing world. Through direct and research-based service learning activities, students' understanding of environmental, social, cultural, and economic issues has greatly increased, making them competent in thriving in the present society. Specifically, these types of service learning demonstrated significant impacts on how these tertiary students analyze social issues, appreciate diversity, differentiate between differences, show respect, and engage in social projects.

Higher education teachers integrated service-learning into instructional materials designing and development; course expectations and learning standards; assessment tools and procedures; classroom management and learning environment; and lesson planning and teaching strategies to a great extent; however, such integration was done often. Overall, the integration of service-learning approach into school curricula has positively influenced the students' global citizenship competence.

With these, the researchers recommend that HEI teachers explore using service-learning types such as advocacy and indirect approaches to strengthen the goal of enhancing students' global citizenship competences through commitment to service. They are also encouraged to develop a standardized assessment tool which will prototypically utilize for examining how well the teachers have integrated service-learning approach into their pedagogical strategies.This tool will also serve as a valid, reliaible, and context-specific instrument for conducting baseline study in global citizenship in the Philippine setting.

It is also highly recommended for HEIs to create a harmonized service-learning framework anchored on global citizenship competencies to ensure a successful integration of service-learning approaches into instructional materials designing and development, course expectations and learning standards, assessment tools and procedures, classroom management and learning environments, and lesson planning and teaching strategies. The said framework may also serve as a guide for the development of service-learning activities to ensure a better

alignment with community targets and contexts. These activities must expose students to both global and local issues, making them well-equipped with knowledge, skills, values, and attitudes to meet global demands and thrive in a multicultural and technologically fluid environment.

Moreover, the researchers recommend that HEIs craft a policy mandating all courses to integrate service-learning into various course-level activities targeting cognitive (knowledge), socio-emotional (skills), and behavioral (values and attitudes) domains, for the students to ardently inculcate the value of respect, diversity, equity, impartiality, and emphaty, strengthening their global identity.

Lastly, future researchers are encouraged to measure how service-learning integration influence life-deep, life-wide, and lifelong learning skills using both quantitative and qualitative research methods. Results shall be used to develop more relevant and responsive curricular programs for tertiary students.

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