

The Impact of Service-Learning on College Students' Attachment Style and Self-worth

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Attachment theory states that a strong emotional and physical attachment gives a sense of stability and security necessary to take risks, branch out, and grow and develop as a personality, and thus is critical to personal development. Numerous research findings indicate that service learning provides university students with lots of positive benefits, such as personal growth, problem solving skills, leadership skills, promoting interpersonal relationships, and improving civil society responsibilities. Therefore, the purposes of this study are: (1) to understand how attachment style influences self-worth; (2) to understand if the effect of different types of service learning and core elements affect self-worth; (3) to understand if given the effect of different types of service learning and core elements, is there a connection between attachment style and self-worth; (4) to understand if there's a gender and grade difference between the connection of attachment style and self-worth. In this study, questionnaires were used to collect data. This study used stratified purposive sampling from ten universities, 898 students in total and the collected data was processed and analyzed by descriptive statistics, Person Product- Moment Correlation and Nested regression model.

The results of this study indicate: (1) identity attachment influences individual self positively and affects social collective self negatively; interpersonal attachment influences relational self and social collective self; acceptance attachment affects individual self and relational self and social collective self; Independent attachment influences relational self negatively; (2) the influence of the type of school clubs in

service learning presented positive related with Individual self, relational self and social collective self and the influence of core elements on reflection and celebration stage presented positive related with Individual self, relational self and social collective self; (3) after reflection stage was being considered, the relation between types of school clubs and Individual self, relational self and social collective self-disappeared, and after celebration stage was being considered, the reflection from each layer disappeared; that is, celebration stage somehow influenced relational self and social collective self, but it lost its effect on the core elements of individual self (4) when control variables (gender and grade), types of service learning and core elements were being considered, individual self was only influenced by attachment styles and the influence between attachment styles and celebration stage on relational self and social collective self remains.

Keywords: Reflection, Self-worth, Attachment style, Service learning, Celebration