

Developing Student Leadership Through Service Learning: Assessing the Impact of Community Engagement

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Abstract— This study examined the impact of service learning on the development of student leadership among Bachelor of Public Administration students of Basilan State College. Recognizing the multidimensional nature of leadership, the study explored how structured community engagement enhances practical leadership competencies, ethical reasoning, and civic responsibility. Employing a descriptive correlational design, data were collected from thirty purposively sampled students using a self-administered Likert-scale questionnaire. Results indicate that students actively participated in community-based initiatives, assuming leadership roles and engaging directly with community members, which significantly strengthened their team leadership, decision-making, communication, time management, and organizational skills. Participation in service learning also fostered personal growth, ethical awareness, social responsibility, and motivation to pursue leadership roles. Students reported that leadership competencies acquired through community engagement were transferable to academic, organizational, and professional contexts. While challenges such as balancing academic responsibilities, limited resources, and coordination issues were noted, high-priority policy recommendations, including time management workshops, resource allocation, streamlined administrative processes, enhanced community partnerships, and comprehensive orientation were identified to optimize service learning outcomes. The study underscores service learning as a vital experiential mechanism for cultivating ethical, competent, and socially responsible leaders, emphasizing the role of institutional support in maximizing its benefits.

Keywords—*Student leadership, service learning, community engagement, experiential learning, public administration, Basilan State College.*

I. INTRODUCTION

Leadership development has become a central objective of higher education, particularly in public administration programs, where students are expected to emerge as ethical, competent, and socially responsible leaders capable of navigating complex institutional and community contexts. Leadership is multidimensional, requiring not only the acquisition of theoretical knowledge but also the cultivation of practical skills, including critical thinking, decision-making, effective communication, teamwork, and ethical reasoning (Hennigan, 2024). These competencies are essential for addressing contemporary challenges in governance and public service, where leaders are required to balance administrative

efficiency, stakeholder expectations, and the broader societal impact of their decisions.

Traditional classroom instruction, while providing foundational knowledge, often emphasizes theory at the expense of experiential skill development. Students may understand concepts in leadership, ethics, or governance in abstract terms but have limited opportunities to apply these principles in practical, real-world scenarios. This limitation has prompted higher education institutions to increasingly adopt experiential learning approaches, particularly service learning, as a strategy to bridge the gap between theoretical understanding and applied practice (Jacoby, 2015; Drinkard & Tontodonato, 2019). Service learning allows students to engage with real-world problems in structured community settings while integrating their academic knowledge with practical action. Service learning combines structured community engagement with academic coursework, enabling students to apply theoretical knowledge to practical situations while responding to pressing societal needs (Griffith & Clark, 2016). Through active participation in community projects, volunteering, and outreach initiatives, students have the opportunity to enhance leadership competencies, including problem-solving, collaboration, communication, and ethical judgment (Lester, 2015). Beyond skill acquisition, these experiences cultivate civic awareness, encouraging students to consider the societal consequences of their actions and to contribute positively to their communities. The reflective component of service learning ensures that students are not merely performing tasks but are critically examining the processes and outcomes of their engagement, deepening their understanding of leadership in context.

Leadership in public administration is closely intertwined with the principles of transparency, accountability, and service efficiency. Research has highlighted how administrative processes and organizational governance affect public service delivery and the satisfaction of stakeholders (Indama & Salain, 2023). In parallel, e-government initiatives have been increasingly recognized as effective mechanisms for improving public service delivery, enhancing citizen engagement, and expanding access to government services (Indama, 2023). These initiatives demonstrate that leadership in governance extends beyond individual skills, encompassing systemic understanding, technological adaptation, and

collaborative engagement with multiple stakeholders. Students exposed to these frameworks gain awareness of how leadership intersects with institutional processes and technological innovations, highlighting the broader relevance of ethical and competent leadership in public service.

Theoretical frameworks underpinning this study, such as Kolb's Experiential Learning Theory (1984) and Burns' Transformational Leadership Theory (1978), provide important insights into the processes and outcomes of leadership development through service learning. Kolb's model posits that knowledge is constructed through the transformation of experience, following a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Service learning aligns with this process, as students engage in real-world community initiatives (concrete experience), critically assess their actions and outcomes (reflective observation), formulate strategies and insights about leadership and social impact (abstract conceptualization), and implement these lessons in subsequent engagements or projects (active experimentation). This cyclical learning process strengthens leadership skills, self-awareness, and practical competence, allowing students to translate theoretical understanding into effective leadership practices.

Complementing this perspective, Burns' Transformational Leadership Theory (1978) emphasizes leadership as a relational process in which leaders inspire, motivate, and empower others toward shared goals while promoting ethical and moral values. Service learning provides students with direct opportunities to enact transformational leadership behaviors, whether through motivating peers, articulating visions for community improvement, fostering critical thinking, or providing support to others in collaborative settings. Participation in such initiatives cultivates leadership qualities that extend beyond technical knowledge, including ethical judgment, social responsibility, and the capacity to influence others constructively—qualities that are essential for governance and public service excellence (Indama & Salain, 2023; Indama, 2025). Despite the documented benefits of service learning and governance innovations such as e-government, studies examining their direct impact on leadership development, civic engagement, and ethical awareness in the Philippine context remain limited (Ebersole, 2020). Investigating the connections between community engagement, leadership skills, and public service performance provides critical insights into how experiential learning equips students to meet the practical and ethical demands of public administration. This study focuses on Bachelor of Public Administration students at Basilan State College, exploring how participation in community initiatives influences leadership competencies, ethical reasoning, and civic responsibility.

Hence, this study situates service learning and administrative governance as complementary pathways for developing future leaders. Participation in community initiatives enables students to acquire applied skills, nurture socially responsible behavior, and gain familiarity with governance structures, ranging from traditional bureaucratic

processes to technological innovations in e-government. By integrating experiential learning with leadership theory and empirical governance research, this study provides a holistic framework for understanding how higher education can prepare student leaders to navigate complex societal and institutional challenges, promote transparency and accountability, and contribute meaningfully to community and institutional development.

II. METHODS

This study employed a quantitative research design using a descriptive correlational approach. This method was chosen to examine and describe the relationships between variables without manipulating them, focusing on identifying the presence, direction, and strength of associations based on observed data. The research specifically investigated how participation in community engagement activities relates to the development of leadership skills among students. A survey method was used to collect data, incorporating Likert-scale items ranging from Strongly Agree to Strongly Disagree. This allowed respondents to express their perceptions and experiences in a structured and measurable format, which is suitable for examining natural associations without establishing causal links (Bhandari, 2021).

Quantitative data were gathered through a self-administered questionnaire designed to capture students' experiences and perceptions regarding service learning and leadership development. The questionnaire covered various dimensions, including participation in community engagement activities, development of leadership skills through these engagements, personal growth and leadership attitudes, application of leadership skills beyond community involvement, the overall impact of service learning on leadership development, challenges encountered during service-learning activities, and recommendations for policy or program improvements. Participants indicated their level of agreement with statements across these dimensions, providing data that could be analyzed to identify patterns and correlations between community engagement and leadership development outcomes.

The study was conducted at Basilan State College in Sumagdang, Isabela City, Basilan, Philippines. This higher education institution was selected as the research setting because it hosts a diverse student population, making it ideal for examining variations in experiences and leadership development outcomes. The study focused on students enrolled in the Bachelor of Public Administration program who had participated in community-based service-learning activities. This focus enabled the researchers to examine how engagement in community initiatives influences the development of leadership competencies, ethical awareness, and civic responsibility, which are critical for future leaders in public service.

A purposive sampling technique was employed to select participants who met the study's inclusion criteria, specifically students with direct experience in service learning and community engagement. This non-probability sampling method ensured that the data collected were relevant and

focused, allowing insights from individuals who could provide meaningful information about the phenomenon under study (Etikan, Musa, & Alkassim, 2016). The sample consisted of thirty students, representing different year levels from first to fourth year. Participants had diverse experiences, ranging from public service volunteering, capacity building and training programs, health and wellness activities, policy advocacy, to engagement in multiple community initiatives.

The research instrument was a self-administered questionnaire with Likert-scale items ranging from Strongly Agree to Strongly Disagree. The questionnaire was designed based on existing literature to effectively capture students' perceptions of service learning and leadership development (Jacoby, 2015; Lester, 2015). It was pilot-tested to ensure clarity, comprehensibility, and reliability before full implementation. Collected data were analyzed using descriptive and correlational statistics. Descriptive statistics summarized respondents' perceptions, calculating means to determine the average level of agreement for each item. Correlational analysis, using Pearson's correlation coefficient, examined the strength and direction of the relationships between variables, including participation in community engagement, leadership skill development, personal growth, and application of leadership skills. Responses were evaluated using a five-point Likert scale, with categories ranging from Strongly Disagree to Strongly Agree, allowing for clear interpretation of the effectiveness and impact of service learning on student leadership.

The respondents consisted of Bachelor of Public Administration students who had actively participated in at least one service-learning activity. Students from all year levels were included to ensure a comprehensive representation of experiences. Those who had not engaged in service-learning activities or declined participation were excluded. This purposive selection provided focused and relevant data, enabling a detailed examination of the relationship between community engagement and leadership development among students.

III. RESULTS

TABLE 1. Participation in Community Engagement Activities

Statements	Weighted Mean	Interpretation
I have actively participated in community engagement programs organized by my institution.	4.63	Highly Effective
My involvement in community service projects has been consistent throughout my academic years.	4.20	Effective
I have taken on responsibilities or leadership roles in community engagement activities.	4.23	Highly Effective
My participation in community engagement involved direct interaction with community members.	4.70	Highly Effective
I have been involved in planning, organizing, or coordinating community-based initiatives.	4.70	Highly Effective

The results regarding student participation in community engagement activities are presented in Table 1. Respondents

indicated a high level of involvement across all measured items. The statement "I have actively participated in community engagement programs organized by my institution" received a weighted mean of 4.63, interpreted as highly effective. Students reported consistent involvement in community service projects throughout their academic years, with a weighted mean of 4.20, categorized as effective. Participation in leadership roles or responsibilities within community engagement activities obtained a weighted mean of 4.23, interpreted as highly effective. Direct interaction with community members during service-learning activities received the highest mean of 4.70, also categorized as highly effective. Similarly, involvement in planning, organizing, or coordinating community-based initiatives received a weighted mean of 4.70, indicating highly effective participation. Hence, the results show strong engagement of students in community programs, with weighted means ranging from 4.20 to 4.70, reflecting effective to highly effective participation in various aspects of service-learning activities.

TABLE 2. Development of Leadership Skills through Community Engagement

Participating in community engagement activities has improved my ability to lead a team effectively.	4.60	Highly Effective
My involvement in community service has enhanced my decision-making and problem-solving skills.	4.67	Highly Effective
Community engagement has strengthened my communication and interpersonal skills.	4.50	Highly Effective
I have developed time management and organizational skills through community projects.	4.50	Highly Effective
My experiences in community service have helped me become more confident in taking on leadership roles.	4.60	Highly Effective

Table 2 presents students' perceptions of the development of leadership skills through community engagement activities. Participating in these activities was reported to improve their ability to lead a team effectively, with a weighted mean of 4.60, and enhance decision-making and problem-solving skills, with a weighted mean of 4.67, both interpreted as highly effective. Strengthening of communication and interpersonal skills and development of time management and organizational skills were rated 4.50, also highly effective. Students further indicated increased confidence in taking on leadership roles through their community service experiences, with a weighted mean of 4.60, categorized as highly effective. These results indicate that engagement in community activities significantly contributed to the development of various leadership skills among the students.

TABLE 3. Personal Growth and Leadership Attitudes

Community engagement activities have increased my sense of responsibility and accountability as a leader.	4.60	Highly Effective
Participating in community service has made me more empathetic and sensitive to the needs of others.	3.83	Effective
My community involvement has encouraged me to become a more ethical and socially responsible leader.	4.77	Highly Effective
I feel more motivated to pursue leadership roles because of my positive experiences in community engagement.	4.70	Highly Effective
Community engagement has helped me develop a stronger vision for leading and inspiring others.	4.67	Highly Effective

Table 3 presents students’ perceptions of personal growth and leadership attitudes developed through community engagement activities. Students reported that participation in these activities increased their sense of responsibility and accountability as leaders, with a weighted mean of 4.60, interpreted as highly effective. Developing empathy and sensitivity to the needs of others was rated 3.83, categorized as effective. Encouragement to become more ethical and socially responsible leaders received a weighted mean of 4.77, highly effective, while motivation to pursue leadership roles due to positive experiences in community engagement was rated 4.70, also highly effective. Strengthening of vision for leading and inspiring others obtained a weighted mean of 4.67, interpreted as highly effective. These results suggest that community engagement contributed to the enhancement of students’ personal growth and leadership attitudes.

TABLE 4. *Application of Leadership Skills Beyond Community Engagement*

The leadership skills I developed in community engagement activities are applicable in academic settings.	4.40	Highly Effective
My involvement in community service has prepared me for leadership roles in student organizations or clubs.	4.40	Highly Effective
I have applied the leadership skills gained from community engagement in my internships or part-time jobs.	4.67	Highly Effective
Community engagement experiences have increased my readiness to take on leadership roles in my future career.	4.57	Highly Effective
The skills and values I developed through community service have positively influenced my overall personal and professional growth.	4.63	Highly Effective

Table 4 presents students’ perceptions of the application of leadership skills beyond community engagement. Students indicated that the leadership skills developed through community engagement activities are applicable in academic settings and have prepared them for leadership roles in student organizations, both with a weighted mean of 4.40, interpreted as highly effective. Applying these skills in internships or part-time jobs received a weighted mean of 4.67, highly effective, while increased readiness to assume leadership roles in future careers was rated 4.57, highly effective. The influence of skills and values gained from community service on overall personal and professional growth obtained a weighted mean of 4.63, also highly effective. These results show that students perceive the leadership competencies gained through community engagement as transferable and beneficial across multiple contexts.

Table 5 presents students’ perceptions of the overall influence of community engagement on leadership development. Students reported that community engagement played a significant role in their leadership development, with a weighted mean of 4.37, interpreted as highly effective. They also indicated that participating in community service is essential for developing leadership skills, receiving a weighted mean of 4.67, highly effective. The statement that leadership growth would have been limited without community engagement activities obtained a weighted mean of 4.33, highly effective, while the perception that community engagement provided valuable experiences beyond formal

classroom learning was rated 4.00, interpreted as effective. Additionally, recommending community engagement activities to other students as a means of developing leadership skills received a weighted mean of 4.60, highly effective. The overall mean across all items was 4.39, interpreted as highly effective, indicating that students perceive community engagement as an important factor in enhancing their leadership development.

TABLE 5. *Overall Influence of Community Engagement on Leadership Development*

Community engagement has played a significant role in my leadership development.	4.37	Highly Effective
I believe that participating in community service is essential for developing leadership skills.	4.67	Highly Effective
My leadership growth would have been limited without participating in community engagement activities.	4.33	Highly Effective
Community engagement has provided me with valuable experiences that formal classroom learning could not offer.	4.00	Effective
I would recommend community engagement activities to other students as a means of developing leadership skills.	4.60	Highly Effective
Overall Mean	4.39	Highly Effective

Table 6 shows how students reported different levels of challenges encountered during service learning activities. Balancing service learning activities with academic responsibilities was rated as a high challenge (4.33). Managing time between service learning, work, and personal life was a moderate challenge (3.97), as was the lack of clear guidance from faculty or supervisors (3.43). Unclear objectives and expectations of service learning activities were perceived as a low to moderate challenge (3.27), while limited access to resources such as materials, transportation, or funding was moderately challenging (3.83). Working with community members with cultural or language differences posed a moderate challenge (3.73), similar to encountering uncooperative community partners (3.77) and feeling unprepared to handle real-world problems (3.73). The integration of service learning into the academic curriculum was rated as a low to moderate challenge (3.30), and the workload in service learning projects was moderately challenging (3.63). Coordination with peers or team members received a mean of (3.87), reflecting moderate difficulty, and insufficient reflection or feedback was also a moderate challenge (3.80). Logistical issues such as transportation problems or scheduling conflicts were moderately challenging (3.73). Safety concerns in the community or project environment were a low challenge (3.37), and students perceived limited meaningful impact of their contributions as low challenges (3.07), along with service learning activities misaligned with personal interests or career goals (3.10). Technical or administrative issues were rated as low to moderate challenges (3.33), as was emotional or mental stress from service learning demands (3.33). Difficulty in applying theoretical knowledge to practical situations was moderately challenging (3.47). Overall, students experienced moderate challenges in participating fully in service learning activities (3.87), suggesting that while service learning contributed to

leadership development, it also presented notable obstacles in balancing responsibilities, accessing resources, and handling real-world challenges.

TABLE 6. Challenges in Service Learning Engagements

Statements	Mean Average	Verbal Interpretation
Balancing service learning activities with academic responsibilities is challenging.	4.33	High Challenge
I have experienced difficulty managing my time between service learning, work, and personal life.	3.97	Moderate Challenge
There is a lack of clear guidance or support from faculty or supervisors during service learning projects.	3.43	Moderate Challenge
The objectives and expectations of the service learning activities were not clearly communicated.	3.27	Moderate Challenge
Limited access to resources (e.g., materials, transportation, funding) made service learning difficult.	3.83	Moderate Challenge
I encountered challenges working with community members due to cultural or language differences.	3.73	Moderate Challenge
Some community partners were not fully engaged or cooperative in the service learning process.	3.77	Moderate Challenge
I felt unprepared to handle the real-world problems I faced during service learning.	3.73	Moderate Challenge
Service learning activities were not well integrated into the academic curriculum.	3.30	Moderate Challenge
The workload in service learning projects was overwhelming and stressful.	3.63	Moderate Challenge
I faced challenges in coordinating with peers or team members during service learning projects.	3.87	Moderate Challenge
There was insufficient reflection or feedback provided to help me improve my service learning experience.	3.80	Moderate Challenge
I encountered logistical issues, such as transportation problems or scheduling conflicts, during service learning.	3.73	Moderate Challenge
Safety concerns in the community or project environment made participation difficult.	3.37	Moderate Challenge
I felt that my contributions in service learning were not meaningful or impactful.	3.07	Low Challenge
The service learning activities did not align with my personal interests or career goals.	3.10	Low Challenge
Technical or administrative issues (e.g., lack of communication, delays) hindered the progress of service learning projects.	3.33	Moderate Challenge
I experienced emotional or mental stress due to the demands of service learning activities.	3.33	Moderate Challenge
I found it difficult to apply theoretical knowledge to practical situations during service learning.	3.47	Moderate Challenge
Overall, I encountered significant challenges that affected my ability to fully engage in service learning activities.	3.87	Moderate Challenge

Table 7 indicates that several areas are considered high priority for enhancing the effectiveness of service learning programs. Among the top recommendations, providing better time management workshops to help students balance service learning with academic responsibilities (4.63), allocating additional resources such as funding, materials, and transportation to support service learning projects (4.63), and

streamlining administrative procedures including approvals and reporting (4.63) were rated as high priority. Similarly, clearer guidelines and expectations from faculty (4.57), strengthening community partnerships (4.57), offering orientation sessions to prepare students for cultural, social, and practical challenges (4.60), improving transportation and logistical support (4.57), implementing safety protocols and risk assessments (4.53), offering mental health support and counseling (4.50), ensuring alignment of service learning projects with academic and career goals (4.50), providing greater scheduling flexibility (4.50), emphasizing collaborative teamwork skills (4.60), and adopting a comprehensive policy framework (4.73) were all identified as high priority measures.

TABLE 7. Policy Recommendations

Policy Recommendation	Mean Average	Priority
Institutions should provide better time management workshops to help students balance service learning with academic responsibilities.	4.63	High Priority
Clearer guidelines and expectations should be provided by faculty for service learning projects.	4.57	High Priority
Faculty and staff should receive training to effectively mentor and support students in service learning activities.	4.37	Moderate Priority
Service learning activities should be better integrated into the academic curriculum with clear connections to course objectives.	4.33	Moderate Priority
Institutions should allocate more resources (e.g., funding, materials, transportation) to support service learning projects.	4.63	High Priority
Community partnerships should be strengthened to ensure better collaboration and engagement with service learning initiatives.	4.57	High Priority
Orientation sessions should be provided to prepare students for cultural, social, and practical challenges in service learning.	4.60	High Priority
Institutions should establish clear communication channels between students, faculty, and community partners to avoid misunderstandings.	4.37	Moderate Priority
Regular feedback and reflection sessions should be incorporated into service learning to help students process their experiences.	4.27	Moderate Priority
Policies should be implemented to ensure that service learning workloads are manageable and do not cause student burnout.	4.47	Moderate Priority
Institutions should offer mental health support and counseling services for students engaged in demanding service learning projects.	4.50	High Priority
Transportation and logistical support should be improved to make service learning activities more accessible.	4.57	High Priority
Safety protocols and risk assessments should be strengthened to ensure student safety during service learning.	4.53	High Priority
Policies should be created to ensure that service learning projects align with students' academic and career goals.	4.50	High Priority
Institutions should provide incentives (e.g., academic credit, certificates) to motivate student participation in service learning.	4.43	Moderate Priority
Greater flexibility in service learning scheduling should be offered to accommodate students' diverse needs and commitments.	4.50	High Priority
Collaborative teamwork skills should be emphasized in service learning training to improve peer coordination.	4.60	High Priority

Institutions should establish partnerships with a wider range of community organizations to provide diverse service learning opportunities.	4.40	Moderate Priority
Administrative procedures for service learning (e.g., approvals, reporting) should be streamlined to reduce delays and inefficiencies.	4.63	High Priority
Overall, institutions should adopt a comprehensive policy framework to address the challenges faced by students in service learning.	4.73	High Priority

Meanwhile, some recommendations were rated as moderate priority, reflecting areas that require attention but were perceived as less urgent compared to the high priority items. These include faculty and staff training to effectively mentor students (4.37), better integration of service learning into the academic curriculum (4.33), establishing clear communication channels among students, faculty, and community partners (4.37), incorporating regular feedback and reflection sessions (4.27), implementing policies to manage workloads and prevent burnout (4.47), providing incentives to motivate participation (4.43), and establishing partnerships with a wider range of community organizations (4.40).

IV. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that students demonstrate high levels of engagement in community service and service learning activities, actively participating in planning, organizing, and interacting with community members. These results support the literature on experiential learning, which emphasizes that active participation in community programs enhances both personal and professional competencies (Eyler & Giles, 1999; Bringle & Hatcher, 2009). Specifically, the strong development of leadership skills—such as team leadership, decision-making, communication, time management, and organizational skills—aligns with prior research showing that community engagement provides practical opportunities for students to apply theoretical knowledge, improving leadership and problem-solving abilities (Kuh, 2008; Astin et al., 2000). The study also shows that community engagement positively influences personal growth and leadership attitudes, including increased empathy, ethical awareness, social responsibility, and motivation to pursue leadership roles. This confirms findings by Astin and Sax (1998), who reported that student involvement in service learning fosters moral development, civic responsibility, and interpersonal skills. The perception that leadership skills gained through community engagement are transferable to academic settings, student organizations, internships, and future careers aligns with previous studies emphasizing the broader applicability of experiential learning beyond the immediate context (Yorio & Ye, 2012).

However, the results regarding challenges encountered during service learning activities add nuance to existing literature. While students reported high overall engagement, balancing academic responsibilities with service learning, limited resources, coordination with peers, and navigating logistical and cultural differences were identified as moderate challenges. This finding partially supports prior research highlighting that service learning can impose significant

demands on students’ time and resources (Conway et al., 2009; Butin, 2006), suggesting that while community engagement is beneficial, institutional support is essential to minimize barriers to participation. The high challenge in balancing service learning with academic responsibilities, in particular, resonates with studies indicating that insufficient integration of service learning into academic curricula can limit its effectiveness (Bringle & Hatcher, 2009). Based on these findings, several recommendations are proposed. High priority measures include providing time management workshops, allocating sufficient resources, streamlining administrative procedures, strengthening community partnerships, conducting orientation sessions, implementing safety protocols, offering mental health support, ensuring alignment of projects with academic and career goals, providing flexible scheduling, emphasizing collaborative teamwork, and adopting a comprehensive policy framework. These recommendations are consistent with literature emphasizing the importance of institutional support in optimizing service learning outcomes (Eyler & Giles, 1999; Yorio & Ye, 2012). Moderate priority recommendations include faculty and staff training, better integration into curricula, clear communication channels, reflection and feedback mechanisms, workload management policies, providing incentives, and expanding community partnerships. Hence, the study reinforces the assertion in the literature that community engagement is a critical mechanism for developing leadership skills, personal growth, and civic-mindedness among students. At the same time, it highlights areas where institutions can intervene to reduce challenges and maximize the benefits of service learning, confirming that structured support and clear policy frameworks are essential to fully realize the potential of these programs.

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