

## The Characteristics and Benefits of Community Service Programs at the Institute of Business Administration (IBA)

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### Abstract

Researchers have highlighted the importance of community service as an integral component of the educational process. This paper considers community service as a part of lifelong learning. Community service, which occurs through an individual's engagement in community relationships and interactions, could become a key "participatory learning" practice, contributing to lifelong civic action. The notion of community service as a lifelong, sustainable learning practice is rarely addressed. As an initial step, a pilot study is conducted, using a questionnaire that has been tested for clarity, validity, and economical use of time. Four hypotheses, which might be tested via further study in the future, are presented. It is assumed that community service can be viewed as a lifelong learning practice, one that has potential long-term effects on those who participate in and benefit from it.

**Keywords:** Community service, lifelong learning, NTHP, STHP, SFP, Civic responsibility

Lifelong learning is currently seen by many as a necessary response to changing times. Lifelong learning does not refer simply to a continuation of learning or an extension of the learning process. Rather, it signifies a mega paradigm shift from hierarchical learning to individualized learning (Edwards & Usher, 2000: 77; Jarvis, Holford & Griffin, 2003: 89; Su, 2007; Usher, 1999).

### Community Service and Learning

Effective interaction and involvement with others is among the lifelong learning competencies that individuals are expected to develop. As a learning activity, community service is linked to social interaction rather than defined in individual terms. As Ben argues, "If learning is seen as a function of social relationships rather than as an essentially individual activity, then the concept of lifelong learning is extended beyond solely the acquisition by individuals of formal qualifications" (quoted in Crowther, 2000: 481). *The Special Issue on Contemporary Issues in Social Science* © Center for Promoting Ideas, USA 220

**Lifelong learning** may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life. (Life Long learning council)

**National Talent Hunt Program (NTHP)** in collaboration with the IHSAN Trust with the objective to prepare talented youth for the IBA aptitude test of BBA/BS programs. (14Se)

**The Sindh Talent Hunt Program (STHP)** was launched in 2009 with the objective to prepare high achieving students from the less-privileged areas of SINDH for the IBA's aptitude test for BBA/BS programs. (STHP background)

**The Sindh Foundation Program (SFP):** In collaboration with the Community Development Program – CDP, Planning & Development Department, Government of Sindh, IBA Karachi is launching the **Sindh Foundation Program** for the talented and deserving students, residing in the Sindh region. All expenses for the Sindh Foundation Program will be mutually borne by IBA Karachi and Sindh Government. (Sindh Foundation Program)

### Introduction

**Community service** is a process that increases choices. It creates an environment where people can exercise their full potential to lead productive, creative lives.

– Ron Shaffer (Shaffer) it can be a voluntary work intended to help people in a particular area. It can be defined as a service that is performed for the benefit of the public. It is not a responsibility or an obligation; it is a commitment. It is a way of pay back to a community in which we live. Though, the concept of community service is not very new its importance has developed in the past few years. There are thousands of organizations all over the world that engage and hold millions of young people in serving their communities. Community service can be defined in multiple perspectives. The focus of our study is education and lifelong learning as a community service at institute of business administration.

### **Why community service programs are important for an institute?**

- Positive contribution to society.
- Gives sense of purpose.
- Shape the direction of a student's life.
- Higher impact on grades.
- Encourages civic responsibility.

The main goal of community service programs in educational sector is to provide financial assistance and services to needy students. IBA has therefore initiated community service programs i.e. **NTHP, STHP and SFP**. These programs are designed to identify meritorious-cum-needy students from the less advanced districts areas of Pakistan. The scholarship pays tuition, fees, other educational costs, and provides a living stipend in return for a commitment to learn and achieve.

**Lifelong learning** is broadly defined as learning that is pursued throughout life: learning that is diverse, flexible and available at different times and in different places. This definition is based on Delors' (1996) four 'pillars' of education for the future.

1. Learning to know - mastering learning tools rather than acquisition of structured knowledge.
2. Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.
3. Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
4. Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality

This is underpinned by "Learning to Learn". The emphasis is on learning to learn and the ability to keep learning for a lifetime.

**Civic Responsibility** is defined as the "responsibility of a citizen" (Dictionary.com). It is comprised of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, educational institute, volunteers and memberships of voluntary associations.

Community service, either performed by an individual or by groups, aims to serve the society and its people. There can be different reasons which can lead to community service including corporate, religious and personal factors.

Corporations indulge in community service as part of their CSR; Corporate Social Responsibility. People might do community service due to religious reasons and in order to attain salvation in the Hereafter. Moreover, many a time people do community service for personal satisfaction, so that they can gain inner peace.

IBA (Institute of Business Administration, Karachi) actively indulges in community service in the form of its NTHP: National Talent Hunt program, STHP: Sindh Talent Hunt Program and SFP: Sindh Foundation Program. IBA is the oldest business school outside of North America. It was started in collaboration and assistance from the world renowned Wharton Business School of the University of Pennsylvania; later, the University of Southern California set up innumerable facilities the institute and many American professors were assigned to teach here.

All the course content and the curriculum were designed with the help of professors from these two institutes. Since then, IBA has been able to maintain its high educational standards adjusting constantly with the passage of time.

Getting admission into IBA is based strictly and solely on merit through an entrance test and an interview. With the help of its NTHP program diligent students belonging to financially distressed families from the less privileged areas of Balochistan, Punjab, Sindh, Khyber, Pakhtunkhawa, FATA and Gilgit Baltistan are provided financial assistance in order to support them and enable them to complete their degrees from IBA. These degrees secure their future as they open the doors for opportunities in leading business houses and multinational companies.

### ***What is the IBA National Talent Hunt Program?***

It is a program initiated by IBA based on the guidelines of community service. It is fully funded and selects, grooms and prepares talented students from the less privileged areas of our country, for the comprehensive IBA admission process so that they can take their positions in the BBA/BS programs. The extended four week orientation program is based on merit cum need consideration.

### **Eligibility Criteria**

For Matric students, they must have secured 80% or above in the boards examinations.

For HSSC-Level 1 students, they need to have secured 75% or above in the board examinations.

Moreover, candidates must belong to a poor and needy family of Pakistan.

### **Assessment Test and Interview**

Shortlisted candidates are called for an assessment test and based on their performance they are then further evaluated through an interview.

The final list of candidates are mentored and tutored before the IBA entrance test and upon completion they are asked to take the entrance test just like all other students. If they do well they are then admitted into the respective programs they have applied for and study at IBA free of cost.

**Sindh Talent Hunt Program** prepares high achieving students from the less-privileged areas of SINDH for the IBA's aptitude test for BBA/BS programs. **Invalid source specified.** It is an eight-week intensive, merit-cum-need-based orientation program, designed to train students mainly in the areas of English, Mathematics and Presentation and Interviewing skills. Upon successful completion of the Program, trainees appear in the IBA's aptitude test for BBA/BS degree programs. Once enrolled in IBA, students are provided full scholarship for the entire duration (four years) of the concerned program. The scholarship comprises boarding and lodging, tuition and other fees charged by the IBA, and stipend.

Similarly, **Sindh Foundation Program** is a six-month long program that is to indent the meritorious-cum-needy students from the less privileged districts of Sindh, and to provide them for confidently fulfilling the entrance requirements of IBA or any other institution, for the undergraduate programs.

### ***Why Do Community Service?***

The NTHP program in collaboration with the Ihsan Trust is a great way of serving our community and IBA is proud to be part of this endeavor.

Researchers have highlighted the importance of community service as an integral component of the educational process. (Su & Feng) Community service is part of a lifelong learning process which occurs when an individual or a group of individuals engage in community relationships and interactions. This service has potent long term effects on those participants who benefit from it, both the givers and the receivers.

Community Service provides a platform for learning through voluntary engagement in a real social environment which differs from learning in a school or organizational context. This is genuine learning where the volunteer learns through real life experiences. This kind of learning has been greatly neglected in our community and we as a society have failed to understand its' importance.

In Pakistan as awareness has increased due to greater education, many NGO's are rising up in order to serve the community. Some of their main objectives include

1. To work for the social, economic and political empowerment of masses through awareness raising & capacity building;
2. To work for shelter, hygiene, and youth empowerment.

3. To improve access to basic social services as health, education, water & sanitation.
  4. To support sustainable development interventions through research, documentation, policy analysis & services provision;
  5. Promoting the use of Information & Communication Technologies to optimize the utilization of available resources for the betterment of the people;
  6. To promote literacy among the adult as well as the poor students.
  7. To develop skills for enhanced job opportunities and livelihood.
- (Society for Community development organisation)

### **Research Questions**

R1: What are the characteristics of community service programs at IBA?

R2: What is the average family income and education of the students enrolled in these programs?

### **Literature Review**

Community service, along with civic service activities, has recently received a lot of attention due to its psychosocial benefits. This study looks upon the relationship between community service activities, interethnic attitudes and individual perceptions of the value, relevance and importance of community service activities.

The reason why community service engagement activities are reported as being so rewarding by so many people is that, after the community service activities have been completed, individuals report a sense of fulfillment and completion to their personal lives.

A second theory that explains the tremendous popularity of community service work is simply that of identification with others who need help, a concept that is commonly referred to as “empathy” where individuals who observe others in need of assistance feel inherently compelled to engage and interact with those in need, offering support and help whenever possible. (Penner & Finklestein, 1998)

A third theory argues that individuals are more likely to engage in community service and prosocial behaviours depending on a variety of intrapersonal factors, such as mood, disposition, and our ability to identify with the persons who need help (Batson & Oleson, 1991; Clark, 2006).

The need for individuals of all ages to become actively involved in community service or volunteer programs is rapidly becoming identified as a central source of personal meaning that often enhances self-worth and dignity (Barnett & Hyde, 2001). Previous research has suggested that, primarily during specific time periods in one's life, there is a compelling need to engage in prosocial and community engagement (Erikson, 1963). (John, Wallach, & Sanchez, 2010)

The role of community service has also been associated by many as developing identities. Results' for researches suggest that community service provide the youth an opportunity to partake of traditions that relate to material things and existential present. It provides them with an opportunity to explore themselves in a more non-conventional behavioral and psychological way and observe how satisfying giving to the society feels.

The concept of serving the community voluntarily is not novel but instead has developed overtime. There are numerous organizations globally that engage and help people through providing various platforms where they can constructively add to the society. People of all age groups, with a maximum number of youth are involved in the process of community service.

People inquire, “Why is community service such an important quality and trait for a person to possess?”

Well, without community service people would not know the meaning of charity and giving back. Community service can be defined as a service that is performed for the benefit of the public. Community service is done voluntarily in many cases, but especially in the west it's a norm for criminals performing some specified hours of community service just as compensation for their acts.

People usually do community service with good intentions just as an act to give back to the community they reside in. There are various ways of giving back to the community; which include tutoring local elementary students, mentoring local high school students, collecting items for charity, or just simply cleaning up a park. One of the most prominent benefits of community service is that it helps shape a person's character. It enhances communication skills, leadership abilities and more importantly team work capacities. (Williams, 2011)

Service learning benefits numerous parties, from the schools to the agencies helping to provide a platform to the communities and society (Civic Literacy Project 2002), but overall, it is the students who need and receive the most gain. Community service acts a catalyst in terms of learning and experiential knowledge.

Community service [learning] provides the critical missing link for many students, and a lucrative opportunity to apply academic learning to real human needs and to make the knowledge gained usable in one's thinking beyond the situation in which the learning occurred." (Hedin 1989) Service learning, therefore, provides students with the motivation necessary to put forth effort in academics, it gives them more opportunities to integrate and elaborate their knowledge, and it increases the likelihood of transferring theoretical knowledge to actual practice.

Community Service (or more precise term, "Service learning") is recommended as one of the five essential learning experiences in the Curriculum Reform (Elements of Good Practice in Community Service: From charity to advocacy). The importance of community service in institutional level is undeniable; it can be viewed as a life changing experience for many of those who cannot afford education at the best universities and colleges.

Institution's mission statement should speak to what colleges and universities value. Institutes that incorporate the importance of community service are likely to instill in organizational members a commitment to service.

A study on "Community Service as a Lifelong Learning Practice" (Su & Feng) suggests that service learning is designed to effectively enhance an educational process that combines community work and academic learning. The notion of "service learning" or "community service learning" is integrated into the curriculum, and hence, it is often discussed in an educational context. It emphasizes on the community development outcomes from community service in education.

According to research on "how undergraduates are affected by service learning programs", results indicated that participating in such programs substantially enhances the students' academic development, life skill development and sense of civic responsibility. (Astin & Sax)

The skills Service learning attempts to enhance in students include learning how to critically reflect on their experience and how to work collaboratively with others, theoretically resulting in increased motivation for learning and strengthened social awareness and civic responsibility.

There are many definitions of service-learning, although many share the same core concepts that help to distinguish it from other forms of experiential education.

- Service-learning provides relevant and meaningful service in the community. Community partners must see that the service provided by students meets the immediate needs of those they serve or the long-term goals of the organization. Faculty must see that the service provided by the students is relevant to course content. Meaningful service meets a need identified by the community as well as utilizes students in ways befitting their levels of knowledge and experience.
- Service-learning enhances academic learning. Service-learning can translate theory into practice, statistics into real people, and ideas into action. Experiences in the community enlarge the classroom and provide additional "texts" for discussion and analysis. The integration of structured time for critical thinking and reflection is central to the process of enhancing academic learning.
- Service-learning creates the opportunity for purposeful civic learning. Service-learning can help students define for themselves what it means to participate in and create a democratic society. More specifically, students can deepen their understanding individual leadership, systemic change, and social responsibility in the context of a local, national and global multi-cultural society.
- Faculty is often familiar with forms of experiential education including internships, field research, or clinical work. Service-learning is a distinct form of experiential education for two reasons (Furco, 1996). First, service-learning provides reciprocal benefits to the university and community participants or organization. Second, service-learning is equally focused on the service provided by the students as well as the learning that is fostered by doing the service.
- Service-learning is not applicable to every course; however, it can be incorporated into most disciplines. Service-learning has a unique look in each course. The American Association of Higher Education (AAHE) published a book series that addresses the theory and practice of service-learning in twenty different disciplines. The series is an invaluable resource to help you connect service-learning theory and practice in your specific discipline and can be accessed through the Office of Community Service-Learning.

The European Commission (2001: 9) found that lifelong learning has “Four broad and mutually supporting objectives: personal fulfillment, active citizenship, social inclusion and employability/adaptability”. In this regard, lifelong learning has life wide dimensions that transcend narrow economic and vocational aspects.

The University of Pennsylvania is the organizational center for the Universities as Sites of Citizenship and Civic Responsibility Project, a research project that explores the actual activities of institutions of higher education that support democratic values and practices; assesses their dispositions and capabilities to promote democracy; and examines how the use of university resources can improve the contributions of higher education to democracy on the campus, and in the local community and wider society.

### **Research Design**

This study compels its research design to be inclined more towards quantitative method. The dependent variables are income and education.

### **Data Collection**

The primary method to collect data is through surveys. The participants in the study will be given close ended survey questions.

### **Population**

The target population for this research includes all the students who are enrolled in community service programs i.e NTHP, STHP and SFP at IBA. These people belong to different ethnicities within Pakistan with the majority of them belonging to underprivileged areas.

### **Sampling Frame**

Two methods were used for data sampling i.e Stratified sampling and Convenience sampling. In stratified sampling population is divided into groups called strata and among those groups we target the desired sample. Three groups were made i.e NTHP, STHP, and SFP. Convenience sampling is a type of random sampling in which you target the groups within reach. A questionnaire consists of 5 questions was electronically send to all the students enrolled in community service programs at IBA.

### **Sample**

Survey of 280 students has been collected.

### **Validity and Reliability**

The validity and reliability of this study is that other researchers would arrive at similar results if they studied the same case using exactly the same procedures stated above. Further it can be explained by the resources that were used to gather data, i.e. Google Scholar to gather research articles and Google docs’ survey for data collection.

### **Research Methodology**

Data was collected from former students of the National Talent Hunt Program, Sindh Talent Hunt Program and the Sindh Foundation Program pertaining to the education level of their parents and the household monthly income their family earned. The sample size was 279 of which 231 respondents belonged to the NTHP program while the remaining 48 belonged to the STHP or SFP programs.

The data was for father’s education level was then coded into categories which have been defined and ranked below in order of their difficulty:

<b>Father’s Education Level</b>	<b>Rank</b>
<b>Uneducated</b>	1
<b>Primary Education</b>	2
<b>Middle Level Education</b>	3
<b>Matric</b>	4
<b>Intermediate</b>	5
<b>Undergraduate</b>	6
<b>Graduate</b>	7
<b>Post Graduate</b>	8
<b>Other</b>	-

Similarly the data was for mother’s education level was then coded into categories which have been defined and ranked below in order of their difficulty:

Mother’s Education Level	Rank
Uneducated	1
Primary Education	2
Middle Level Education	3
Matric	4
Intermediate	5
Undergraduate	6
Graduate	7
Post Graduate	8
Other	-

Finally the household monthly income was coded into slabs which have been defined and ranked below in order of increasing monthly income:

Household Monthly Income (in PKR)	Rank
Less than 10,000	1
From 10,000 to less than 20,000	2
From 20,000 to less than 30,000	3
From 30,000 to less than 50,000	4
From 50,000 to less than 100,000	5
Greater than or equal to 100,000	6

**Research Findings**

The following are the descriptive statistics and charts that were obtained from the data.

**Descriptive Statistics**

		Father's Education Level (Ranked)	Mother's Education Level (Ranked)	Income Slab (Rank)
N	Valid	264	251	277
	Missing	15	28	2
Mean		5.09	3.82	3.06
Median		6.00	4.00	3.00
Mode		7	1	4

**Graphs and Charts**

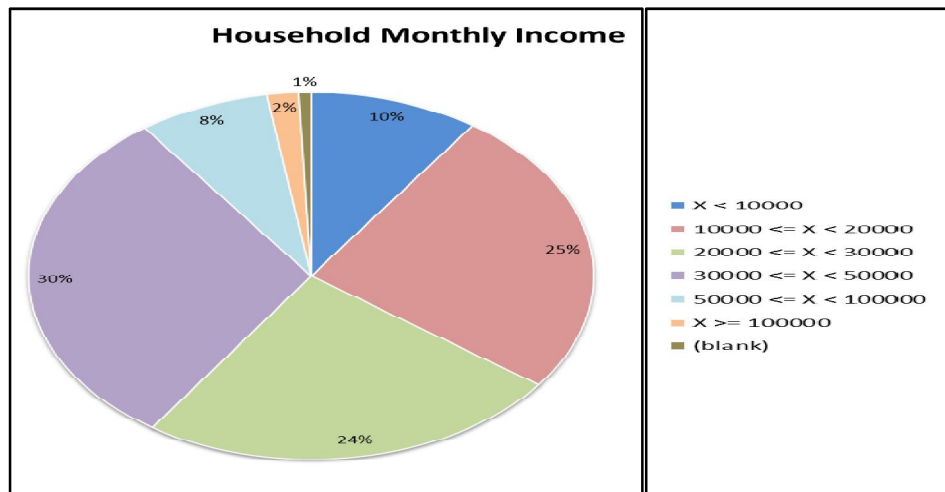


Figure 1: Household Monthly Income

The figure above shows that the largest number of respondents belonged to the income slab of PKR 30,000 – 50,000 per month. It is also noteworthy that 79% of the respondents fall in the bottom three income brackets i.e. 79% of the respondents belong to families with household monthly incomes less than PKR 50,000. This shows that the initial concept of the talent hunt and foundation programs being a way to award the meritorious cum needy students of society is being carried out to a large extent. A more detailed breakdown is given in the table below:

Income Slab (Rank)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	27	9.7	9.7	9.7
	2	71	25.4	25.6	35.4
	3	68	24.4	24.5	59.9
	4	85	30.5	30.7	90.6
	5	21	7.5	7.6	98.2
	6	5	1.8	1.8	100.0
	Total	277	99.3	100.0	
Missing	System	2	.7		
<b>Total</b>		279	100.0		

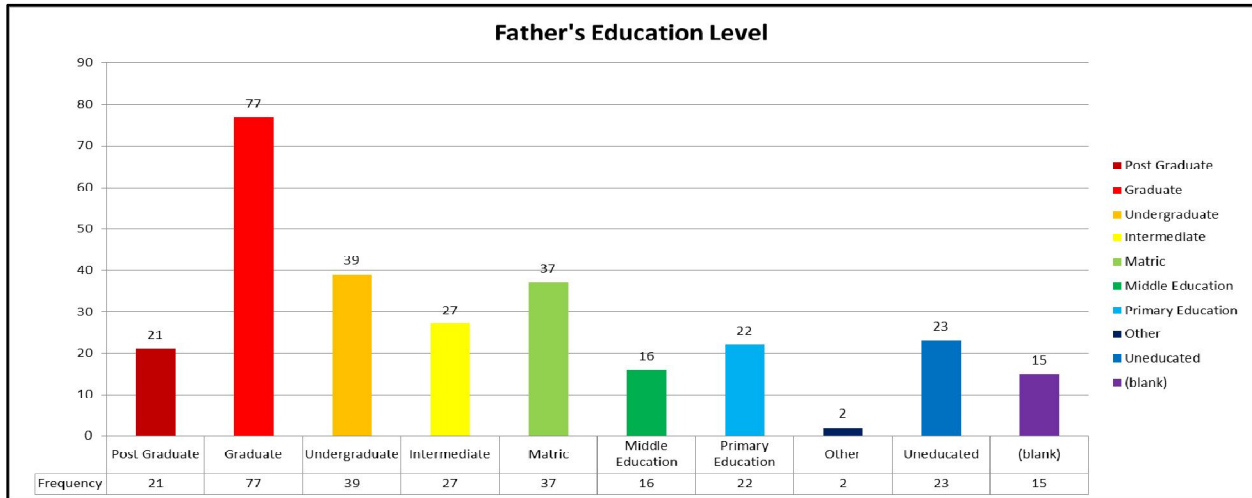
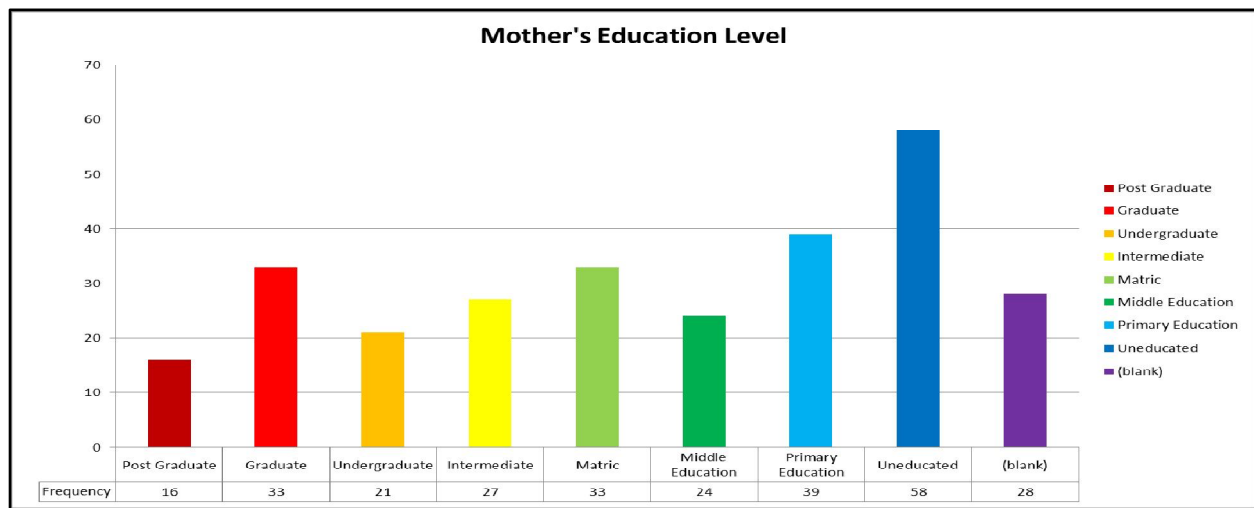


Figure 2: Father's Education Level

The figure above shows that the highest number of respondents had a father who possesses a graduate level degree or a “masters” degree. However, it is equally important to note that approximately 48% of the fathers possess a degree that falls under the “intermediate” or lower category (the “other” and “blanks” have been omitted in this calculation). A more detailed breakdown is given in the table below.

Father's Education Level (Ranked)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	8.2	8.7	8.7
	2	22	7.9	8.3	17.0
	3	18	6.5	6.8	23.9
	4	37	13.3	14.0	37.9
	5	27	9.7	10.2	48.1
	6	39	14.0	14.8	62.9
	7	77	27.6	29.2	92.0
	8	21	7.5	8.0	100.0
	Total	264	94.6	100.0	
Missing	System	15	5.4		
<b>Total</b>		279	100.0		





**Figure 3: Mother's Education Level**

The above figure shows that the highest number of respondents have mothers who are uneducated while 72% have mothers who possess an intermediate degree or lower (blanks have been excluded from this calculation). A more detailed breakdown is given in the table below:

**Statistical Tests:** A series of tests were conducted on the data. The hypotheses, findings and conclusions are presented for each test in the following pages:

Mother's Education Level (Ranked)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	58	20.8	23.1	23.1
	2	39	14.0	15.5	38.6
	3	24	8.6	9.6	48.2
	4	33	11.8	13.1	61.4
	5	27	9.7	10.8	72.1
	6	21	7.5	8.4	80.5
	7	33	11.8	13.1	93.6
	8	16	5.7	6.4	100.0
	Total	251	90.0	100.0	
Missing	System	28	10.0		
<b>Total</b>		279	100.0		

**Test 1**

**Objective:** to check whether the household income levels are dependent on the education level of the father.

**Null Hypotheses:** The variables household income and education level of father are independent.

**Alternate Hypotheses:** The variables household income and education level of father are dependent.

$\alpha=0.05$

The results of the test are given in the table below:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	84.428	35	.000
<b>Likelihood Ratio</b>	85.995	35	.000
<b>Linear-by-Linear Association</b>	40.815	1	.000
<b>N of Valid Cases</b>	262		

**Conclusion:** Since the Asymp. Sig. (2-sided) value is less than 0.05, the null hypotheses stands rejected. Therefore we can conclude that, at a 95% level of confidence, the two variables are dependent on each other i.e. the income levels of a household are related to the education level of the father.<sup>1</sup>

### Test 2

**Objective:** To check whether the sample can be used to predict a population mean education level of the fathers as equal to an intermediate education.

**Null Hypotheses:**  $\mu_{(\text{father's education level})} = 5$

**Alternate Hypotheses:**  $\mu_{(\text{father's education level})} \neq 5$

$\alpha = 0.05$

The results of the test are given in the table below:

One-Sample Test						
	Test Value = 5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Father's Education Level (Ranked)</b>	.718	263	.474	.095	-.17	.35

**Conclusion:** Given that the Sig. (2-tailed) value in the t-test is greater than 0.05, we fail to reject the null hypotheses at a 95% level of confidence. Therefore, from the evidence provided by the data, we cannot conclude that the population mean for the education level of the fathers is not 5 i.e. intermediate.<sup>2</sup>

### Test 3

**Objective:** To check whether the sample can be used to predict a population mean education level of the mothers as equal to an intermediate education.

**Null Hypotheses:**  $\mu_{(\text{mother's education level})} = 5$

**Alternate Hypotheses:**  $\mu_{(\text{mother's education level})} \neq 5$

$\alpha = 0.05$

The results of the test are given in the table below:

One-Sample Test						
	Test Value = 5					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Mother's Education Level (Ranked)</b>	-7.988	250	.000	-1.175	-1.47	-.89

**Conclusion:** Given that the Sig. (2-tailed) value in the t-test is less than 0.05, we reject the null hypotheses at a 95% degree of confidence. The mean education level of mother's in the population is NOT equal to intermediate.

### Test 4

**Objective:** To check whether the sample can be used to predict a population mean education level of the mothers as equal to a matric level of education.

**Null Hypotheses:**  $\mu_{(\text{mother's education level})} = 4$

<sup>1</sup> Note that correlation does NOT mean causation. The two variables are related but the nature of the relationship is not known. It is possible that a higher income level drives higher levels of education and conversely it is also possible that higher education levels drive higher incomes. The nature of the relationship cannot be determined but, we may still conclude the two variables are dependent on each other.

<sup>2</sup> Note that we never accept the null hypotheses. We can only reject or fail to reject the null hypotheses. That is why in the above case we have failed to reject the claim that the mean level of education is intermediate. We cannot say that the mean level of education IS intermediate. We can only say that we were unable to prove that it is NOT intermediate.

**Alternate Hypotheses:**  $\mu_{(\text{mother's education level})} \neq 4$

$\alpha=0.05$

The results of the test are given in the table below:

One-Sample Test						
	Test Value = 4					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Mother's Education Level (Ranked)</b>	-1.191	250	.235	-.175	-.47	.11

**Conclusion:** Given that the Sig. (2-tailed) value in the t-test is greater than 0.05, we fail to reject the null hypotheses at a 95% level of confidence. Therefore, from the evidence provided by the data, we cannot conclude that the population mean for the education level of the mothers is not 4 i.e. matric.<sup>3</sup>

**Test 5**

**Objective:** To check whether the sample can be used to predict a population mean household income slab as equal to PKR 20,000 – 30,000.

**Null Hypotheses:**  $\mu_{(\text{household income level})} = 3$

**Alternate Hypotheses:**  $\mu_{(\text{household income level})} \neq 3$

$\alpha=0.05$

The results of the test are given in the table below:

One-Sample Test						
	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Income Slab (Rank)</b>	.857	276	.392	.061	-.08	.20

**Conclusion:** Given that the Sig. (2-tailed) value in the t-test is greater than 0.05, we fail to reject the null hypotheses at a 95% level of confidence. Therefore, from the evidence provided by the data, we cannot conclude that the population mean for the income level of the households is not 3 i.e. PKR 20,000 – 30,000.<sup>4</sup>

**Test 6**

**Objective:** To check whether the sample can be used to claim that the income levels of NTHP students are equal to the income levels of the STHP/SFP students

**Null Hypotheses:**  $\mu_{(\text{household income level of NTHP students})} = \mu_{(\text{household income level of STHP/SFP students})}$

**Alternate Hypotheses:**  $\mu_{(\text{household income level of NTHP students})} \neq \mu_{(\text{household income level of STHP/SFP students})}$

$\alpha=0.05$

<sup>3</sup> Note that we never accept the null hypotheses. We can only reject or fail to reject the null hypotheses. That is why in the above case we have failed to reject the claim that the mean level of education is matric. We cannot say that the mean level of education IS matric. We can only say that we were unable to prove that it is NOT matric.

<sup>4</sup> Note that we never accept the null hypotheses. We can only reject or fail to reject the null hypotheses. That is why in the above case we have failed to reject the claim that the mean level of income is PKR 20,000 – 30,000. We cannot say that the mean level of income IS PKR 20,000 – 30,000. We can only say that we were unable to prove that it is NOT PKR 20,000 – 30,000.

The results of the test are given in the table below:

<b>Independent Samples Test</b>		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Income Slab (Rank)</b>	Equal variances assumed	1.628	.203	.658	275	.511	.125	.189	-.248	.497
	Equal variances not assumed			.583	61.336	.562	.125	.214	-.302	.552

**Conclusion 1:** Given that the Sig. value for Levene’s test for equality of variances is greater than 0.05, we will assume that the two populations have equal variances. Thus further results will be obtained from the “equal variances assumed” row of the results.<sup>5</sup>

**Conclusion 2:** Given that the Sig. (2-tailed) value for t-test equality of means is greater than 0.05, we fail to reject the null hypotheses at a 95% level of confidence. Hence there is insufficient data in the sample to claim that the mean household incomes of the population for NTHP students and STHP/SFP students are different.

**Test 7**

**Objective:** To check whether the sample can be used to claim that the education levels of the fathers of NTHP students are equal to the education levels of the fathers of the STHP/SFP students

**Null Hypotheses:**  $\mu_{(\text{father's education level of NTHP students})} = \mu_{(\text{father's education level of STHP/SFP students})}$

**Alternate Hypotheses:**  $\mu_{(\text{father's education level of NTHP students})} \neq \mu_{(\text{father's education level of STHP/SFP students})}$

$\alpha = 0.05$

The results of the test are given in the table below:

<b>Independent Samples Test</b>		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Father's Education Level (Ranked)</b>	Equal variances assumed	.099	.753	-1.033	262	.303	-.359	.348	-1.044	.326
	Equal variances not assumed			-1.044	66.143	.300	-.359	.344	-1.046	.327

<sup>5</sup> Levene’s test for equality of variances has the following hypothesis:

**Null Hypotheses:** The variances of the two populations are equal

**Alternate Hypotheses:** The variances of the two populations are different

$\alpha = 0.05$

In the case above, the null hypotheses was NOT rejected as the Sig. value is greater than 0.05. Therefore, equal variances were assumed for the independent samples t-test.

**Conclusion 1:** Given that the Sig. value for Levene's test for equality of variances is greater than 0.05, we will assume that the two populations have equal variances. Thus further results will be obtained from the "equal variances assumed" row of the results.<sup>6</sup>

**Conclusion 2:** Given that the Sig. (2-tailed) value for t-test equality of means is greater than 0.05, we fail to reject the null hypotheses at a 95% level of confidence. Hence there is insufficient data in the sample to claim that the mean education level of the fathers of the population for NTHP students and STHP/SFP students are different.

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<sup>6</sup> Levene's test for equality of variances has the following hypothesis:

**Null Hypotheses:** The variances of the two populations are equal

**Alternate Hypotheses:** The variances of the two populations are different

$\alpha = 0.05$

In the case above, the null hypotheses was NOT rejected as the Sig. value is greater than 0.05. Therefore, equal variances were assumed for the independent samples t-test.