

# **INCLUSION OF CORPORATE SOCIAL RESPONSIBILITY PRACTICES AS A PART OF CURRICULUM @ INDIRA SCHOOL OF BUSINESS STUDIES, INDIA AND ITS IMPACT OVER THE AWARENESS & SENSE OF RESPONSIBILITY OF STUDENTS TOWARDS COMMUNITY**

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## **ABSTRACT**

India is known for its great learning culture. From the ancient Guru-Shishya Parampara (Tradition) to the modern outcome based learning, Indian education industry always strives to encompass the value based learning methodology and as far as management education is concerned, it is crucial for the institutions to provide practical application of conceptual knowledge to the aspiring young minds to make them ready for corporate world challenges.

This empirical research aims at understanding the andragogy used in management education and to identify the impact of introducing Corporate Social Responsibility Practices as a part of curriculum of management education for post graduate studies. In this paper, researcher tried to explore the impact of Corporate Social Responsibility Practices as a part of curriculum for post graduate students at an esteemed organization named Indira Scholl of Business Studies (ISBS) in Pune, India.

The study is based on the theories of John Dewey and more recently the Experiential Education Theory of D.A. Kolb. This quantitative study observes the impact of Corporate Social Responsibility Practices on the learning of the students who opted for such programs. This study is based on the survey conducted at ISBS for the 1<sup>st</sup> Semester students. These students divided into two category. 1. Those who opted for CSR initiatives and 2. Those who have not a part of such initiative. Factor analysis is used to understand the difference between these two group of students pertaining to their awareness about and sense of responsibility towards society/community and its needs. Factor analysis displays a substantial difference between the groups. The outcomes suggest a positive correlation between Corporate Social Responsibility Practices as a learning methodology and its impact on the sense of responsibilities and awareness towards community.

**KEYWORDS:** ISBS, Management Students, Corporate Social Responsibility Practices, Learning

## **INTRODUCTION**

Preparing students for becoming accountable citizens who understand their responsibility towards community has been one of the driving principles of education since the founding of Shree Chanakya Education Society in 1994, a Trust which runs ISBS as a part of group institutions. It is this principle that allows the institution to foster the democracy. In the present study the author tried to establish the significance of creating responsible citizens through providing platform to the students to involve in Corporate Social Responsibility Practices. This study uses the Learn and Serve Community definition for service-learning, “a teaching and learning strategy that integrates meaningful community service with

instruction and reflection to enrich the learning experience, teaching civic responsibility, and strengthen communities". This study seeks to examine the inclusion of Corporate Social Responsibility Practices in teaching methodology of Indira School of Business Studies (ISBS). The research drawn from this study explores the effects of Corporate Social Responsibility Practices on the attitudes of students toward community, who are undergoing the post graduate management programs. Furthermore, this study examines two research questions. 1. Do students involved in Corporate Social Responsibility Practices/initiatives have a greater awareness of community needs than the students who do not participate? 2. Does the inclusion of Corporate Social Responsibility Practices affects students' feeling of responsibility to become involved with the community?

## LITERATURE REVIEW

### Corporate Social Responsibility Concept in India

The Corporate Social Responsibility (CSR) agenda in India is changing and beginning to follow global CSR trends: it is, for example, integrating CSR into core business processes, ensuring that CSR takes root in top management and assigning CSR responsibilities to corporate departments. Nevertheless, as many analysis results have demonstrated, CSR in India has unique features. (**Source:** Corporate Social Responsibility Practices in Indian Companies: A Case in India by Subramanyam Mutyala, IJARIE ISSN (O) 2395 4396 Vol 1 Issue 4 2015)

Although the Indian CSR agenda seems to be becoming more comprehensive and philanthropic, the pattern and community development is still the decisive element. For Indian companies, community development is very important since it paves the way for good relations with communities and also has an appreciable public relations effect as a part of their Branding Strategies.

However, community development projects must be viewed critically since they lack transparency, the involvement of relevant authorities is questionable, and community development may conceal malpractices or violations within a company. Indian CSR is not well balanced between internal and external stakeholders.

Indian companies tend to aim their CSR engagement at external stakeholders – especially communities – rather than internal stakeholders. However, the long tradition of CSR in India indicates – and the recent changes in the Indian CSR agenda further underlines – that CSR in India has considerable potential for improving corporate environmental and social conduct.

Collective learning and knowledge-sharing are to be achieved through the publication of activities on the internet and learning forums where companies and stakeholders share good practices, identify and fill knowledge gaps, develop tools, obtain training and set priorities for the practices to be undertaken. Compared with individual learning processes, knowledge sharing and collective learning help to optimize CSR activities more quickly.

Relationship between CSR in Companies and Corporate Social Responsibility Practices in institutions have to be driven in cohesion with each other. Education Industry has a very important responsibility to create corporate citizens who understand their responsibilities towards society and the underprivileged. Students need to be sensitized towards community services. However, as far as the thought process at ISBS is concerned, only conducting classroom sessions or providing information on community needs is not enough. Unless students reach to the communities themselves, understand the problems in the society and realise the need of doing something for the community through some initiatives, they would not be actually responsible towards it.

With this ideology, ISBS started its CSR Committee named as “PEHEL”. Pehel encourages students to nominate themselves as members of the committee and take on different community services initiatives mentioned below (Ref: Section 3 Page No. 5)

### **About ISBS**

Indira School of Business Studies (ISBS), Pune, was established under the aegis of Shree Chanakya Education Society (SCES). Shree Chanakya Education Society began as a trust in 1994 with the explicit vision to provide sustainable impetus to the corporate and entrepreneurial abilities in the youth. Unrelenting initiatives by the Management team at Indira led to the creation of multidiscipline such as Management, Information Technology, Pharmacy, Commerce, Science, Engineering and Architecture. All this growth is enabled and sustained by the expertise and exertions of the leaders at Indira whose commitment and concern for student’s development stands unmatched. SCES has grown steadily and today boasts of several Institutes, having more than 9000 students, from all over India, pursuing multi-disciplinary, graduate and post-graduate programs. The Institutes managed by SCES have maintained high academic standards and have successfully provided trained manpower to the diverse industry sectors of the country.

Indira School of Business Studies (ISBS) was established as a professional school to meet the growing needs of the business sector with the explicit vision to provide sustainable impetus to the corporate and entrepreneurial abilities in the youth. In a short span of time, the programs of the Institute were approved by AICTE and ISBS established its presence in Pune as a premier business education institute.

The curriculum design, methodology utilized, including study tours abroad coupled with sensitizing towards society and environment and technology for teaching keeps the students abreast of the trends in the field of business and assures greater articulation of the same as well as making them responsible in the direction of serving the community.

ISBS believes that the emerging global environment requires professional graduates to be armed with the sufficient knowledge and confidence of facing tough and competitive scenario and aware about the environmental challenges and limitations. The current global economy has created an environment where managers have to face greater situational challenges and need to overcome the trial of the scarcity of natural resources; predict and handle the vagaries of the market and provide better quality products and services without compromising on environment friendly practices. Such an environment requires professional graduates not only armed with the necessary knowledge but also confident of facing extremely competitive scenario and sensitivity towards society/community to keep abreast of the trends in the field of business.

### **Corporate Social Responsibility Practices at ISBS (“Pehel”)**

As the literature suggests, Martinez (2007) Copa and Wolf’s stated 13 principles for experiential theory of hands-on education with Miller’s categories of people, programs, and processes and added a new category for values. Martinez lists responsibility toward community in three of his four categories (p.77). Community Service-Learning is a teaching methodology, which incorporates skills learned in the classroom with service in the community.

Corporate Social Responsibility (CSR) Cell “PEHEL” at ISBS includes the participation of all stakeholders in community service initiatives: students, faculty, non-government organizations (NGO), and the local community. Students and faculty members actively participate in outreach program initiatives where they contribute their knowledge, skills, and

technical expertise to the community. ISBS has supported the program activities of several NGO's operating in the community.

The values of social responsibility that students imbibe are:

- Genuine respect for others and their points of views.
- The ability to be sensitive and become responsible citizen.
- Reaching out to those unprivileged lives can be touched to make a difference.
- Ability to handle challenging situations and providing workable solutions for the same.

Some of the ISBS Activities under “Pehe!” includes:

- Skip a Meal -Fund Generation for Smile Foundation.
- ISBS organized CII-Yi Orientation Session where students were introduced the concept of Yi- Net.
- ISBS students participated in Blood Donation camp organized by Poona Serological Institute blood bank.
- ISBS organized Motivational Session by Sam Cawthorn on the topic of Bounce Forward for all PGDM and MBA students.
- ISBS under took Kirloskar Eco Rangers- Environmental Sustainability projects.
- ISBS donated Grainsto Navkshitij NGO-Home for mentally challenged special friends.
- ISBS organized CII-Yi Business Plan Competition. CII-Yi will provide entrepreneurs to mentor the students to refine their business plans.
- ISBS participated in Save the Paradise Campaign and donated Bisleri water bottles, Baby food, Clothes, Ready to eat food for Jammu & Kashmir underprivileged kids.
- ISBS students visited Missionaries of Charity Prerna Bhavan and spent time with special friends at Prerna Bhavan.
- ISBS participated in “CleanmyIndia” drive.
- ISBS contributed to Indian Blind Association by sale of stamps, the sales proceeds going for care of Blind.
- ISBS students participated in Marathon organized by FICCI FLO (FICCI ladies organization) at Magarpatta City, Pune supporting the women empowerment cause.
- ISBS participated in Traffic rules awareness campaign organized by Pune Traffic Police at Chinchwad, Pune.
- ISBS students organized a rally for Save the Girl Child awareness at Tathwade, Pune.
- ISBS visited Navkshitij an NGO at Marunje village caring for mentally challenged and interacted and played with these special friends.
- ISBS organized a drive at Tathwade, Pune for cleaning and reducing Plastic consumption.

- ISBS regularly visit and help the inmates of Prena Bhavan, Tathwade (an Initiative of Mother Teresa Foundation.)
- ISBS participated in a Street Play on F. C. Road and J.M. Road Pune by Navkshitij on Terrorism.
- ISBS collaborated with Pragati Foundation an NGO in Pune dedicating for uplifting of economical weaker section of society at Dapodi, Pune. Students helped in selling articles made by these people.
- ISBS visited and helped Sant Moni Baba Vriddhashram at Akurdi caring for Old age citizens.
- ISBS organized a rally for Go Green awareness at Tathwade, Pune.
- ISBS helped Finolex Cables, Gulf Oil and Pune Police in their safety drive for use of Helmet. This was at Police ground Shivajinagar, Pune.
- ISBS visited and spent quality time with the senior citizens of Madhur Bhav Home at Dattawadi Nere Village, Pune.
- ISBS helped Navkshitij NGO by setting up a stall in campus for selling the articles made by mentally challenged friends.
- ISBS visited and helped the old age inmates of Madhur Bhav Home at Pimple Nilakh, Pune.
- ISBS coordinated the Hill Climbing Competition arranged at Parvati Hills for Mentally Challenged students.
- ISBS visited and spent quality time with physically disabled students of Apang Shalaat Nigdi, Pune.

## **PROBLEM OF STATEMENT**

The conviction that education should harvest a corporate citizen who is prepared to be an active member in the workforce and community has long been the goal of education industry (Sarkees-Wircenski & Scott, 2003, p. 61). Authors such as Plato and Aristotle always stated that education institution should not only focus on the professional skills but also make students responsible towards community. (Rocheleau, 2004). Methodology alike community based learning/ community service practices/CSR initiatives aims at instilling the sense of responsibility among students when they start earning. (National Service-Learning Clearinghouse, 2008). The origins of this concept laid in the experiential education theory (J. C. Kielsmeier, 2010). Current research on the topicis raw and needs more practitioners and researchers to devote time pertaining to the topic of include this type of methodology in the curriculum. (Eyler, 2002, p. 5). Kielsmeier (2010).

The philosophy of management education at ISBS is grounded on the concept of experiential learning model and outcome based learning. The management program is intentionally designed taking into consideration that students will get equal exposure to classroom teaching as well as field assignments and will be able to connect the gained knowledge with real life instances. (Eyler, 2009). In recent era many education institutions started focusing on the concept of Corporate Social Responsibility Practices as a part of learning initiatives. Many programs are including service-learning in secondary education with few reports existing in higher education, especially in western countries. Burr (2001) states, “While many universities are beginning to incorporate service-learning activities, the full potential of combining service and progressive experiential learning situations for a specific area of study lies, in most cases, still untapped”. Current trends in management education are focused upon, “responsibility, vocalisation, evolution, career pathways and integration of social and management education.

This study aimed at identifying the need of inclusion of Corporate Social Responsibility Practices as a part of curriculum at ISBS and intended to understand if students are involved in community services as a part of curriculum, will they be more responsible and aware about their responsibility towards society?

## **SIGNIFICANCE OF PRESENT STUDY**

It is the intent of this study to explore the effect of CSR initiatives/ community services practices in the understanding of students about the society. Bringle & Hatcher (2000) found that there is a need for research in this area that explores the outcomes of Corporate Social Responsibility Practices in regard to students and communities (p. 68) Service-learning practitioners have an overwhelming passion and belief in the benefits of service-learning on the individuals involved, but there is not enough research to support their claims to guide the decision making process (Eyler, 2002, p. 4). Corporate Social Responsibility Practices implementation and research has been limited to traditional courses of academia to promote civic growth (Steinberg, Bringle, & Williams, 2010, p. 1).

This study attempts to expand upon this goal through the study of such practices within the scope of management programs. These kinds of programs actually emphasise more on personal development and business scenario as compare to Corporate Social Responsibility. It is this gap in which this study hopes to contribute and extend the research in Corporate Social Responsibility Practices and management education. The experiential components of service-learning and management education makes this study and others like it significant. The results of this study contributes to the knowledge base of Corporate Social Responsibility Practices research and the future design of such practices in the curriculum of management courses.

## **STUDY HYPOTHESES**

### **Hypothesis 1**

Students involved in Corporate Social Responsibility Practices have a greater awareness of community needs than the students who do not participate.

### **Hypothesis 2**

The inclusion of Corporate Social Responsibility Practices affect the students' feeling of responsibility to become involved with the community.

## **RESEARCH METHODOLOGY**

### **Sampling**

The sample consisted of Post Graduate Diploma in Management (PGDM) students ( $n = 198$ ) enrolled in the Batch of 2015-17. Participants were approached from two categories: 1. Those who are members of CSR Committee and 2. Those who are not members of CSR Committee at ISBS. The sampling plan & demographic profile of the sample is presented in Table 1.

**Table1: The Sampling Plan & Demographic Profile of the Sample**

Total Population	360
Total sample	198
Those who are part of CSR Com.	112
Those who are not part of CSR Com.	86
Sampling Method	Purposive Stratified
Sampling Unit	1 student
Sampling Frame	ISBS-PGDM students of Batch 2015-17
Male	134
Female	64

### Questionnaires Designing

A comprehensive questionnaire designed for better understanding of the factors and to compare the responses of the students who participated in Corporate Social Responsibility Practices and those who never participated in such practices. The basis for the Community Service Attitudes Scale developed by Ann Harris Shirella & Anne M.cCarthy, Colorado State University & Ohio University. The scale modified to suit the study for the management students. Following factors have been identified and taken into consideration while designing the questionnaire:

Awareness
Actions
Ability
Connectedness
Norms
Empathy
Cost
Benefits
Seriousness
Intention

(\* A copy of the questionnaire is enclosed in appendix 1)

### Reliability of Measures

Alpha reliability test is conducted for the 10 elements of questionnaire. The alpha reliability coefficients for each of the parameters ranged from .9081 to .9639. A summary of the reliability of the scales describing each type of element is shown in Table 2(TI).

**Table 2: Reliability of Individual Questions in Measuring Factors**

No.	Factors (Indicated by Questions)	Alpha Reliability Coefficient
1	Awareness	.9347
2	Actions	.9545
3	Ability	.9234
4	Connectedness	.9455
5	Norms	.9427
6	Empathy	.9322
7	Cost	.9210
8	Benefits	.9567
9	Seriousness	.9277
10	Intention	.9534

An inter-rater reliability (IRR) analysis was done to assess the degree to which the respondents' responses "agree" to the factors of analysis. A single item within-group IRR for an anchor response (A) of size 5 was performed for each of

the 10 factors within each of the 198 students. The results of the IRR analysis indicated extremely high reliability between individual responses.

### Data Analysis & Hypotheses Testing

The required data collected from students in 2015 when they were in 1<sup>st</sup> semester and completed two months of management education. The population was 360 out of which 50% and above students have participated in the survey. Participation occurred in-person. The participants were approached and a physical questionnaire survey conducted amongst the sample. In all, 198 students have participated in the survey.

Out of 198, 112 students were a part of CSR Committee or undertaken some community services initiatives in their school or college life. Remaining 86 students never participated in any kind of CSR or community service initiatives and were not a part of CSR Committee at ISBS.

### Hypotheses Testing

**H11:** Students involved in Corporate Social Responsibility Practices have a greater awareness of community needs than the students who do not participate.

**Statistical H01:** No statistical significance in the level of awareness between students involved or not involved in Corporate Social Responsibility Practices.

To examine the statistical hypothesis, an exploratory factor analysis with varimax rotation was conducted on the factors, extracting ten factors (awareness & responsibility). The results confirmed that the ten factors of altruistic behaviour on which the scale is based, have an impact on the awareness level of students who participate in the Corporate Social Responsibility Practices. The Eigen values for each of the ten factors were greater than 1.00 and explained over 71% of the variance in the items and are presented in Table 3. This proves that students who participate in the community services practise have greater sense of awareness towards the society.

**Table 3: Exploratory Factor Analysis with Varimax Rotation**

Factor Indicating Awareness & Responsibility	Rating by Students Involved in Community Services	Rating by Students Not Involved in Community Services	<i>t</i>
Awareness	3.9(.68)	4.0(.68)	-2.4
Actions	3.9(.74)	4.2(.63)	-2.52*
Abilities	3.6(.90)	3.9(.76)	-2.02*
Connectedness	4.3(.62)	4.2(.69)	1.11
Norms	3.7(.72)	3.5(.66)	1.21
Empathy	3.9(.69)	4.3(.54)	-6.03***
Cost	3.6(.91)	4.0(.71)	-5.31***
Benefits	3.3(1.03)	3.9(.70)	-5.13***
Seriousness	3.7(.89)	3.6(.76)	.42
Intention	3.2(.98)	3.5(.80)	-2.66**

### Hypotheses Testing

#### H12

The inclusion of Corporate Social Responsibility Practices affect the students' feeling of responsibility to become involved with the community.

**Statistical H02**

No statistical significance in the level of feeling of responsibility between students involved or not involved in Corporate Social Responsibility Practices.

To examine the statistical hypothesis, correlations between students with exposure to CSR activities and the feeling of responsibility evaluated based on the Mott index. This is illustrated in Table 4. Generally, these correlations were low to modest, with six coefficients reaching statistical significance. Students who got exposures to Corporate Social Responsibility Practices proved to have greater sense of responsibility towards society/community in six of the ten factors.

Thus it proves the significance of the Corporate Social Responsibility Practices to increase the sense of responsibilities of the students towards society.

**Table 4: Factor Analysis Evaluating Feeling of Responsibility Based on the Mott Index**

<b>Factor Indicating Awareness &amp; Responsibility</b>	<b>Rating of Students with CSR Exposure</b>	<b>Rating of Students without CSR Exposure</b>
Awareness	.09	.59***
Actions	-.12	.27***
Abilities	.20*	.67***
Connectedness	.23*	.64***
Norms	.16	.56***
Empathy	.12	.50***
Cost	.26**	.49***
Benefits	.27**	.53***
Seriousness	.30**	.65***
Intention	.08	.51***

\*p<.05 \*\*p<.01 \*\*\*p<.001

**LIMITATIONS OF THE STUDY**

This study conducted at ISBS and includes the sample from one institution. The students from other institutes may have difference in their aptitude, knowledge and intellectual level and may not produce the same result as ISBS.

Thus, the researcher suggest further studies on the topic covering wider scope among different management institutions from different caliber of students.

**FININGS AND CONCLUSIONS**

The overall findings of this study support the hypotheses presented, that are, the students who are participating in Corporate Social Responsibility Practices are having greater sense of awareness and feeling of responsibility towards society and community. The factor analysis was closely matching to the ten factors having eigenvalues greater than one for both the statistical hypotheses. The study explores the inclusion of Corporate Social Responsibility Practices in the curriculum of management education at ISBS. The focus of the study investigates the impact of CSR activities and its reflection upon students’ awareness of community issues and their feeling of being responsible to become involved in their community.

The research positively indicates the relationship between conducting Corporate Social Responsibility Practices as a part of curriculum and its positive effect on the students who involved in such initiatives. This study shows that there is an enormous need of including CSR program as a part of management education, thus the students are not only are capable

of indulging into management practices, but also understand the bigger cause of understanding the needs of society and serving the society by all possible means.

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## **APPENDIX 1**

### **QUESTIONNAIRE**

#### **Community Service Attitude Scale**

The data in this survey will be used in conjunction with a study to compare attitudinal change and learning value among students toward community service. Your voluntary participation in this survey is anonymous. No identifiable information is being collected. Please take the next few minutes to answer the following questions.

#### **Demographic Information**

1. What is your age group?
2. What is your gender?

3. Which Course you have Enrolled?
4. Which Semester Student you are?
5. Where do you attend college (graduation)?
6. Have your family involved in community services?
7. If yes, what kind of services?
8. Have participated in community service project in the past? Yes No

**Please answer the Following Questions Regarding Your Feelings toward Community Service Projects. Answer Questions 9-20 Using the Following Scale**

1 = extremely unlikely

2 = quite unlikely

3 = slightly unlikely

4 = neither likely nor unlikely

5 = slightly likely

6 = quite likely

7 = extremely likely

9. I would be contributing to the betterment of the community.

10. I would experience personal satisfaction knowing that I am helping others.

11. I would be meeting other people who enjoy community service.

12. I would be developing new skills.

13. I would make valuable contacts for my personal career.

14. I would gain valuable experience for my resume.

15. I would have less time for my Course-assignment.

16. I would have forgone the opportunity to stay and enjoy with my friends.

17. I would have less energy.

18. I would have less time to work.

19. I would have less free time.

20. I would have less time to spend with my family

**Please Answer the Following Questions Regarding Your Feelings toward Community Service Projects. Answer Questions 21-54 Using the Following Scale**

1 = strongly disagree

2 = disagree

3 = slightly disagree

4 = neither agree nor disagree

5 = slightly agree

6 = agree

7 = strongly agree

21. I want to do this activity.

22. Community groups need our help.

23. It is important to help people in general.

24. Improving communities is important to maintaining a quality society.

25. I can make a difference in the community.

26. Our community needs good volunteers.

27. There are people in the community who need help.

28. All communities need good volunteers.

29. Volunteer work at community agencies helps solve social problems.

30. Volunteers in community agencies make a difference, if only a small difference.

31. Post-graduate student volunteers can help improve the local community.

32. Volunteering in community projects can greatly enhance the community's resources.

33. I am responsible for doing something about improving the community.

34. Contributing my skills will make the community a better place.

35. It's my responsibility to take some real measures to help others in need.

36. It is important to provide a useful service to the community through community service.

37. It is important to me to have a sense of contribution and helpfulness through community service.

38. It is important to me to gain an increased sense of responsibility from participating in community service.

39. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.

40. I will participate in a community service project in the next year.
41. I feel bad that some community members are suffering from a lack of resources.
42. I feel bad about the disparity among community members.
43. I feel an obligation to contribute to the community.
44. There are needs in the community.
45. Lack of participation in community service will cause severe damage to our society.
46. Without community service, today's disadvantaged citizens have no hope.
47. Other people deserve my help.
48. Community service is necessary to making our communities better.
49. It is critical that citizens become involved in helping their communities.
50. Community service is a crucial component of the solutions to community problems.
51. The more people who help, the better things will get.
52. There are people who have needs which are not being met.
53. My contribution to the community will make a real difference.
54. Would you seek out an opportunity to do community service in the next year?

## APPENDIX 2 (FACTORS DERIVED FOR FACTOR ANALYSIS)

No.	Statements		
22	Community groups need our help.	1	Awareness
27	There are people in the community who need help.	1	
44	There are needs in the community.	1	
52	There are people who have needs which are not being met.	1	
29	Volunteer work at community agencies helps solve social problems.	2	Actions
30	Volunteers in community agencies make a difference, if only a small difference.	2	
31	Post-graduate student volunteers can help improve the local community.	2	
32	Volunteering in community projects can greatly enhance the community's resources.	2	
51	The more people who help, the better things will get.	2	Ability
25	I can make a difference in the community.	3	
34	Contributing my skills will make the community a better place.	3	
53	My contribution to the community will make a real difference.	3	Connectedness
33	I am responsible for doing something about improving the community.	4	
35	It's my responsibility to take some real measures to help others in need.	4	
37	It is important to me to have a sense of contribution and helpfulness through community service.	4	
38	It is important to me to gain an increased sense of responsibility from participating in community service.	4	
43	I feel an obligation to contribute to the community.	4	
47	Other people deserve my help.	4	Norms
23	It is important to help people in general.	5	
24	Improving communities is important to maintaining a quality society.	5	

Table Contd.,			
26	Our community needs good volunteers.	5	
28	All communities need good volunteers.	5	
36	It is important to provide a useful service to the community though community service.	5	
39	When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	6	Empathy
41	I feel bad that some community members are suffering from a lack of resources.	6	
42	I feel bad about the disparity among community members.	6	
15	I would have less time for my Course-assignment.	7	Cost
16	I would have forgone the opportunity to stay and enjoy with my friends.	7	
17	I would have less energy.	7	
18	I would have less time to work.	7	
19	I would have less free time.	7	
20	I would have less time to spend with my family	7	
9	I would be contributing to the betterment of the community.	8	Benefits
10	I would experience personal satisfaction knowing that I am helping others.	8	
11	I would be meeting other people who enjoy community service.	8	
12	I would be developing new skills.	8	
13	I would make valuable contacts for my personal career.	8	
14	I would gain valuable experience for my resume.	8	
45	Lack of participation in community service will cause severe damage to our society.	9	Seriousness
46	Without community service, today's disadvantaged citizens have no hope.	9	
48	Community service is necessary to making our communities better.	9	
49	It is critical that citizens become involved in helping their communities.	9	
50	Community service is a crucial component of the solutions to community problems.	9	
21	I want to do this activity.	10	Intention
40	40. I will participate in a community service project in the next year.	10	
54	Would you seek out an opportunity to do community service in the next year?	10	

