

The Impact of Community Service Projects on the Interpersonal and Psychological Well Being of the Students

Mrs. Komal Arora, Mrs. Shikha Verma

Faculty, Kundan Vidya Mandir Senior Secondary School, Ludhiana

Abstract- The community services had given the students a meaningful experience and now they have committed themselves to such more services. The present study dealt with the influence of community service projects on the student. 20 students from class VI to VIII of a recognized CBSE school were studied through interview method. Students involvement in various community services increased many folds since they become a part of the project. The psychological satisfaction they achieve increased after being in the project. The psychological satisfaction they achieve increased after being in the project. Gratitude towards god, thankfulness towards teachers, friends etc. showed upward growth. Membership of students in community services activity increased. Engaging students in community service projects must be emphasized instead of extravagances and show off in life. All this indicates the effect of community service projects on the personality of the students.

Key words: Satisfaction, Gratitude emphasized, Extravagances and Personality

I. INTRODUCTION

Community service is generally considered as learning through service and a voluntary one. "Often organized, unpaid activities that are intended to benefit the environment, individuals, groups of people or society." (National Centre for Social Research and the Institute for Volunteering Research 2007).

A required service, learning experience of limited intensity and duration have an impact on the development of school and college students as participating citizens of their community.

In the present scenario schools, colleges and universities are working on providing required programmes related to community services for the students. The students have reported that the community service had given them such a meaningful

experience that they have committed themselves to do such more services.

To be socially responsible one needs to be engaged in the community work. This view is highlighted in the National and Community Service Act of 1990, in President Clinton's statements on service and society. We must always try to bring that difference of betterment by getting involved in varied community service activities.

Adolescence is the best period to get involved in civic life and to get best out of it. Community service is a prescribed civic practice for the adolescents. Knowledge and experience gained through volunteer work is much more than that learnt in the classes in the school.

II. CONCEPTUAL FRAMEWORK

Participation in community service programme leads to increased commitment to service (Kendall et al 1990; Sagawa and Halperin 1993). Community service laboratory showed a significant increase in the belief that people can make a difference and that they should be involved in community service, particularly in leadership and political influence (Giles Dwight E and Eyler Janet 1994).

The community service learning program has a positive impact on the social skills of O-level students. The awareness to encourage community service in school is grounded on the acceptance that it does not only give students extra credit points but serving others or one's own community makes them better citizens (Afzal Azamina, Hussain, Nasreen 2020).

Volunteering and Charitable donations are related to individuals psychological well-being. Relying on the theories of altruism and the warm-glow theory the students hours of volunteering and the amount of

charitable donations were positively associated with their psychological well-being. This study provides a rationale for academic institutions to integrate social service activities into the curriculum as a potential tool to promote students' psychological well-being (Yun Geng 2022).

III. TYPES OF COMMUNITY SERVICES

The various ways by which we can serve the under-privileged sections and would contribute towards the betterment and development of the society.

1. Visiting hospitals

Visiting hospitals and sharing joy, care and concern with the patients. Listening to them acts as a healing agent. These poor people feel easy after sharing their sorrow filled heart with the young bubbling energetic youngsters.

2. Adopting a pet

Adopting a pet and providing food and shelter to them for life. It is one of the biggest way one can serve by giving food and shelter to these homeless mute souls. Who will in return give assured companionship, trust and love to their masters/caretakers.

3. Educating poor children

Educating and guiding the poor needy children. "The Right To Education" need to reach everyone. These young school students who are the bubbling helpers are trying to spread the invaluable gift of education and progress to their poor counterparts.

4. Tree plantation

By tree plantation gifting The Mother Earth, the gift of greenery and life, which is a must duty of each one of us. Understanding and working in this direction by the "Plantation Drive" in different parts of the city.

5. Hygiene among beggars

Creating awareness towards hygiene among the beggars. Telling them some basic ways by which they can remain at par from illness and disease.

6. Poor to have covid vaccination

Making poor people aware to have covid vaccination. Guiding them different localities around them from where they can have the vaccination free of cost and can fight one of the biggest terror to life.

7. Awareness regarding diseases among small children Diseases like Polio, Measels, DPT, Jaundice, etc. can be controlled through vaccination. Most of these medicines are available for free at all Public Health Care Centres and Government Hospitals. But the only need is to spread awareness and this role is now played by our youngsters the future 'Nation Builders'.

IV. PURPOSE OF STUDY

Just talking to change the society and bring the best in society is not enough. More than the words, action is required. So the key focus of the present study is to bring awareness among the youngsters and make them to come in forefront and serve the needy population. The study also highlights the changes that took place in the interpersonal and psychological well being of the students who had come in front and had taken initiatives to serve our poor section of society and thus helped in making the society better.

V. OVERALL OBJECTIVE

The overall objective of the research is to study the impact of social work done by the students on their social, personal and psychological well being. The development of the gesture of brotherhood, humanity, care and concern among the students.

VI. SPECIFIC OBJECTIVE

1. To identify 20 children from class VI to VIII of a recognized CBSE school in Ludhiana district who were ready to render services for community help.
2. To analyse the effect of expert lecture, role played in spreading awareness on social and emotional adjustment of the selected students.
3. To understand the impact of social services on the personality development of the selected children.
4. To synthesize the effect of community help on the students and analyse the development of gratitude towards God, parents, family and educational institutions.

VIII. RESEARCH METHODOLOGY

A) Research Design

A self-made questionnaire with open ended questions was given to the students and a semi structure

interview was conducted to deduct the experimental group from the control group.

B) Subjects

A total number of 20 students were selected by sampling method. The students selected were from grade VI to VIII from middle section to be a part of the community help programme.

C) Methodology

Basic procedure designed for a 24 week programme include the following steps:

- A parent consent form was taken for the research project.
- A talk by an expert was conducted to create awareness among the students about the community services.

VIII. DATA COLLECTION AND ANALYSIS

The questionnaires were prepared by the counsellor to administer the students of individual classes selected for the study. The questions related to involvement in community services, psychological satisfaction, gratitude towards God and membership off community help programmes were done before the begin and after the project concluded after 24 weeks. The data accumulate was then exported to a Microsoft Excel spreadsheet and analyzed descriptive and comparative analysis were created.

Results

The programmes encourage the students to render various community services that help them to develop concern for others. These others are people other than their own selves and their own closed family ties. Students have learn to share and serve the poor and needy. Thankfulness to the Almighty had beautified their heart, as after meeting the needy and the distressed souls now they have learnt to be thankful for what all they have got in life. Students have got so much involved and had become a part of these projects that they want to continue themselves in these varied projects by which they can continue to serve the poor and needy. Now, the biggest lesson of the life is learnt by them i.e. "JOY OF GIVING".

DISCUSSION OF RESULTS

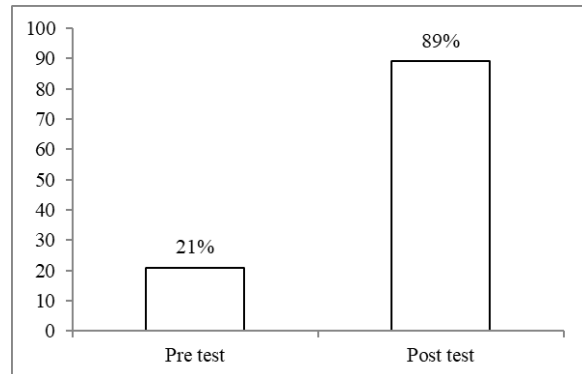


Figure 1: Involvement in community services in the pretest and post stages in community project Table depicts that most (i.e. 21%) of the students were hardly involved in any kind of community services before the community service campaign was started by the school. But after being a part of the campaign and after doing community services, the interest of the students towards social activities developed and the peace of mind and satisfaction they get from such activities raised their interest to about 89%.

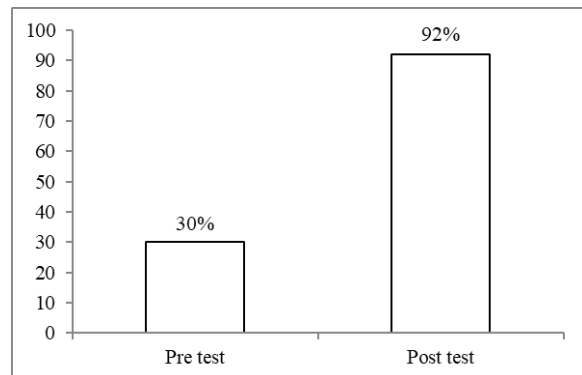


Figure 2: Psychological satisfaction (before) and (After) involvement in community project Before getting involved in the programmes and services related to social work. The level of psychological peace among the selected students was very low (i.e. 30%). But after getting engaged in social and community services the kind of psychological peace experienced by the students was very high. They use to feel that their life has a meaning as they are doing some good for the mankind. Moreover feeling like anger, unrest, dissatisfaction were experienced much less than they use to have earlier.

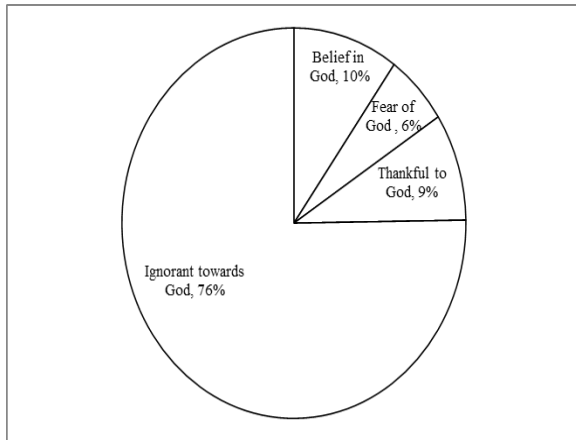


Fig. 3: Gratitude towards God pre involvement in community services

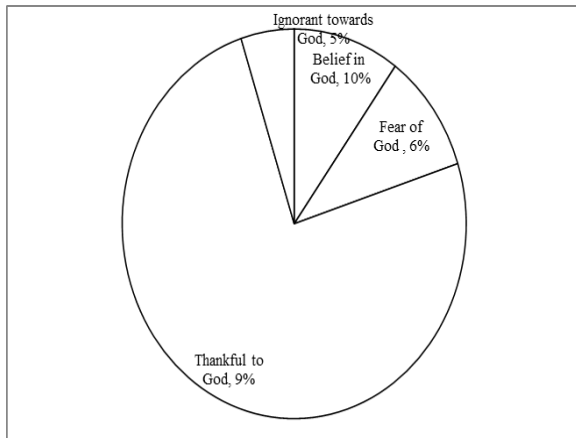


Fig. 4: Gratitude towards God post involvement in community services

The figure 3 depicts that the majority (76%) of the selected sample of students were ignorant towards God while 10 per cent of them had firm belief in God. On the other hand 6 percent of the students had reportedly fear of God and about 9 percent were thankful to God for all his blessings.

Figure 4 indicates that after the engagement of the selected sample of students in community services their gratitude towards God for what all God had given to them increased. Majority of the respondents i.e. 75% percent become thankful to God. Although a small percentage of the students i.e. 5 per cent were ignorant towards God. About 10 per cent of the students reported firm belief in God and the same percentage i.e. 10 percent reported to have fear for God.

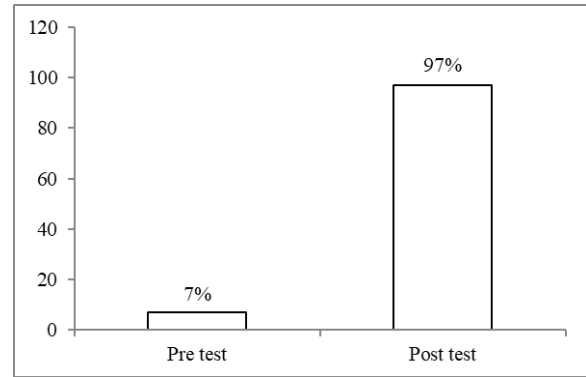


Fig. 5: Membership of Community help programme before and after the community project.

The happiness one gets in serving others. The peace, the satisfaction has no count. Earlier very less students i.e. 7 percent had experience of community service. But once being involved in community help, now majority i.e. 97 percent of them are a part of one or the other social service activities. Students enjoy catering their services to help others, support others and to give joy to others. They developed the thought of not restricting happiness to their own selves but in sharing with others as well. Some students have become part of some NGO or are doing social care work on their own with the help of their teachers, school community and their families.

CONCLUSION

Boyer (1990) explained community involvement in an academic context. He emphasized that it is a way by which the universities and educational institutions are reshaping wherein they coordinate with the community partners to dealt with varied social, personal, economic and ethical issues. It is a process by which students learning is shaped up and enriched, these strategies are a part of their academics as well. Keeping this in vision the present study targeted at the impact of community service project on the students, 20 students became a part of the study. The students had undergone series of pretests and post tests on changes in social awareness, psychological patience, belief in God, thankful nature. The results explained that through the community service projects the students are taught to develop we feeling with the poor and needy. And to develop a gesture to serve humanity not only by helping poor but in many other ways like planting trees to help mother earth fight the evil monster of pollution. By visiting the hospitals and

sharing joy, care and concern with the patients. To adopt a pet and giving food and shelter to these destitute for the life time. Show casing the students art of making diyas, candles, handkerchiefs and pots and selling these artifacts in the school exhibition and to accumulate money which is later spend on people with the hungry stomach to have one time meet.

LIMITATIONS

- The study was conducted in the school only.
- The sample size was limited.
- Time plan for intervention was limited to 24 weeks only.
- No differences were drawn separately for boys and girls.

Future Implications

The study can be conducted in two or more schools among the same age groups.

ACKNOWLEDGEMENT

The authors are fully indebted to the school principal Mr. A.P. Sharma for his approval to conduct the research in the premises and his all time support at various levels. The authors acknowledge the contribution of the teachers, the participants, the peer groups of the students and the family members of the participant students.

APPENDIX

THE PARENT CONSENT FORM

We, the parents of _____ from class _____ section _____ give permission and consent for my ward to be the member of community service project of middle section of the school and also to actively participate in all the activities and projects associated with this grown.

We appreciate and support the steps and the efforts taken by the school.

Date : _____

Signature : _____ (MOTHER) Contact no. _____	Signature : _____ (FATHER) Contact no. _____
--	--

INTERVIEW SCHEDULE

1. Name (M/F) : _____
2. Class : _____ Section _____

REFERENCES

- [1] Boyer, E.L. (1990). Scholarship reconsidered: priorities of the professoriate. Princeton N, J: Carnegie Foundation for the Advancement of Teaching.
- [2] Eyler, J., Giles, D.E. (1994). The impact of a college community service laboratory on students personal, social and cognitive outcomes. Journal of Adolescent 17, 327-339.
- [3] Vescio, V., Ross, D., Adams, A. Teaching and teacher education, 2008.
- [4] Astin, A.W. (1999). Student involvement in community service: Institutional Commitment and the Campus Compact. Paper prepared for the Wingspread Conference on Service Learning Research, Racine, Wisconsin.
- [5] Crouner, D. (1992). The effects of service learning on student participants. Paper Presented at the National Society for Experimental Education, New Port RI.
- [6] Afzal, A., Hussain, N. - Journal of Education and Educational Development (2020), 7(1), 55-70. Impact of community service learning on the social skills of students.
- [7] Geng, Y., Chen, Y. (2022). Volunteering, charitable donation and psychological well-being of college students in China. Frontiers in Psychology, 12, 790528.
- [8] Zhang, W.C., Wu, Y.X. and Yang, H.L. (2021). Voluntary service, age difference and subjective well-being. J. Econ. 40, 160-124.

3. Have you ever been a part of any community service programme :
Yes _____ No _____
4. Do you donate things to the poor
Yes _____ No _____
5. How often have you visited any govt. Hospital
Once
Twice
Many time
Never
6. Do you have a pet
Yes _____ No _____
7. Do you ever feed any animal.
Yes _____ No _____
8. Have you ever imparted education to the poor.
Yes _____ No _____
9. To preserve nature do you practice tree planting y
Yes _____ No _____
10. Have you ever tried to bring awareness among poor uneducated people regarding diseases among children
11. Do you experience psychological satisfaction by getting engaged in community service.
Yes _____ No _____
12. What is your perception for God.
 - i) Do you believe in God Yes _____ No _____
 - ii) Are you having fear of God Yes _____ No _____
 - iii) Thankful to God Yes _____ No _____
 - iv) Don't believe in God Yes _____ No _____
13. Are you presently a member of any community service programme
Yes _____ No _____