

# **Impact Study of Service Learning Program 2010-2011**



**By**

**Youth Engagement Services Network (YES) Pakistan**

The survey involves the top 9 Catholic schools in Lahore in which Service Learning projects were implemented with the assistance of Youth Engagement Services (YES) Network Pakistan in 2010. The survey was conducted to know the effects of the Service Learning Projects upon the students and teachers. It evaluates that how the participation in this program has strengthened the skills, abilities and attitudes of the respondents. It was for the first time in the history of Pakistan that Service Learning projects were implemented in 11 Catholic schools in Lahore in 2009. In 2010, Service Learning Projects were implemented in 18 Catholic schools. About 1000 Service Learning Projects were implemented in these schools. Out of these 18 schools, 9 schools have been chosen for the impact study. In these 9 schools, about 151 Service Learning Projects were successfully implemented. These projects were related to all fields of life such as health, plantation, raising awareness, reducing pollution, saving natural resources, etc. A sample of 375 students and 151 teachers who were involved in these projects has been chosen from the 9 schools. Hence, Stratified Random Sampling has been used for this purpose. Questionnaires were distributed among students and teachers of these schools. Close ended questionnaire were used for this purpose. The facts extracted from the survey are analyzed below:

## **1. Analysis of the Views of the Students**

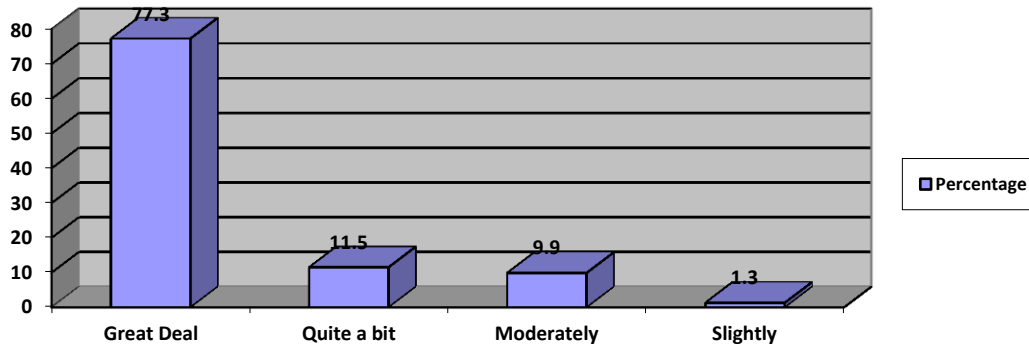
### **1.1 Increase in Caring Attitude of the Students Towards Others**

The feedback from the students has shown that majority of the students, that is; 77.3% believed that they had become caring to a great deal after their projects. 11.5% believed that they had become caring quite a bit, 9.9% stated that they had become caring moderately, while about 1.3% believed that the project had a slight effect upon their caring attitude towards others. Hence, majority of the students believed that the Service Learning Projects had a great effect upon their caring attitude towards others. None of them replied in negative.

The results are summarized in the table below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	290	77.3	77.3	77.3
	Quite a bit	43	11.5	11.5	88.8
	Moderately	37	9.9	9.9	98.7
	Slightly	5	1.3	1.3	<b>100.0</b>
	<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 1: Increase in Caring Attitude of the Students towards Others**



**Figure 1: Increase in Caring Attitude of the Students towards Others**

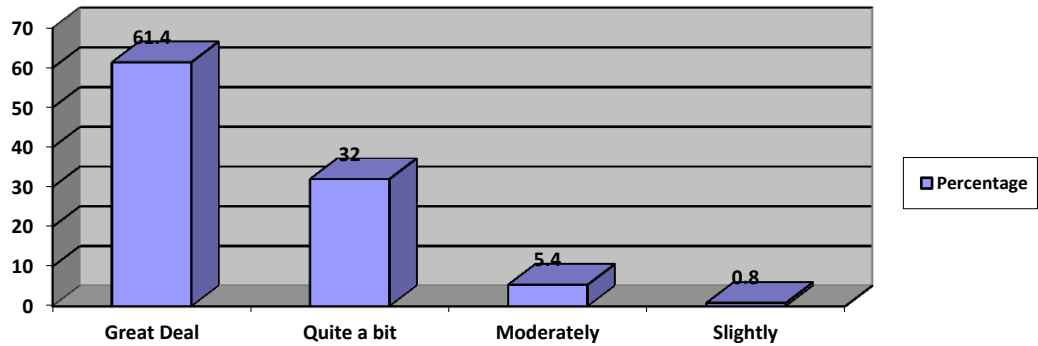
### 1.2 Increase in Sense of Usefulness and Satisfaction of Students

Majority of the students (61.3%) stated that the project developed a sense of usefulness and satisfaction in them to a great deal. 32% of the students were satisfied with it quite a bit, 5.4% were satisfied with it moderately and 0.8% were slightly satisfied with it. 0.3% were not satisfied

with it at all. (The data is applicable to 374 students.) Hence, a large majority of the students thought that the project increased their sense of usefulness and satisfaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>A great deal</b>	230	61.4	61.4	61.4
	<b>Quite a bit</b>	120	32	32	94.1
	<b>Moderately</b>	20	5.4	5.4	99.4
	<b>Slightly</b>	3	0.8	0.8	99.7
	<b>Not at all</b>	1	0.3	0.3	<b>100.0</b>
	<b>Total</b>	<b>374</b>	<b>100</b>	<b>100</b>	

**Table 2: Increase in Sense of Usefulness and Satisfaction of Students**



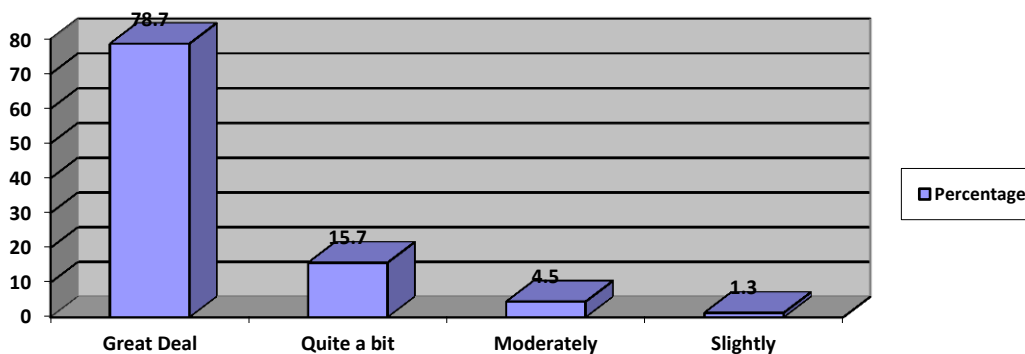
**Figure 2: Increase in Sense of Usefulness and Satisfaction of Students**

### 1.3 Contribution of the Project in making Students a Better Citizen

When the students were inquired about whether the project had helped them in making them a better student, it was found that the majority of the students (that is; 78.7%) replied that it had contributed a great deal. 15.7% stated that it had contribute quite a bit, 4.5% replied that it had moderately contributed while only 1.7% replied that it had slightly contributed in making them a better citizen. None of the participants replied in negative. Hence, majority of the student agreed that the serving learning projects had contributed a lot in making them better citizens.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	295	78.7	78.7	78.7
<b>Quite a bit</b>	59	15.7	15.7	94.4
<b>Moderately</b>	17	4.5	4.5	98.9
<b>Slightly</b>	4	1.7	1.7	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 3: Contribution of the Project in making Students a Better Citizen**



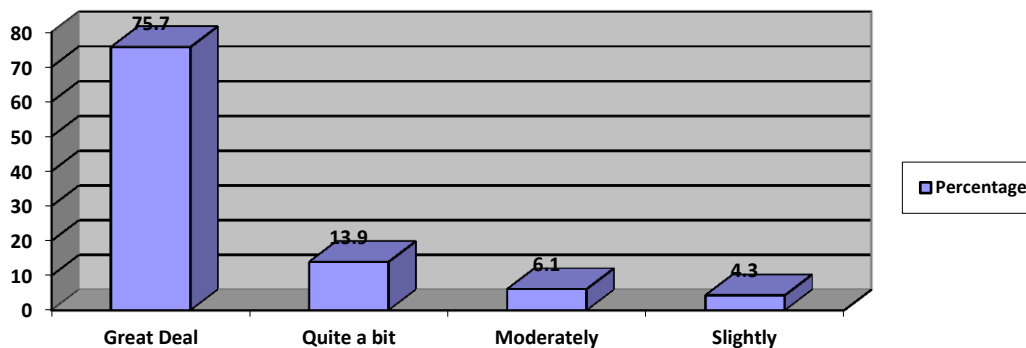
**Figure 3: Contribution of the Project in making Students a Better Citizen**

**1.4 Increase in Ability of the Students to Work in Teams**

Majority of the participants, that is; 75.7% believed that the Serving Learning projects contributed a lot in increasing the ability of the students to work in teams. 13.9% believed that it increased their ability quite a bit, 6.1% believed that it increased moderately while only 4.3% believed that it increased slightly.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	284	75.7	75.7	75.7
<b>Quite a bit</b>	52	13.9	13.9	89.6
<b>Moderately</b>	23	6.1	6.1	95.7
<b>Slightly</b>	16	4.3	4.3	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 4: Increase in Ability of the Students to Work in Teams**



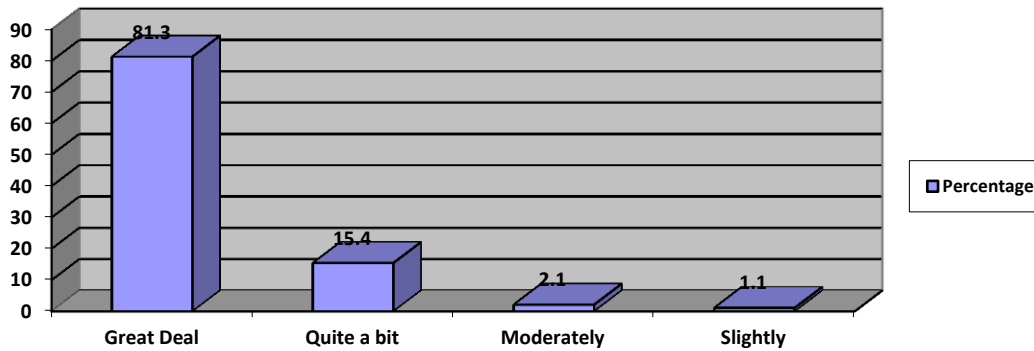
**Figure 4: Increase in Ability of the Students to Work in Teams**

### 1.5 Increase in Concern for the Welfare of Others

A large majority of participants, that is; 81.3% stated that the Service Learning projects contributed a great deal in increasing their concern for the welfare of others. 5.4% believed that it increased their concern for other quite a bit, 2.1% believed it to be moderately and just 1.1% thought it increased slightly. None of the participants replied in negative.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	305	81.3	81.3	81.3
<b>Quite a bit</b>	58	15.4	15.4	96.7
<b>Moderately</b>	8	2.1	2.1	98.8
<b>Slightly</b>	4	1.1	1.1	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 5: Increase in Concern for the Welfare of Others**



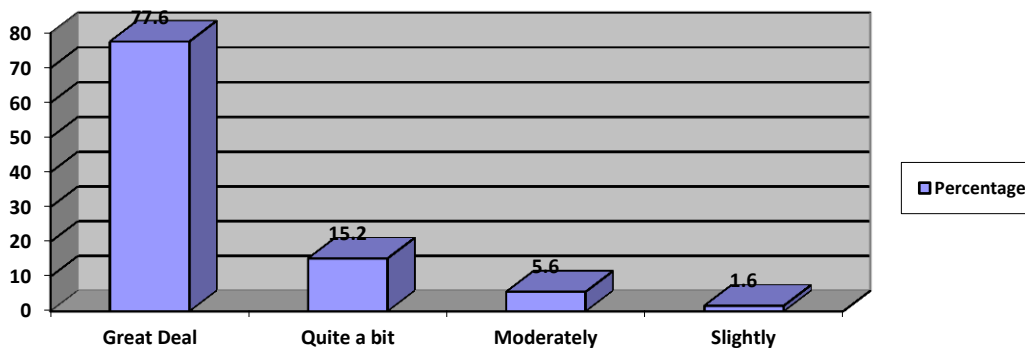
**Figure 5: Increase in Concern for the Welfare of Others**

### 1.6 Increase in Sense of Worth or Self Esteem

77.6% of the students declared that the Service Learning projects contributed a great deal in increasing their sense of worth or self esteem. 15.6% stated that it increased quite a bit, 5.6% believed it to be 5.6% while only 1.6% believed that it increased their sense of worth or self esteem slightly. Hence, a large majority of students believed that the Service Learning projects contributed greatly in increasing their self esteem or sense of worth.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	291	77.6	77.6	77.6
<b>Quite a bit</b>	57	15.2	15.2	92.8
<b>Moderately</b>	21	5.6	5.6	98.4
<b>Slightly</b>	6	1.6	1.6	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 6: Increase in Sense of Worth or Self Esteem**



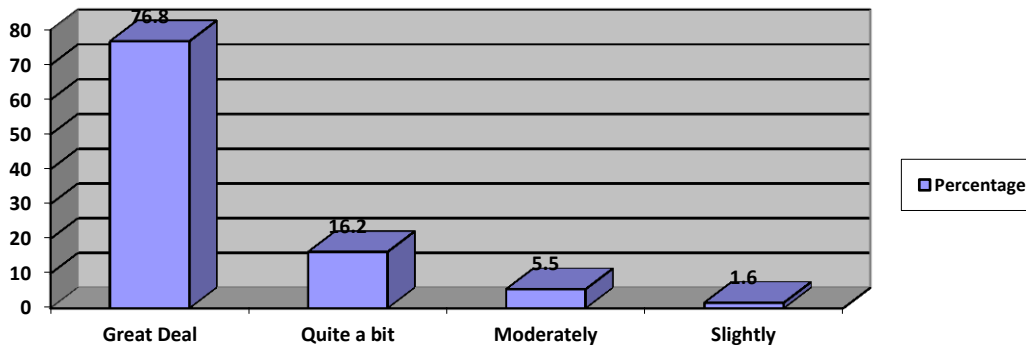
**Figure 6: Increase in Sense of Worth or Self Esteem**

### 1.7 Increase in the Sense of Purpose of Life

The Service Learning projects contributed a lot in increasing the sense of purpose of life of the students, as 76.8% thought that it contributed a great deal in doing so. 16.2% thought that it contributed quite a bit, 5.5% thought that it contributed moderately while 1.6% thought that it contributed slightly. None of them replied in negative. The positive response of the participants shows that the implementation of the Service Learning projects in schools have contributed a great deal in improving the lives of the students.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> <b>A great deal</b>	288	76.8	76.8	76.8
<b>Quite a bit</b>	61	16.2	16.2	93.6
<b>Moderately</b>	20	5.5	5.5	98.5
<b>Slightly</b>	6	1.6	1.6	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 7: Increase in the Sense of Purpose in Life**



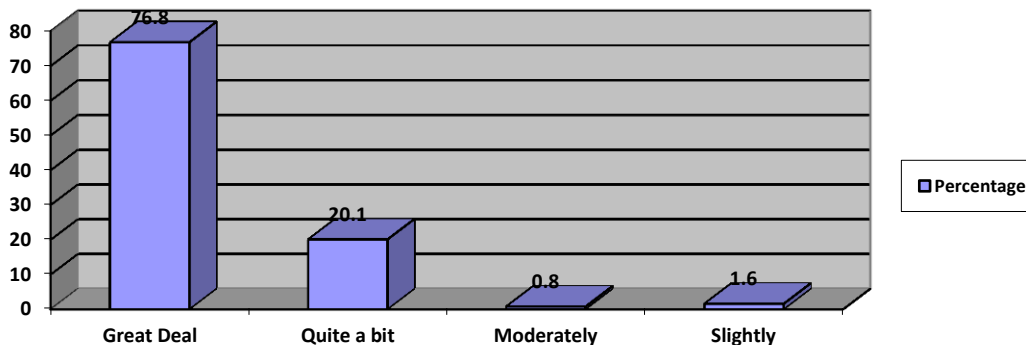
**Figure 7: Increase in the Sense of Purpose in Life**

### 1.8 Increase in the Sense of Personal Achievement

Majority of the participants, that is; 78.6% believed that the Service Learning projects contributed a great deal in increasing their sense of personal achievements. 20.1% believed that it contributed quite a bit, 0.8% believed that it contributed moderately, while 0.3% believed that it contributed slightly. Hence, the Service Learning projects played a great role in enhancing the sense of personal achievements of the students.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	295	78.6	78.6	78.6
<b>Quite a bit</b>	76	20.1	20.1	98.9
<b>Moderately</b>	3	0.8	0.8	99.6
<b>Slightly</b>	1	0.3	0.3	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 8: Increase in the Sense of Personal Achievement**



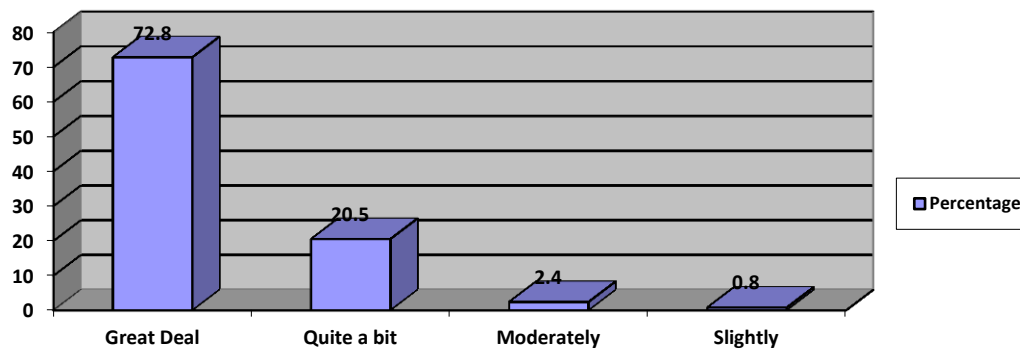
**Table 8: Increase in the Sense of Personal Achievement**

### 1.9 Increase in the Basic Academic Skills of the Students

The Service Learning projects helped the students in enhancing their basic academic skills. 72.8% believed that it had enhanced a great deal, 20.5% thought that it had enhanced quite a bit, 2.4% thought that it had enhanced moderately while just 0.8% thought it had helped them slightly. (The data is applicable to 362 students.)

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	273	72.8	72.8	75.4
<b>Quite a bit</b>	77	20.5	20.5	96.7
<b>Moderately</b>	9	2.4	2.4	99.2
<b>Slightly</b>	3	0.8	0.8	<b>100.0</b>
<b>Total</b>	<b>362</b>	<b>100.0</b>	<b>100.0</b>	

**Table 9: Increase in the Basic Academic Skills**



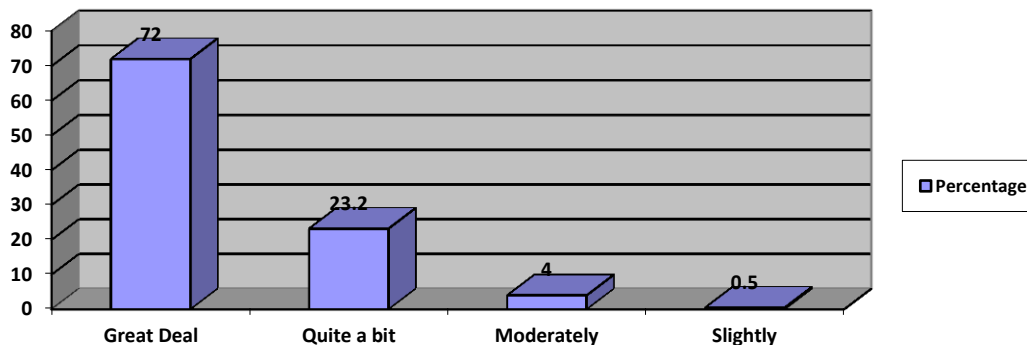
**Figure 9: Increase in the Basic Academic Skills**

### 1.10 Increasing in the Knowledge of the Subject Matter related to their Projects

Positive response was received when the students were inquired about the effect of Service Learning projects in increasing the knowledge of the subject matter related to their projects. Majority of the participants, that is; 72% believed that the projects helped them in increasing their knowledge to a great deal. 23.2% declared that it helped them quite a bit, 4% believed it to be a moderate increase while about 0.5% thought it to be a slight increase in the knowledge of the subject matter.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	270	72	72	72
<b>Quite a bit</b>	87	23.2	23.2	95.2
<b>Moderately</b>	15	4	4	99.2
<b>Slightly</b>	2	0.5	0.5	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 10: Increasing in the Knowledge of the Subject Matter**



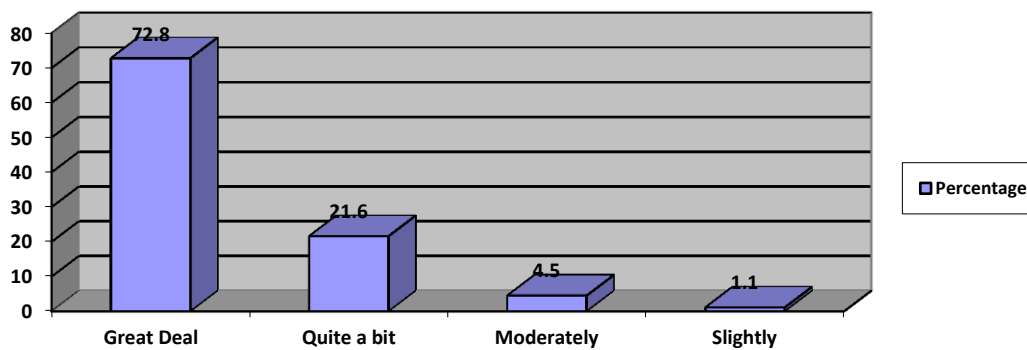
**Table 10: Increasing in the Knowledge of the Subject Matter**

### 1.11 Increase in the Belief that the Students can make a Difference

72.8% of the students believed that the Service Learning projects enhanced their belief that the students can make a difference. 21.6% thought that it enhanced their belief quite a bit, 4.5% thought it enhanced moderately while just 1.1 thought that it enhanced slightly. Hence, majority of the students believed that the Service Learning projects contributed greatly in enhancing their belief that the students can make a difference.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	273	72.8	72.8	73.5
<b>Quite a bit</b>	81	21.6	21.6	95.1
<b>Moderately</b>	17	4.5	4.5	99.6
<b>Slightly</b>	4	1.1	1.1	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 11: Increase in the Belief that the Students can make a Difference**

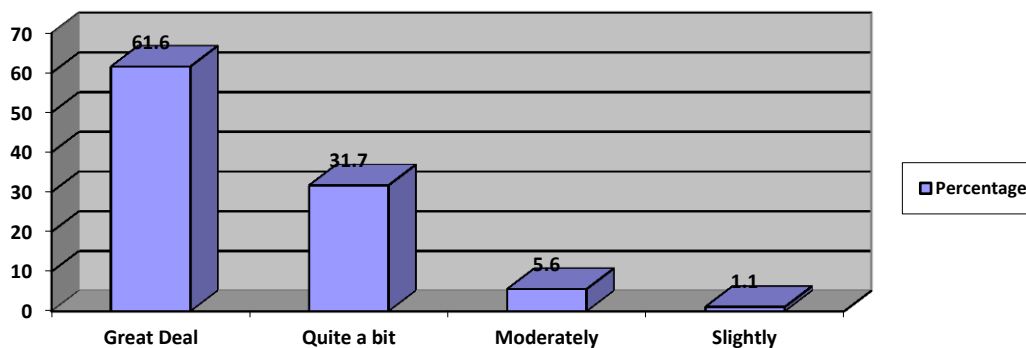


### 1.12 Increase in the Sense of Connectedness

Majority of the students (61.6%) thought that the Service Learning Projects contributed a great deal in increasing their sense of connectedness. 31.7% thought that it contributed quite a bit, 5.6% believed that it contributed moderately while just 1.1% thought that it contributed slightly. None of the students replied in negative. This shows the positive impact of the Service Learning projects upon the students.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	231	61.6	61.6	61.9
<b>Quite a bit</b>	119	31.7	31.7	93.1
<b>Moderately</b>	21	5.6	5.6	98.9
<b>Slightly</b>	4	1.1	1.1	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 12: Increase in the Sense of Connectedness**



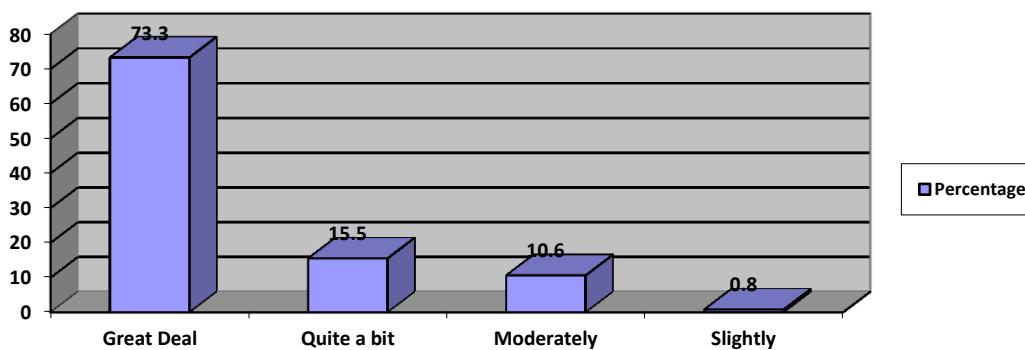
**Table 12: Increase in the Sense of Connectedness**

### 1.13 Increase in the Ability to Apply Knowledge Gained in the Classrooms

73.3% of the students believed that the Service Learning projects contributed to a great deal in increasing the abilities of the students to apply the knowledge gained in the classrooms. 15.5% thought that it contributed quite a bit, 10.6% thought it to be a moderate increase while just 0.8% thought it to be a slight increase. Hence, the Service Learning projects played a great role in enhancing the abilities of the students to utilize their knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	275	73.3	73.3	73.5
<b>Quite a bit</b>	58	15.5	15.5	89
<b>Moderately</b>	40	10.6	10.6	99.6
<b>Slightly</b>	3	0.8	0.8	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 13: Application of Knowledge Gained in the Classrooms**



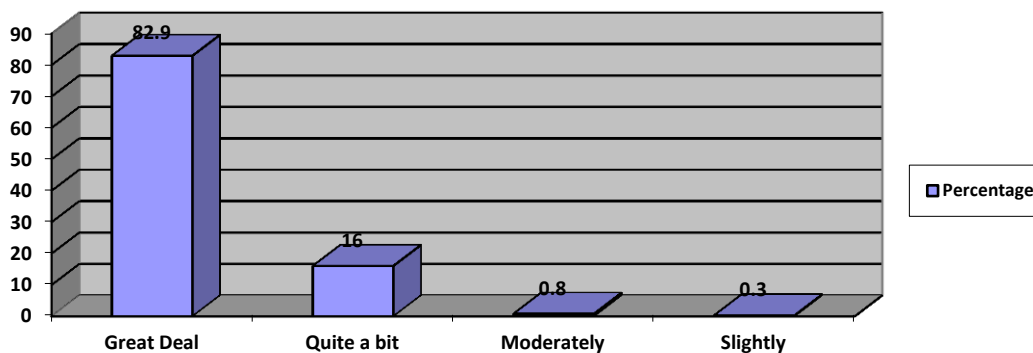
**Figure 13: Application of Knowledge Gained in the Classrooms**

### 1.14 Improvement of Relationship with the Teachers

Majority of the students (82.9%) declared that the Service Learning projects contributed a great deal in improving the relationship of the students with the teachers. 16% believed that it improved quite a bit, 0.8% believed that it improved moderately, while only 0.3% thought that it improved slightly. None of them replied in negative.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	311	82.9	82.9	82.9
<b>Quite a bit</b>	60	16	16	98.9
<b>Moderately</b>	3	0.8	0.8	99.7
<b>Slightly</b>	1	0.3	0.3	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 14: Improvement of Relationship with the Teachers**



**Figure 14: Improvement of Relationship with the Teachers**

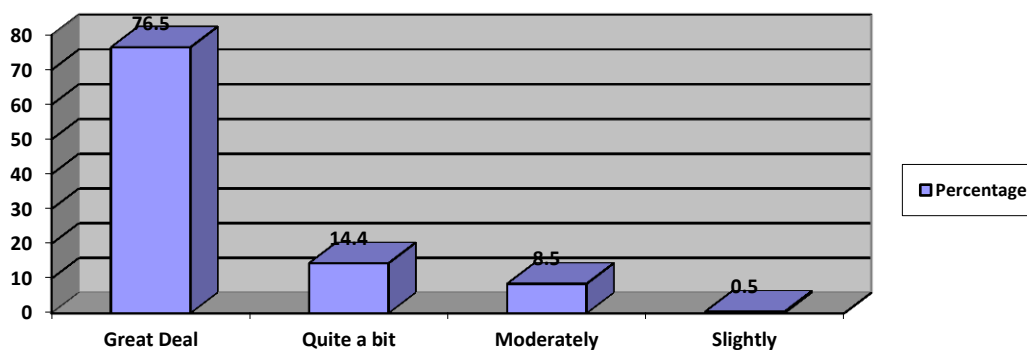
### 1.15 Improvement of Relationship with Other Students

76.5% of the students stated that the Service Learning projects contributed greatly in improving their relationship with other students. 14.4% thought that it improved quite a bit, 8.5% thought it improved moderately, while only 0.5% thought that it improved slightly. Hence, the Service Learning projects contributed greatly in improving the social skills of the students.

The results are summarized in the table below:

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	287	76.5	76.5	76.5
<b>Quite a bit</b>	54	14.4	14.4	90.6
<b>Moderately</b>	32	8.5	8.5	99.4
<b>Slightly</b>	2	0.5	0.5	<b>100.0</b>
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 15: Improvement of Relationship with Other Students**



**Figure 15: Improvement of Relationship with Other Students**

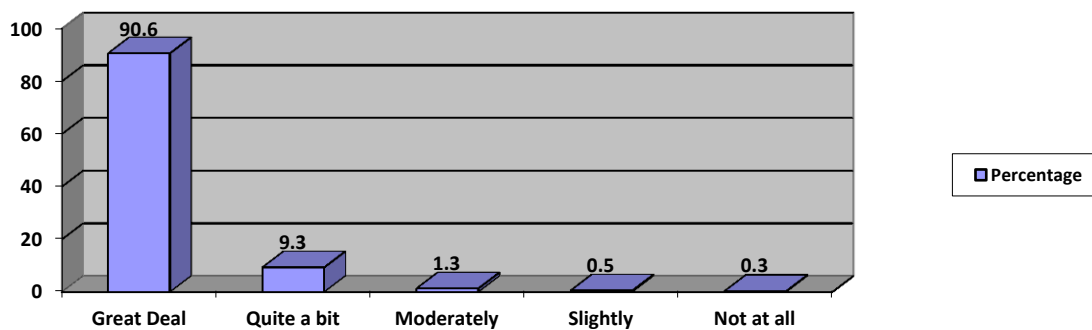
### 1.16 Enjoyment Level of Students while Working on their Projects

A large majority of the students, that is; 90.6% enjoyed a lot while working on their Service Learning projects. 9.3% enjoyed quite a bit, 1.3% enjoyed moderately, 0.5% enjoyed slightly, while only 0.3% did not enjoy at all.

The results are summarized in the table below:

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	332	90.6	90.6	90.6
<b>Quite a bit</b>	35	9.3	9.3	99.9
<b>Moderately</b>	5	1.3	1.3	<b>100.0</b>
<b>Slightly</b>	2	0.5	0.5	
<b>Not at all</b>	1	0.3	0.3	
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 16: Enjoyment Level of Students while Working on their Projects**



**Figure 16: Enjoyment Level of Students while Working on their Projects**

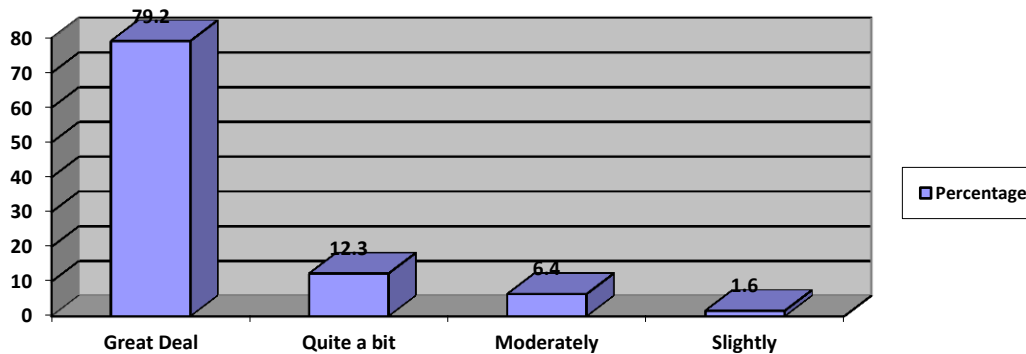
### 1.17 Interest of Students in Doing More Projects

79.2% students had a great interest in doing more Service Learning projects, 12.3% were interested quite a bit, 6.4% were interested moderately, while 1.6% were interested slightly.

The results are summarized in the table below:

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid A great deal</b>	297	79.2	79.2	79.2
<b>Quite a bit</b>	46	12.3	12.3	91.5
<b>Moderately</b>	24	6.4	6.4	97.9
<b>Slightly</b>	6	1.6	1.6	100.0
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Table 17: Interest of Students in Doing More Projects**



**Figure 17: Interest of Students in Doing More Projects**

## **2. Analysis of the Views of the Teachers**

The analysis of the views of the teachers is described below:

### **2.1 Performance of students in the Service Learning Projects**

Majority of the teachers, that is; 80.7% thought that the quality of serving learning projects made by students were excellent while 18.5% thought that they were good. Hence, the satisfaction level of teachers about the performance of students is high. A larger majority of teachers, that is, 90.1% thought that the students' willingness to work on projects were excellent while 9.9% of them thought that it was good. The students found it interesting to work on Service Learning projects. 87.4% of the teachers believed that the cooperative attitudes of students were excellent while 11.9 % of them believed that it was good. Hence, overall the students cooperated a lot with teachers while working on their projects. 80.7% of the teachers stated that the students were working in an excellent way with others in teams, while 19.2% of them stated that they were good while working with others. Hence, the team work performance of the students was excellent.

86.7% of the teachers thought that the acceptance of supervision by the students was excellent while 13.2% thought that it was good. Hence, a large majority of the students willingly accepted the supervision of their projects. 89.4% of teachers thought that the students were excellent in taking initiative, while 12.5% thought that the students were good in taking initiatives during project work. This shows that the students had the leadership ability and confidence to take necessary action required for their project work. A large majority of the teachers, that is; 93.4% believed that the students were very courteous during their project work while only 6.6% of them believed that they were good at being courteous to others. Hence, the students behaved very well

while working on their projects as they were well mannered and considerate. According to 89.4% of the teachers, the dependability level of the students was high, while only 10.6% of them thought that it was moderate. Hence, majority of the students were dependent upon each other and on teachers to some extent. 94.7% of the teachers believed that the project helped a lot in the personal grooming of the students to a great extent. Only 5.2% thought that the personal grooming of students was good. Hence, the service learning projects helped a lot in the self development of the students. According to 94% of the teachers, the students' punctuality and attendance rating was excellent while 6.6% thought that it was good. Hence, the teachers were highly satisfied with the performance of the students. The students showed improvements in their behaviors and attitudes while accomplishing these projects. The rating of the students is summarized in the table below:

<b>Quality of Serving Learning</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	122	80.7	80.7	80.7
good	28	18.5	18.5	100.0
Total	151	100.0	100.0	
<b>Willingness to work</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	136	90.1	90.1	90.1
good	15	9.9	9.9	100.0
Total	151	100.0	100.0	
<b>Cooperative attitude</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	132	87.4	87.4	87.4
good	18	11.9	11.9	100.0
Total	151	100.0	100.0	

<b>Works well with others</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	122	80.7	80.7	80.7
good	29	19.2	19.2	100.0
Total	151	100.0	100.0	

<b>Acceptance of Supervision</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Excellent	131	86.7	86.7	86.7
good	20	13.2	13.2	100.0
Total	151	100.0	100.0	

<b>Takes Initiative</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	135	89.4	89.4	89.4
good	16	12.5	12.5	100.0
Total	151	100.0	100.0	

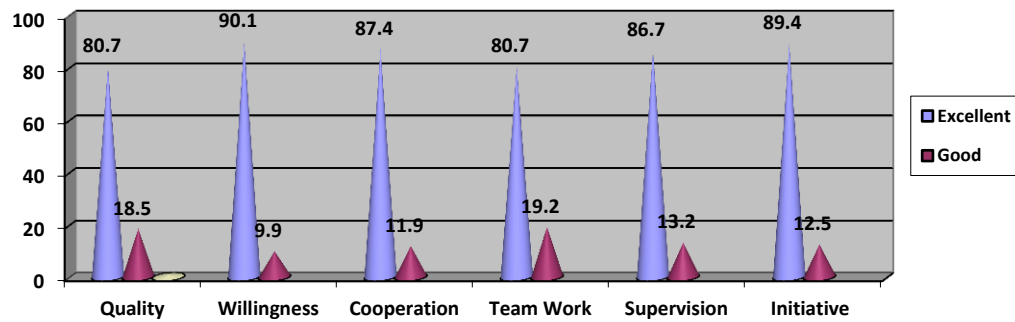
<b>Courtesy</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	141	93.4	93.4	93.4
good	10	6.6	6.6	100.0
Total	151	100.0	100.0	

<b>Dependability</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	135	89.4	89.4	89.4
good	16	10.6	10.6	100.0
Total	151	100.0	100.0	

Personal Grooming				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	143	94.7	94.7	94.7
good	8	5.2	5.2	100.0
Total	151	100	100	

Punctuality and Attendance (Did the students call if late or absent?)				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid excellent	142	94.0	94.0	94.5
good	10	6.6	6.6	100.0
Total	151	100.0	100.0	

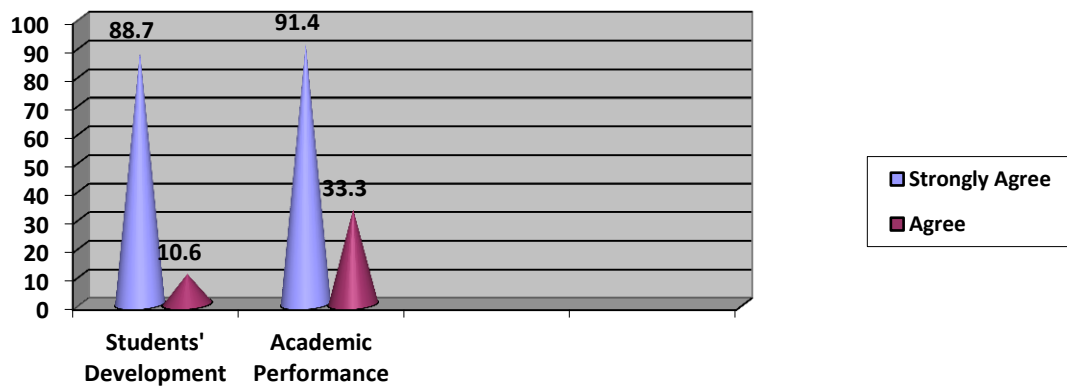
**Table 18: Performance of Students in the Service Learning Projects**



**Figure 18: Performance of the Students in the Service Learning Projects**

## 2.2 Opinion of the Teachers about Service Learning and its Effects on Students and on Themselves

A large majority of teachers that is; 88.7% strongly agreed that Service Learning is the most effective strategy for students' development, while 10.6% of them agreed to it to some extent. Therefore, a great majority of them believed that the best strategy to improve the self development of students is through Service Learning. 91.4% of the teachers strongly agreed that Service Learning improves the academic performance of students, while only 7.4% of them agreed to some extent. This view is in accordance with the views of the students in which 72.8% of them strongly agreed that the Service Learning Projects contributed a lot in the increase in their basic academic skills and knowledge. 20.5% said that it contributed quite a bit, while 0.8% said that it contributed slightly. None of the students disagreed with it.



**Figure 19: Effects of Service Learning on Students**

The results are summarized in the table below:

<b>Service Learning is the most effective strategy for students' development</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	134	88.7	88.7	88.7
agree	16	10.6	10.6	100.0
Total	151	100.0	100.0	

<b>Service Learning improves the academic performance of the students</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	138	91.4	91.4	91.4
agree	12	7.4	7.4	100.0
Total	151	100.0	100.0	

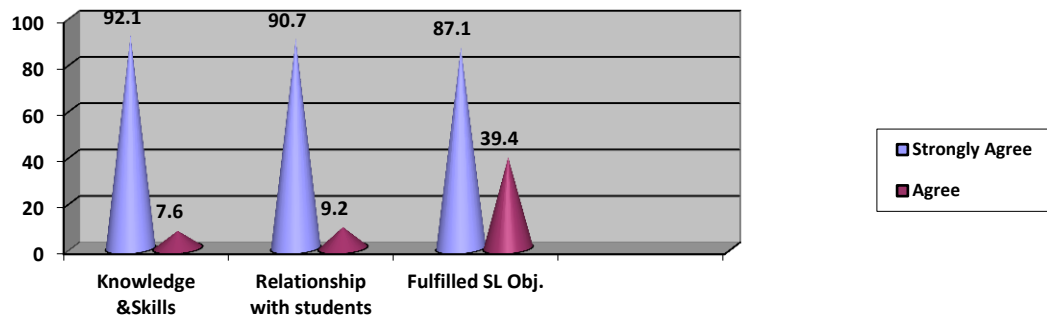
**Table 19: Effects of Service Learning on Students**

When teachers were inquired about the effects of Service Learning on themselves they informed that it contributed a lot in increasing their knowledge and skills. A larger majority of teachers, that is; 92.1% of the teachers strongly agreed that it enhanced their knowledge to a great deal while only 7.6% agreed to some extent that it led to the increase in their knowledge and skills. Hence, not only the students were benefitted by the Service Learning Projects but also the teachers.

A large majority of teacher that is; 90.7% strongly agreed that Service Learning Projects had increased their relationship with the students to a great deal. The rest of the 9.2% also agreed to it to some extent. This opinion of teachers is also in accordance with the views of the students in which 82.9% of them agreed to a great deal that their relationship with the teachers had become

strong. This is one of the best thing about the Service Learning Projects as usually students have a fear of or are shy of communicating with their teachers.

87.1% of the teachers thought that they had fulfilled the Service Learning objectives to a great deal while about 16.6% of them thought that they fulfilled it to some extent. None of them disagreed with it. Hence, the Service Learning projects also raised a sense of accomplishments in teachers.



**Figure 20: Effects of Service Learning on Teacher**

<b>Service Learning has enhanced my knowledge and skills</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	139	92.1	92.1	92.1
	agree	12	7.9	7.6	100.0
Total		151	100.0	100.0	

<b>Service Learning has improved my relationship with students</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	137	90.7	90.7	90.7
	agree	14	9.2	9.2	100.0
Total		151	100.0	100.0	

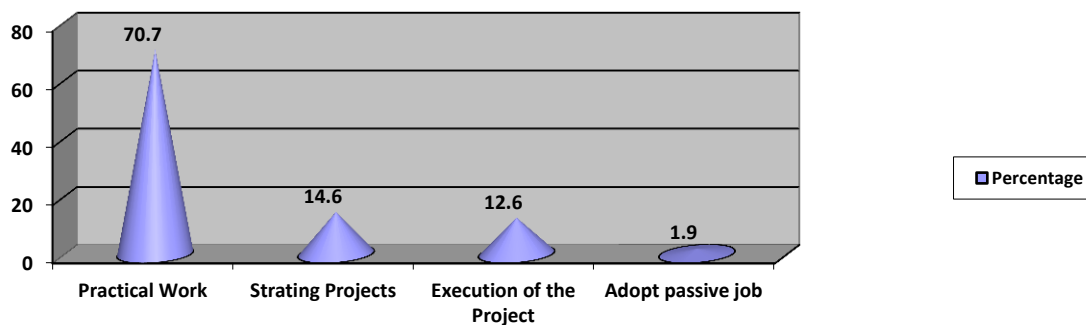
**q15**

<b>I have fulfilled Service Learning Objectives</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	126	87.1	87.1	87.1
	agree	25	16.6	16.6	100.0
	Total	151	100.0	100.0	

**Table 20: Effects of Service Learning on Teachers**

### **2.3 Greatest Challenge Faced by the Teachers**

70.7% of the teachers thought that the greatest challenge faced by the teachers in implementing Service Learning Projects was to engage the students in practical work. Teachers had to work hard a lot in arranging brain storming sessions for students, organizing teams, assigning tasks and responsibilities to teams and maintaining continuous communication with the students and their parents. According to 14.6% of the teachers, the greatest challenge faced by them was to start the project. Starting the project requires leadership abilities, taking initiatives and good communication and management skills. 12.6% of the teachers thought that the greatest challenge was the execution of the project. The teachers had to wait and observe the strategy adopted by the students to implement the projects. They had to make the students active in implementing their own ideas. Only 1.9% of the teachers thought that the biggest challenge faced by them was to engage the students in practical work and to adopt a passive job in the execution of the projects. The overall experience of the teachers for involving students in the Service Learning Projects was quite challenging and interesting.



**Figure 21: Challenges faced by the Teachers in Service Learning Projects**

The results are summarized in the table below:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Engage students in practical work	107	70.7	70.7	70.7
To start the project	22	14.6	14.6	85.3
Execution of project	19	12.6	12.6	97.9
Adopt passive job	3	1.9	1.9	100
Total	151	100	100	

**Table 21: Challenges faced by teachers in Service Learning Projects**

## 2.4 Findings from the survey of Impact of Service Learning projects on Students and Teachers of Top 9 Catholic Schools in Lahore

The survey results have shown that majority of the students' attitudes had been changed after the implementation of these projects. They had become more caring, courteous and concerned about others. A large majority of students felt that after the completion of the project they felt that they had achieved something great and they were totally satisfied with it. These projects inculcated a sense of accomplishment among students and made them to think that they had become better

citizens of the society. Majority of the students learned from the projects that how to work for the welfare of others and how to work together in teams.

The students believed that the completion of projects led them to think that they had accomplished something good in their life and they were really proud of it. The Service Learning Projects contributed a lot in increasing the sense of purpose in the life of students. It gave direction to them in spending their lives for some good purpose. None a single student believed that they had not achieved a sense of personal achievement due to the Service Learning Projects. Therefore, the projects contributed a lot in raising a sense of personal achievement in students.

The Service Learning Projects led to an increase in the basic academic skills of the students greatly. Overall the students learned a lot from their projects. These projects helped them in learning things which were not included in their academic curriculums. None of the students thought that the projects did not apply the knowledge gained in the classrooms. Hence, this shows that through these projects, the students were able to see the practical application of what they had been taught.

A large majority of students felt a sense of connectedness in them due to the Service Learning Projects. It is s a great achievement that these projects had improved relationship between students and teachers. These projects helped the students not only in their self development but also in the welfare of their fellow beings. The students behaved very well while working on their projects as they were well mannered and considerate. The projects helped a lot in the self-

grooming of the students. Both the students and the teachers believed that the Service Learning Projects contributed a lot in improving their relationship with each other.

According to the teachers, the students showed improvements in their behaviors and attitudes while accomplishing these projects. A great majority of them believed that the best strategy to improve the self-development of students is through Service Learning. Service Learning Projects contributed a lot in the increase in their basic academic skills and knowledge of students.

When teachers were inquired about the effects of Service Learning on themselves they informed that it contributed a lot in increasing their knowledge and skills. Hence, not only the students were benefitted by the Service Learning Projects but also the teachers. Service Learning projects also raised a sense of accomplishments in teachers. The biggest challenges faced by the teachers were to engage the students in practical work and starting a project. The teacher believed that they did their part in fulfilling the Service Learning Objectives.

Hence, the survey has shown that the Service Learning Projects were mutually beneficial for the students and the teachers and created a positive effect on the community. Such projects inculcates academic learning, life skills, leadership skills, communication skills, management skills, self-esteem and self-confidence in students and helps them in their self-development and self-grooming of students. It develops a sense of caring attitude and a sense of responsibility in students and improves their relationship with other fellow beings. The teachers also increase their knowledge through it while working with the students. It improves their relationship with the students and they get a better understanding of the feelings of their students.