Determinants of College of Business and Accountancy Students' Volunteerism: An examination of Institutional Service Responsibility Awareness, Engagement, and Attitudes

Ma. Leonora V. Alusen and Win Maw Tun
Assistant Professor
College of Business and Accountancy

ABSTRACT

Community extension as one of the major functions of higher education institution encourages the students to participate in any voluntary activities to share their talents and their experiences with others. Community extension service operates through self-support, self-reliance, self-sustaining, and self-propelling principles. Involvement in community service allows an individual to experience different way of learning, something that was not learnt in the classroom but rather an act of reaching to others who are less fortunate. This study focused on the assessment of the community extension program of the College of Business and Accountancy, The questionnaire, composed of four part, wass distributed among 3rd year and 4th year students; Frequency and percentage were used to present the demographic profile, weighted mean was used to determine the level of engagement, benefits and attitudes towards ISR activities. Analysis of Variance (ANOVA) was used to evaluate if there existed significant difference on the assessment of community extension program of College of Business Administration when grouped according to profile variable. The result shows that there was no significant differences on the respondents' attitude towards ISRO programs of CBA when grouped according to all demographic profile. However, there is relationship between the level of awareness and the level of engagement and relationship between the level of engagement and attitude, which means the higher the awareness the higher the engagement, and the higher the engagement, the more positive attitude towards ISR programs. Similarly, there was significant differences in level of awareness when respondents were grouped according to participation in any ISR activities (Institutional or CBA).

Keywords*: Community Extension, Awareness, Attitude, Engagement, Benefits, College and Institutional Social Extension Activities*

INTRODUCTION

Lyceum of the Philippines-Laguna is an institution which performs trifocal functions such as instruction, research and community extension to produce an essential learning environment. Community extension as one of the major functions of higher education institution encourages the students to participate in any voluntary activities to share their talents and their experiences with others. To institutionalize all the community extension activities of the school, community extension office was created where the students, faculty members and administrative staff could share their resources and their expertise and be part of the school's social involvement program. Community extension service operates through self-support, self-reliance, self-sustaining, and self-propelling principles. Through the people's participation, well-planned programs should be consciously taking into consideration. This is also an important part of providing quality education to the student when it comes to program accreditation. In LPU-Laguna the Community Extension office is called as the Institutional Social Responsibility Office responsible in initiating programs with the support and coordination of different Institutional Social Responsibility (ISR) coordinators. To mention a few the following are some of ISR Programs conducted, such as Brigada Eskwela, ISR Awareness week, Fun Run for a Cause, Tree Planting, Gupitan sa Tag Araw, Relief Operations, Christmas Gift Giving, and Book Donations among others. The College of Business and Accountancy through ISRO and with the collaborative efforts of the faculty, students and administration conducts different kinds of activities related to business such as the Creation of Cooperative for Brgy Makiling, Free Business Consultancy for Small Businesses for Brgy Makiling, Livelihood programs such as refilling and reselling of fabric conditioner, dishwashing liquid and powder detergent, Water Hyacinth Livelihood program, Adopt a Store among others. These community extension projects and programs help community to become more productive and capable of making intelligent decisions for the improvement and development of their socio-economic well-being

Involvement in community service allows an individual to experience different ways of learning, something that was not learnt in the classroom but rather an act of reaching to others who are less fortunate. The community extension program helps in cultivating hidden personality of an individual, like, leadership skills, public speaking, self-confidence, etc. Institutional Social Responsibility programs are the unpaid activities where

an individual can earn good experience in serving and helping people in the community. . It is also necessary for business students to understand the importance of Social Responsibility because most of the companies advocate corporate social responsibility and there is a strong need to necessitate participation and awareness. Lyceum of the Philippine University's educational philosophy is inspired by the founder's Philosophy and values: "Veritas et Fortitudo" (truth and fortitude) and "Pro Deo et Patria" (for God and Country). As for the College of Business and Accountancy, recently industries and business's orientation has shifted not only to profit orientation but has also included the people involved and place which the organization inhabited.

Review of Literature

According to Rubio et.al (2016), community extension refers to an act of communicating,influencing and helping specific sector or target residents to effectively improve the production, community, institutions and quality of living. By conducting community extension programs, it helps to build up personal and social development of an individual. Participating in community extension activities where the students need to work in a group will help them to gain their self-confidence and to become leader to act in behalf of everyone. By sharing ideas, students can learn to express their minds to everyone and develop their public speaking through involving in community extension programs. Moreover, by participating in community extension programs students can help them to improve their self-reliance and everyday living. It helps an individual to face and handle different situations. Based on the study of Chua et al (2014) community extension office was created for the students, faculty and administrative staff to share their resources and their expertise and to be part of the school social involvement program. According to Laguador and Chavez (2013), getting some assistance in developing community from different agencies like institution is an act of achieving the mission of helping people to uplift not only the quality of living of those less fortunate but it would also deliver a greater impact to the character and values of the students and employees who take part on community service. Students with high level of perseverance and sense of responsibility have also high perceptions on the influences of community extension projects to their personal values and character. However, those students with low level on the two

characteristics mentioned have also low perceived influences of community extension activities. On the other hand, students with low level of timidity have higher perceived contribution of community extension that influences their attitude towards the community involvement. The community extension activities helped them boost their positive attitude towards the community involvement. Conversely, those students with high level of timidity have lower perceived influence on participating in community services to their attitude.

According to Laguador (2013), the role of the Higher Education Institutions (HEIs) form the values and character of the students by preparing them in a life-changing opportunity and professional career in the future. Knowledge and skills are important aspects in every scope of work but having the right attitude binds together all the positive views leading towards the achievement of personal and professional growth. According to the study of Kaya et al. (2014), student motives in participating voluntary works are their duty and helpfulness to others. Besides social benefits, this study found out that their respondents participate in voluntary acts for personal benefits like feeling better and socializing in the real world outside the university. Among reasons for participating in volunteer activities of most students are that they can contribute to social welfare and they become part of social and environmental development.

Meanwhile, Tapscott (2010) stated that community extension programs encounter different problems that make it difficult for students to participate. The first problem is the poor organization. Some activities proved to be not well organized in coordinating to community partners. Through this, the activity would fail. Logistics problems would hold back the activity from being successful. The second is the lack appreciation to the benefactors. There would be some instances where in the student volunteers who are participating would complain and have a bad outlook towards the people who are helping them. And lastly are the safety issues. The lack of safety precautions makes it a problem in conducting community services. On the other hand, there are factors, in the experiences in participating in the community service that may shape them. It is important to look in the characteristics and benefits of the program that would be implemented and also to the beneficiaries of such program. The community extension program is design to built effects on how the student will create and gain experiences as well as the programs differences with other

programs directed towards the same goal of helping and serving the community.

Generally, community services are programs linked to higher education that involve participants in activities intended to bring social benefits to a particular community in way to teach the participants to work together towards achieving the common goal. In order for universities to play an important role in community service, it has been emphasized that academic institutions needed to change the meaning of service as scholarship and to make knowledge in which is more accessible to the community in order to achieve public service. Public service and outreach have been described as hallmark of the university to be pertinent and sustainable; it must be involved not only in instructing and research but also in actively pursuing service and outreach programs. On the other hand, students must realize that involving in community service usually require personal sacrifices (Tapscott, 2010).

According to Ludwig (2009), several activities of community service are related to environment like planting trees, reduce, reuse and recycle campaigns and others. Majority of the students are willing to help without expect anything in return. Helping others without expecting anything in return is the heart of community extension program. There are lots of students participating in community extension programs, but some students find it difficult to join such activities. Participating in community extension helps the students to develop their leadership and help the students to gain their self-confidence and can help to the community by applying what students have learned in community extension programs. This explains that most of the respondents are aware on the different programs that the community offered. Researchers emphasized the main problem that the students encountered in joining community extension program are the lack of fund.

According to the study of Abrokwah (2012), the motivation and interest of the volunteers in order to help the less fortunate in the communities have weakened among university students. Participation in the community service has not been encouraging on campus. The idea is that the students need to teach the spirit of volunteerism into them in order to help other persons, communities, societies and the nation as a whole. Students were more focused on interpersonal growth of career development rather than community services. This indicates that students

were more of personal gain than on a sense of commitment to social responsibility. These set of students were more career-oriented than being service oriented. Though their perception towards the community services is good, the majority of the students do not join voluntarily in such activities. Community engagement is found in variety of forms which recognize and plan the academic programs that address particular to community needs. Thus, community participation is an important component of community development and it reflects how the people in the community.

Objectives of the study

This study focused on the assessment of the community extension program of the College of Business and Accountancy. Specifically, it aimed 1.) to determine the profile of the respondents in terms of age, sex, program, year level, and community extension programs; 2.) to determine the level of awareness, engagement and benefits of College of Business and Accountancy students when grouped according to academic program; 3.) to determine the significant difference on the level of awareness, engagement and attitudes towards ISRO activities when respondents were grouped according to academic program; 4.) to determine relationship between the level of awareness and the level of engagement; 5.) to determine the relationship between respondents level of engagement and attitudes towards ISRO Programs; and finally 6.) to provide recommendation to improve the awareness, engagement and attitudes of College of Business and Accountancy Students regarding ISR.

METHODOLOGY

Descriptive method of research was used in this study. The respondents of this study were 2nd, 3rd and 4th year students enrolled in the 1st semester SY 2017-2018, who had taken and passed the course Good Governance and Corporate Social Responsibility. The questionnaire is composed of 4 parts: Part 1 determines the profile of the respondents that includes, age, sex, year level, program, participation in different institutional social responsibility program and college program. Part 2 answered the level of engagement, Part 3 answered the level of awareness and Part 4 answered the benefits of involvement in ISRO activity. After the questionnaire was distributed, it was tallied, tabulated and analyzed. Frequency and percentage was used to present the demographic profile, weighted mean

was used to determine the level of engagement, benefits and attitudes towards ISR activities. Analysis of Variance (ANOVA) was used to evaluate if there existed significant difference on the assessment of community extension program of College of Business Administration when grouped according to profile variable. Analysis of Spearman rho's correlation was used to evaluate if there significant relationship between level of awareness and the variable grouped according to participated in ISR activities and did not participated. (All data were treated using the SPSS software. Data gathering were done on the month of November and December 2017.

RESULTS AND DISCUSSION

In this section, the data gathered from the study is statistically presented and analysis of the results is made and interpreted. In the result of the data, frequency and the weighted mean were constructed to illustrate and support the results.

Table 1 shows that there was a total of 203 respondents, 47 or 23.2% were male and 156 or 76.8% were female.

Table 1: Sex distribution of the respondents

Sex	Frequency	Percent
Female	156	76.8
Male	47	23.2
Total	203	100.00

As to age, Table 2 shows that most respondents were 19 years old followed by 20-year old respondents.

Table 2: Age distribution of the respondents

Age	Frequency	Percent
17	2	1.0
18	38	18.7
19	77	37.9
20	62	30.5

21	14	6.9
22	6	3.0
23	2	1.0
24	2	1.0
Total	203	100.0

Table 3 shows that majority of the respondents were 3rd year students followed by 4th year students and the least number of participants were from 2nd year. Majority of the respondents were 3rd year and 4th year because only in the 3 rd year normally would the student take the course Good Governance and Corporate Social Responsibility

Table 3: Year level of the respondents

Year Level	Frequency	Percent
2nd year	4	2.0
3rd year	105	51.7
4th year	94	46.3
Total	203	100

Table 4 shows that Marketing Management students were among the most number of respondents followed by Management Accounting and Accountancy students. The least numbers were Entrepreneurship, Legal Management and Custom Administration students. When the academic programs has low in enrollees, majority of the students from that said program had to study together with other academic program sections if the courses are non- specialization courses. For the specialized courses such as customs and legal courses are handled by the industry faculties. Most of the industry faculties hold their classes during non-office hours and weekends.

Table 4: Demographic profile according to major

Major	Frequency	Percent
Marketing Management	73	36
Operations Management	20	9.9
Management	50	24.6

Accounting		
Entrepreneurship	5	2.5
Accountancy	40	19.7
Legal Management	8	3.9
Custom Administration	7	3.4
Total	203	100.0

Table 5 presents the number of student participation in the Institution's activities. It shows that 50.2% of the respondents participated at least once in Institutional Social Responsibility activities and nearly 50% did not participate. There were 56 students who attended the ISR Awareness Week and it was the most participated activity among the Institutional ISR activities. Fun Run for a Cause had the participation of 44 students and it was the second most participated activity. On the other hand, Book Donation to Makiling Elementary School and Makiling National High School, Tree Planting, Gupitan sa Tag-Araw had the least participated activities, with the number of participants two students, students, five students and seven students, respectively.

Table 5: Participation in Institution's social responsibility activities

	Frequency	Percent
Participate at least once	102	50.2
Did not participate	101	49.8
Total	203	100

Table 6 shows that only 37.9% participated at least once in CBA ISR programs and 62.1% did not participate. It had lower participation percent compared to institutional activities because during institutional activities most programs were whole day and participated students were given excuse from the class activities. Most CBA ISR activities are purely voluntary and held out of classes' schedule.Among CBA ISR activities, Dishwashing Liquid Fabric Softener and Detergent Powder Refilling and selling for Brgy Makiling had 57 students participated and it was the most participated activity. Follow by activity Free Business Consultancy for Small Businesses for Brgy Makiling and Adopt a Store Project with the participations of 17 students and 14 students, respectively.

Table 6: Participation in College of Business and Accountancy's ISR Activities

	Frequency	Percent
Participate at least once	77	37.9
Did not participate	126	62.1
Total	203	100

The level of awareness on the benefits of participating in CBA Institutional Social Responsibility Program when grouped according to academic program is shown on Table 7. The statements "it builds my trust in making decision and it helps my confidence" had the lowest composite mean (3.14). On the other hand, the statements "It helps increase knowledge towards community issues, needs, strengths and problems and It helps improved students attitude towards involvement" had the highest. Customs Administration, Legal Management and Assessment from Entrepreneurship academic programs had to lowest among the programs with the composite mean of 2.90, 3.00 and 3.07, respectively.

Table 7: Level of awareness on the benefits of participating in CBA institutional social responsibility program when grouped according to academic programs

No	Level of Awareness on the Benefits of Participating in CBA Institutional Social Responsibility Program	Weigthted Mean of Marketing Management	Weigthted Mean of Operations Management	Weigthted Mean of Entrepreneurship	Weigthted Mean of Accountancy	Weigthted Mean of Management Accounting	Weigthted Mean of Legal Management	Weigthted Mean of Customs Administration	Composite Mean
1	It helps boost my confidence	3.33	3.25	3.00	3.10	3.26	3.25	2.86	**3.15**
2	It builds my trust in making decisions	3.41	3.30	3.00	3.25	3.26	2.88	2.86	**3.14**
3	It awakens the spirit of volunteerism in me	3.40	3.25	3.00	3.43	3.34	2.88	2.86	**3.16**
4	I met different people with personalities	3.40	3.40	3.00	3.40	3.32	3.13	2.86	**3.21**
5	It promotes cleanliness to the community	3.52	3.35	3.00	3.38	3.26	3.00	2.86	**3.19**
6	It helps the students enhance their leadership skills	3.56	3.55	3.00	3.38	3.36	3.00	3.00	**3.26**
7	It would be helpful for my career after graduating	3.38	3.55	3.00	3.20	3.30	3.00	3.00	**3.20**
8	It helps increase knowledge towards community issues,needs,strengths and problems	3.47	3.55	3.40	3.43	3.38	2.88	3.00	**3.30**
9	It helps improved students attitude towards involvement	3.45	3.55	3.20	3.45	3.44	3.00	2.86	**3.28**
	Wareness	**3.44**	**3.42**	**3.07**	**3.33**	**3.32**	**3.00**	**2.90**	**3.21**

Table 8 shows the results on the Level of Engagement on College of Business and Accountancy Institutional Social Responsibility Program whenn grouped according to Academic Programs. In terms of questions I am willing to help people without expecting anything in return and my respective college persuades me to participate in Institutional Social Responsibility Programs has the highest, with the composite means of 3.13 and 3.03 respectively. For the level of engagement, Customs Administration, Legal Management and Accountancy academic program has the lowest with composite mean of 2.52, 2.88 and 2.91, respectively.

Table 8: Level of engagement on collage of business and accountancy institutional social responsibility program when grouped according to Academic programs

No	Level of Engagement on Collage of Business and Accountancy Institutional Social Responsibility Program	Weigthted Mean of Marketing Management	Weigthted Mean of Operations Management	Weigthted Mean of Entrepreneur ship	Weigthted Mean of Accountancy	Weigthted Mean of Management Accounting	Weigthted Mean of Legal Management	Weigthted Mean of Customs Administration	Composite Mean
1	I am actively participating in institutional social responsibility programs of the College of Business and Accountancy	2.95	2.70	3.00	2.63	2.88	2.38	2.57	**2.73**
2	My respective college persuades me to participate in Institutional Social Responsibility Programs	3.21	2.95	3.40	2.88	2.96	3.25	2.57	**3.03**
3	I do choose to participate in the Institutional Social Responsibility programs rather than participating in graded NSTP	3.23	2.95	2.80	2.75	3.00	2.75	2.29	**2.82**
4	I become more aware of environmental and health concerns issues/concerns	3.37	2.95	3.00	3.10	3.04	2.75	2.43	**2.95**
5	I am ready to participate in Institutional Social Responsibility programs anytime	3.32	3.25	2.80	2.85	2.98	3.00	2.71	**2.99**
6	I am willing to help people without expecting anything in return	3.48	3.20	3.00	3.28	3.28	3.13	2.57	**3.13**
	Composite Mean of Level of Engagement	**3.26**	**3.00**	**3.00**	**2.91**	**3.02**	**2.88**	**2.52**	**2.94**

Table 9 shows the composite mean of level of awareness, engagement and attitude towards social responsibility when grouped according to acdamic program. Overall attitudes had highest, follow by Awareness and Engagement. (Engagement has the lowest) In terms of program, Marketing

Management Major Program had the highest and Customers Administration programs had the lowest. Customer administration, legal management accountancy programs had low in engagement because most of the major courses were handled by the industry faculty and part-time faculty whose classes were after office hours or weekends. Wherein, ISR activities are held in morning of the weekdays. It is difficult for them to come for activities and have their class till late evening.

Table 9: Composite mean level of social responsibility when grouped according to program/major

	Level of awareness	Level of engagement	Attitudes	Composite mean per program	Rank
Marketing management	3.44	3.26	3.36	3.35	1
Operations management	3.42	3.00	3.33	3.25	2
Entrepreneurship	3.07	3.00	3.17	3.08	5
Accountancy	3.33	2.91	3.30	3.18	4
Management accounting	3.32	3.02	3.26	3.20	3
Legal management	3.00	2.88	3.19	3.02	6
Customs administration	2.90	2.52	3.05	2.83	7
Total composite mean	3.21	2.94	3.24	3.13	

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As shown in Table 10, there was significant difference in the respondents' level of awareness on the benefits of participating in ISRO program when grouped according to program, since the computed p-value was less than 0.05 level of significance. This means that the responses of the respondents on the level of awareness on the benefits of participating in ISRO program when grouped according to program differ significantly. Based from Post Hoc using Scheffe Method, respondents of Marketing Management, Operation Management, Accountancy and Management Accounting academic programs have higher level of awareness compared

with those programs under customs administration, legal management and entrepreneurship.

Table 10 Difference of Responses of the Respondents' Level of Awareness on the Benefits of Participating in ISRO Program when Grouped According to Demographic Profile

Demographic Profile	F_c	p-value	Interpretation
Age	0.415	0.892	Not Significant
Sex	0.346	0.557	Not Significant
Year Level	0.708	0.494	Not significant
Program	2.904	0.010	Significant

Legend: Significant at p-value < 0.05

Based from Table 11, there was significant difference in respondents' level of engagement on CBA Institutional ISRO program when grouped according to program since the computed p-value was less than 0.05 level of significance. This means that the responses of the respondents on the level of engagement on CBA Institutional ISRO program when grouped according to program differ significantly. Based from Post Hoc using Scheffe Method, respondents coded marketing management, operation management; entrepreneurship and management accounting have higher level of awareness compared with those programs under coded customs administration, legal management and accountancy academic program.

Table 11. Difference in the respondents' level of engagement on CBA institutional ISRO program when grouped according to demographic profile

Demographic profile	F_c	P-value	Interpretation
Age	0.652	0.712	Not significant
Sex	0.212	0.646	Not significant
Year level	1.642	0.196	not significant
Program	4.020	0.001	significant

significant at p-value < 0.05

Based on table 12 there were no significant differences in the respondents' attitude towards ISRO programs of CBA when grouped according to demographic profile since the computed p-values were all greater than 0.05 level of significance. This implies that the responses of the respondents' attitudes towards ISRO programs of CBA are the same irrespective of their demographic profile such as age, sex, year level and programs

Table 12. Difference in the respondents' attitudes towards ISR programs of CBA when grouped according to demographic profile

Demographic Profile	F_c	p-value	Interpretation
Age	0.349	0.930	Not Significant
Sex	0.004	0.952	Not Significant
Year Level	0.650	0.523	Not Significant
Program	0.748	0.611	Not Significant

Significant at p-value < 0.05

Based on Table 13 there was significant relationship between the students' level of awareness and level of engagement since the computed p-value was less than 0.05 level of significance. This implies that as the students' level of awareness increases the level of engagement will increase as well and vice versa.

Table 13. Relationship between the level of awareness and the level of engagement

Variables	Spearman's rho value	P-value	Interpretation
Level of awareness And Level of engagement	0.537	0.001	significant

significant at p-value < 0.05

Based on Table 14 there was significant relationship exist between the students' level of engagement and attitudes toward ISRO programs since the computed p-value was less than 0.05 level of significance. This implies that as the students' level of engagement increases the attitudes toward ISRO programs improved and vice versa.

Table 14: Relationship between respondents' level of engagement and attitudes towards ISR Programs

Variables	Spearman's rho value	p-value	Interpretation
Level of Awareness and Attitudes Towards ISRO Programs	.619	0.001	Significant

Significant at p-value < 0.05

Based on the table there was significant difference in the respondents' participation both in Institutional and CBA ISRO programs and awareness since the resulted p-values were less than 0.05 level of significance. This implies that the students' participation differ based on their level of awareness. Furthermore, those who participated in the institutional programs has a weighted mean of awareness of 3.45. However, those who did not participate has a weighted mean of awareness of 3.23. At the same time, those who participated in the CBA programs has a weighted mean of awareness of 3.47. However, those who did not participate has a weighted mean of awareness of 3.26. Thus, awareness level has a significant role to inform the level of participation of the students.

Table 15. Relationship between participation in ISR programs of institution and CBA and level awareness

Variables	t-test	P-value	interpretation
Participation in Institutional Program and Awareness	3.646	0.001	Significant
Participation in CBA Programs and Awareness	3.289	0.001	Significant

Significant at p-value < 0.05

CONCLUSION

The study concludes that majority of the respondents were female students aged 19-20. Majority were 3rd and 4rd year because Good Governance and Corporate Social Responsibility were offered during their 3rd year. Academic program of Operation management, Entrepreneurship, Custom Administration, Legal Management have fewer population compare to Marketing Management, Management Accounting and Accountancy. In terms of participation of ISR activities, Institutional level participation has higher participation compare to CBA activities. Among the measured categories, attitude has to highest compound mean followed by awareness and engagement. Among the academic marketing management, operation management, management accounting are the top three while Customs Administration, Legal Management and Entrepreneurship programs are lowest.

One of the reasons why it was low is the programs are mixed with other major programs and when the students were assigned/ encourage participation, the faculty announced as general and uses the section name which is a major program. Moreover, even during the activities, since they were a few students, they feel like they were out of the place. ISR is a "social" activity and it is more Fun to do with friends, Majority of the lower programs' advisor and faculties are part time faculty and or industry faculty hence they cannot contribute a time apart from the class hours due to their commitments. Therefore, the students under them have less incentive or less motivated to participate. Therefore, it leads to there is no significant differences in the respondents' attitude towards ISR programs of CBA when grouped according to all demographic profile. However, there is significant difference on level of Awareness and Engagement only in group according to academic program. There is relationship between the level of awareness and the level of engagement and relationship between the level of engagement and attitude. This means the higher the awareness, there will be higher Engagement, the higher the engagement, and there will be positive attitude towards ISRO Programs. Same time there is significant differences on level of awareness when group according to Participation in any ISRO activities (Institutional or CBA). Therefore, encourage to participate in any of the ISRO activities can lead to establish positive attitude ISRO programs which is one of the major pillar of higher educational Institution. Participation in any ISRO activities (Institutional or CBA) contributes positive awareness

RECOMMENDATION

Future research can be performed to validate the results of this study. The researchers recommend that an Institutional study can be done that will include different colleges and department to measure their level of engagement and attitude also towards he significance of community service. An ISRO activity can play a major part during College celebration days as a one program for the whole department. There should be enough support and encouragement on programs which has lower in population. Encourage or assign major student organization advisers as co-adviser to small population major students organization, so that when part-time or industry faculties cannot physically be present in the ISR activities the co-advisors can be able to manage respective nts. Further, make the ISR programs more suitable, interesting and in trend that will awaken the spirit of volunteerism of the students to participate in ISR programs. Also, recognition or reward may be provided to those students who actively participated in ISR programs.

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