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Date of Graduation (Month Year): February 2018

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From: Atta Gebril, Chair of the IRB  
Date: June 24 , 2017  
Re: Approval of study

---

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The American University in Cairo  
Graduate School of Education (GSE)

**Exploring the Impact of Community Service Experiences on Social  
Responsibility of Adolescents in Private Schools**

A Thesis Submitted by

**Moaz Osama El Tantawy**

Submitted to the Department of International & Comparative Education

December 2017

In partial fulfillment of the requirements for  
The degree of Master of Arts  
in International & Comparative Education  
has been approved by

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The American University in Cairo  
Graduate School of Education

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by Moaz Tantawy

Under the supervision of Dr. Heba El-Deghaidy

Fall 2017

### **Abstract**

With rise of modern societies and emerging market economies, scholars and socially-minded intellectuals started to express their concerns about negative repercussions on the social fabric of the human society. Significant amounts of research wrote about the gradual decline in social cohesion between different social classes. This decline is reasoned by multiple economic and political factors that some scholars link to capitalist polices. Many solutions were proposed to decrease this social stratification globally and in Egypt, through developing the sense of social responsibility among community members. One of the proposed solutions is community service programs. This study examines the effect of community service programs on the development of sense of social responsibility among private school students in Egypt. Methodologically, the study followed a qualitative approach. Focus group discussions took place with twenty-five students from two different schools to explore the relation between participation in community service programs and the development of a sense of social responsibility. Also, semi-structured individual interviews were conducted with the four teachers who served as supervisors of different community service programs, in the school to uncover their perceptions about the impact of the programs on students. Findings of this study document the positive impact of community service programs on students socially, morally and personally. More importantly, a positive correlation was drawn between social responsibility and the extent of involvement in community service programs.

### **Acknowledgments**

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**List of Abbreviations**

CAPMAS: Central Agency for Public Mobilization and Statistics

NGO: Non-Governmental Organization

OECD: Organization for Economic Cooperation and Development

UNESCO: United Nations Educational, Scientific and Cultural Organization

## 1. Introduction

In this introductory chapter, the general foundations of this research are introduced. In the beginning, to have a clear understanding of the topic, the background and significance of the proposed research focus is discussed. Then, the problem leading to this research is highlighted before mentioning the research questions. Finally, the chapter presents the objectives of this research and its expected contribution to general knowledge and practice.

### 1.1 Background and Significance

Historically, dominant human ideologies have shaped global and local realities among dependent states. Capitalism is the one of these dominant ideologies that overpower not only the economic dynamics, but also the social and political ones. Moreover, capitalism is the overarching principle for other social and political principles such as liberalism, neoliberalism, consumerism and modernization (Kubow & Fossum, 2003). Capitalism is an economic system in which private actors are free to own and control properties according to their own interest (Scott, 2006). Not only that, but capitalism is accompanied by the concept of 'free market', in which the law of supply and demand regulates the market with minimum intervention of the government (Bockman, 2011). Based on the same philosophy of capitalism, an essential ideal of liberalism, mentioned by Gray (1995), is 'individualism' and the 'free choice' of individuals; this concept declares the ethical power of the individual against the cases of any social collectivity. However, capitalism and liberalism have serious consequences for the socioeconomic status of different classes as discussed in the next section.

Marx (1959) highlighted a number of social and economic results of the capitalist system. He viewed it as a means of exploitation of the working class by those who own the means of production. In his analysis, Marx depended on the class struggle as a foundation for his theories

and writings. Marx claimed that capitalism drives the working class to be cheap laborers which allows the property owners to increase their wealth. Similarly, Petras and Trachte (1979) mentioned that class relations and struggles are the conditions of accumulation of wealth, which represents the essence of capitalism. In the same line of thought, Bush (2012) called the working class the 'marginalized' class in his analysis of social marginalization. He claimed that the sustained existence of the marginalized class is important in the capitalist process; as the profit of the owners' class is based on their extraction of surplus value from the exploitation of workers.

In addition to the criticism stated above, it should be noted that capitalism and its accompanying sub-ideologies have led to the increase of poverty and injustice in communities (Hill, Greaves, & Maisuria, 2008). Furthermore, the capitalist community has been stratified into layers and classes with unjust treatment and distribution of wealth and services. From a deeper sociological lens, the community has been fragmented and what is called 'social cohesion' has declined dramatically (Forrest & Kearns, 2001). Jenson (1998) also affirmed that social cohesion is one of the social attributes that was affected directly by global economic policies. These effects on social cohesion were mentioned explicitly in one publication of the Organization for Economic Cooperation and Development (OECD) (1997), as the following:

For over a decade, OECD countries have been committed to a cluster of economic policies aimed at encouraging macroeconomic stabilization, structural adjustment, and the globalization of production and distribution. Although these policies have been generally successful in supporting economic growth, combatting inflation and reducing current account imbalances, there is now pressure on many governments to take stock of the longer-term societal implications that are beginning to emerge. In part this is because of a growing political disenchantment arising from the increasing income polarization, persistently high levels of unemployment, and widespread social exclusion. (p. 3)

Social cohesion, as a sociological phenomenon, has been discussed and studied by social science philosophers such as Emile Durkheim and Talcott Parsons as well as international organizations including the World Bank and UNESCO. Judith Maxwell (1996) defined social cohesion as follows:

Social cohesion involves building shared values and communities of interpretation, reducing disparities in wealth and income, and generally enabling people to have a sense that they are engaged in a common enterprise, facing shared challenges, and that they are members of the same community (p. 13).

Many scholars connected social cohesion to the social responsibility of community members (Jenson, 1998). Social responsibility is defined as “the one’s sense of duty to the society in which he or she lives” (Brondani, 2012, p.609). Social responsibility can be considered as the bond between community members to ensure the presence of social cohesion within any society. In this study, social responsibility will be used as a measure of social cohesion in the community.

Moving from the global context to the local one, Egypt is experiencing the same effects of capitalism that were mentioned previously. The policies adopted by consecutive Egyptian governments such as the ‘Open Door’ policy in Sadat’s era and the privatization in Mubarak’s epoch, have led to a decline in social justice and in the fair distribution of wealth. Not only this, significant declines were recorded in respect to governmental spending on public services such as health and education (Elgeziri, 2012; Sobhy, 2011). A global survey by the World Bank (2000) showed that the wealthiest 20% of Egyptians controlled 39% of the country's wealth, while the poorest 20% controlled only 9.8% of wealth.

One of the public services that the government should provide to people is education.



However, as with most of the public services in Egypt, education suffers from major problems in access and quality. Under peripheral capitalist repercussions, stratification of the Egyptian community surfaced among society members. Besides, there are increasing gaps between different classes which rendered quality education as a monopolist right for the privileged communities. Public schooling, with its low quality is attended by most of the Egyptian students, while private schooling contains students of higher socioeconomic backgrounds (Megahed & Ginsburg, 2009). Private schools could be seen as the start of formulating a 'locked' educational community away from the bigger one, which may lead the students to be separated from the needs of their society, civic obligations and social responsibility (Wade, 1997). To solve this issue, some scholars have proposed a remedial solution, which is community service programs (Brunelle, 2001; Conrad & Hedin, 1981; Scales, Blyth, Berkas, & Kielsmeier, 2000; Wade, 1997).

Community service programs are designed and implemented by various institutions such as schools, Non-Governmental Organizations (NGOs) and Civil Society Organizations. These programs are mainly to engage school members in serving their local and surrounding community. Community service programs claim to have an impact and benefit both participants in the program and the community as well (Conrad & Hedin, 1989; Tobler, 1986). Some of these benefits for those participants, especially school students are: raise in academic achievement, and social, moral, psychological, political and vocational development (Raskoff & Sundeen, 1999; Wade, 1997).

## **1.2 Problem Statement**

Previous literature, including Conrad and Hedin (1989) and Wade (1997), showed the direct relation between community service programs and social responsibility, although most of the

research was implemented through NGOs and civic society organizations. Regarding the community service programs in schools, most of the literature discusses community learning programs, which are different from community service in their focus on curriculum integration and academic objectives. The application of community service programs in schools could include several approaches varying from those that are highly integrated with school curriculum to those that are non-integrated (Conrad & Hedin, 1989). This classification will be discussed in the literature review in Chapter Two.

Although there have been discussions in the literature on community service in schools, there seems to be a shortage in research in both global and local contexts on community service programs as a solution for the lack of social responsibility and social cohesion (Hamilton & Fenzel, 1988). Raskoff and Sundeen (1999) reported this shortage in their research by stating the following: “A positive relationship between participation in school service activities and various forms of civic engagement and political efficacy has the least support from research” (p. 81). This current research is an attempt to explore the impact of community service on developing the sense of social responsibility of private school students towards the underprivileged communities. The research questions are as follows:

1. How did upper class private school students in Egypt perceive their role towards their community prior the program experience? and how this perception changed after the experience?
2. What are the main changes with regard to social and moral attitudes among the program participants, according to the perceptions of the students and teachers?

3. In light of students' experiences in the programs, to what extent do community service programs contribute to developing the sense of responsibility among private school students in Egypt?

As this study aims to explore the effect of community service on upper class socioeconomic school students, the exploration intended to serve as a trial to identify practical solutions for the dramatic decline of social responsibility among Egyptian youth. The absence of the sense of care towards the society sheds light on a generation of students who probably lack the connection to their society and nation, and focus only on their own benefits.

Furthermore, this study leads to a better understanding of the issue of social behaviors among school students. Locally, it adds to the body of knowledge about the Egyptian students' behavior towards their society. One of the objectives of the study is to introduce a framework for a successful community service program that could be applied in private schools. Consequently, the findings of the study could lead to a clear and structured suggested solution for the lack of social responsibility through applying similar programs in private schools.

## 2. Literature Review

This chapter reviews three main topics discussed in the literature related to the present research: Firstly, community service programs will be discussed through reviewing definitions, benefits, different types and examples of these programs. Following that, the chapter discusses the second domain which is social responsibility and its relations with social fragmentation and cohesion, and different attributes of social responsibility. Finally, the theoretical framework of the research is discussed, this is based on three main types of theories social and moral development, and class struggles and social inequalities.


### 2.1 Community Service Programs

**2.1.1 Approaches to Service Programs.** Many approaches for implementing service learning programs have been discussed in the literature and proposed by practitioners. Due to the variety of programs, classifications were needed. A general classification, mentioned by Lewis (1988), defines five types for service programs: local, state, national, college, and youth organization programs. Indeed, this classification is based on the type of institution that support the service. The program examined in this research study is classified as a local program that was implemented by two schools. The following section will focus on the classifications of community service in schools.

Community service programs implemented in different types of schools are 'idiosyncratic' as each institution defines its own objectives and structures of the service program (Furco, 1994). However, scholars have tried to formulate general classifications for these different structures and objectives for the programs. Some scholars used the school curriculum as the unit of classification; as they classify the community service program based on its integration with the formal school curriculum (Furco, 1994; McPherson & Nebgen, 1991).

Not far from the first classification, Conrad and Hedin (1989) classified the programs based on two types of objectives: reform of youth or reform of education. In connection with the reform of youth objective, community service programs aim to develop the moral, social and personal aspects of students. On the other hand, programs related to the reform of education objective seek the development of the educational process itself through integrating community service programs with the formal school curriculum. In this research, the community service program applied was targeting the youth development as it is not integrated with the curriculum and its objective was developing students' moral and social attributes

Conrad and Hedin (1989) introduced the most detailed model of classification for service programs that are applied in the schools. Figure 1 shows the five categories moving from high to low relevance to school curriculum.

Special Events and Co-Curricular Activities	Service Credit or Requirements	Lab for Existing Courses	Community service class	School wide or K-12 Focus
				
Less a part of regular school curriculum			More a part of school curriculum	

*Figure 1: The five categories of community service programs in schools. Source: (Conrad & Hedin, 1989, p.10)*

Based on what was mentioned above in relation to the types of service program, most programs are categorized under one of three domains which focus on the participants, school or the society (Raskoff & Sundeen, 1999). In addition, programs can be classified based on the type of institution that supports the service. However, the selected approach in this study was

determined based on the desired outcomes from the programs. In the next section, benefits and desired outcomes from the community service programs that were mentioned in the literature are reviewed and discussed.

**2.1.2 Benefits and Outcomes.** Several outcomes have been indicated by researches that studied the impact of community service programs. Most of the outcomes can be categorized under the development of participants in one of three domains: personal, academic and social domain (see Table 1). Other outcomes are related to the community members that have been served by the students. In the following section, each of the three domains is illustrated and the outcomes in each domain is discussed.

Table 1

*Community Service Programs' Outcomes for Students*

Domain	Outcomes
Personal Domain	Moral, psychological and cognitive development
Academic Domain	Academic achievement and knowledge transfer
Social Domain	Social responsibility and political and civic engagement

### *Personal Domain*

- Personal, psychological and moral development: many service programs are designed to develop interpersonal skills such as: organization and leadership skills, self-esteem, personal efficacy, and ego development (Conrad & Hedin 1989; Newmann & Rutter, 1983). These skills are promoted through giving students the opportunity to be independent in organizing and leading the programs. Regarding the moral development, students are engaged in experiences that require them to have moral judgements and to

identify right from wrong (Brunelle, 2001; Furco, 1994). Thus, these experiences could help students to construct their own beliefs and morals and promote their moral reasoning ability (Conrad & Hedin 1982; Wade, 1997).

- Cognitive development: Many studies reported the positive effect that service programs could have on students' cognitive skills. Higher thinking skills such as critical thinking, evaluation and transfer of knowledge are claimed to be promoted through the field experience that students go through (Hursh & Borzak, 1979; Raskoff & Sundeen, 1999).

### ***Academic Domain***

- Academic achievement: when the service programs focus on the academic domain of the students and integrate the formal curriculum in service programs, the programs are called service-learning or experiential education programs (Conrad & Hedin, 1982; Furco, 1994; Scales et al., 2000; Wade, 1997). Many studies indicated that service learning can increase the academic achievement and skills of the participating students. Students in service programs have the chance to apply academic concepts and practice abstract thinking (Newmann & Rutter, 1983). A quantitative study done by Conrad and Hedin (1982) involving 4000 students, reported that 75% of the students obtained a higher academic achievement through service-learning programs, as they become more engaged through practical application of what they are learning.

### ***Social Domain***

- Social development: there is significant agreement among scholars that community service programs can have a positive impact on the social development of the participants. Newmann and Rutter (1983), for example, reported that students involved in community service programs develop a greater ability to communicate with others.

Moreover, Hursh and Borzak (1979) presented findings that show how students developed their communication with others in the community. Also, students seemed to have gained adequate experience in dealing with different life situations and to realize some important facts about their society such as "change is possible but not immediate revolutionary change" (p.71).

- Political and Civic Engagement: as mentioned in section 1.2 (problem statement), there is limited research that focuses on the relation between the development of civic engagement and social responsibility and community service programs. However, some scholars such as Brunelle (2001) and Wade (1997) indicated that such programs have a positive impact on the development of the civic engagement and social responsibility. Raskoff and Sundeen (1999) indicated that community service programs increase the ability of the students to recognize "society's political organization and moral order, and one's agency in relation to these domains" (p.82). In addition, service programs develop the sense of responsibility (Conrad & Hedin, 1982), duty towards the society and empathy (Brunelle, 2001), and civic engagement (Wade, 1997). These point is discussed in details in section 2.2 (social responsibility)

**Impact on community members.** As community service programs are beneficial for the students, they are also beneficial for the served community. Most research focused on the development of the participating students; however, few scholars such as Tobler (1986) indicated that students have an adequate impact on the community they are serving.

In summary, there is significant evidence to support the positive impact of community service programs on both participants and community. For participating students, programs can enhance development in their personal, academic, and social domains. On the other hand, the



community will gain several benefits from the participation of its members. Although, those evidences were clear, but some of the measured attributes as social responsibility, civic engagement and caring attitudes and behaviors resulted mixed results.

## **2.2 Social Responsibility**

Social Responsibility is defined as “the one’s sense of duty to the society in which he or she lives” (Brondani, 2012, p. 609). Others defined social responsibility as the sense of caring for and helping the people who live in the community, and helping and caring for people there (Scales et al., 2000). Social responsibility is one of the major attitudes that enhance the cohesion and unity of the community. Many programs and institutes locally and globally are working on developing the sense of social responsibility between the community members. In this section, the origins of social responsibility and its relation to democracy is discussed. Then, the concepts of social cohesion and social fragmentation is introduced as overarching concepts for social responsibility. Finally, different social responsibility attributes, that used in previous studies, are introduced as guiding qualities for this study.

**2.2.1 Democracy and Social Responsibility.** In the nineteenth century, social responsibility was guided by the concepts of gratitude and paying back to the community, as it was related to the concept of charity (Wade, 1997). But from a recent democratic point of view, the free independent democratic society must be built on mutual responsibility, rights and obligations among its members (Barber, 1992). Lappe and DuBois warned that “service should not be seen as a form of charity or be completed in a self-sacrificial manner. Instead, citizens should work alongside those in need, recognizing our common purpose, and enabling those being served to become more empowered in the process” (cited in Wade, 1997, p. 14).

Dewey was the first to discuss the role of education in developing a democratic citizen who shares the same virtues and commonalities with the society (Dewey, 1966). Dewey proposed the progressive education model that is based on preparing the students to be active citizens in their societies (Koliba, 2000). Based on this perspective, schools should play an effective role in developing the sense of social responsibility among the students through applying service programs that would show for them their roles and obligations towards their society.

**2.2.2 Attributes of Social Responsibility.** A well-known classification of social responsibility attributes was done by Conrad and Hedin (1981). They constructed a survey to measure the level of social responsibility among participants in a service program. The survey was based on three main domains: attitudes, competence, and efficacy. Similarly, Scales et al. (2000) and Hamilton and Fenzel (1988) measured social responsibility based on participants' concern for others' welfare, their duty to help others, and their efficacy in doing that.

Although few studies focused on social responsibility as a unit of analysis, there is agreement on the difficulty of claiming the relation between service programs and social responsibility.

Hamilton and Fenzel (1988) summarized the reasons behind this difficulty in two points: firstly, there is enormous variation between different community service programs; secondly, within the same program, different participants could focus on different parts in the programs which could then develop different qualities. To solve these problems, Hamilton and Fenzel suggested that scholars should examine the programs qualitatively and determine the special qualities of each program.

### 2.3 Theoretical Framework

The current research is based on three main clusters of theories: firstly, social developmental theories, namely the experiential education model (Kolb, 1984); secondly, moral developmental theories represented by Kohlberg's model of moral reasoning (Kohlberg, 1984); and third, represents an overarching theme, which is the critical perspective that incorporates the analysis of power dynamics and its societal impact on an issue such as social inequalities. The following section looks into each of these three theoretical areas with an aim to illustrate how students can be affected by community service programs in schools.

**2.3.1 Theories of Social Development.** This research is designed to test the effect of a field experience (namely a community service program) on the development of students' social responsibility, thus it is important to recall the developmental theories that are related to social interactions. Kolb (1984) introduced his model of experiential learning, based on the concept of learning through experience, influenced by the work of Dewey and Piaget. His model consists of four main stages: concrete experience, reflective observation, abstract conceptualization and active experimentation (see Figure 2). If the students experience a reflective observation with supervisors' guidance after going through a concrete experience expressed in the service program, that helps develop their abstract conceptualization about their duty towards their society and could provide active experimentation for social responsibility.

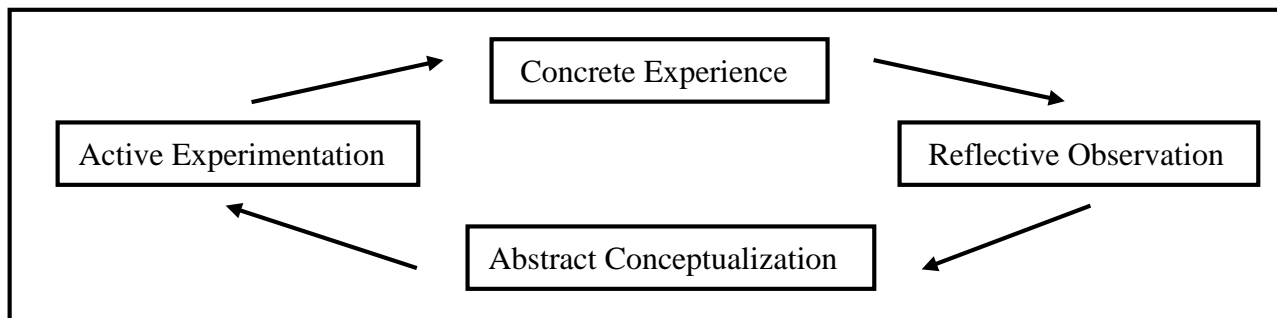
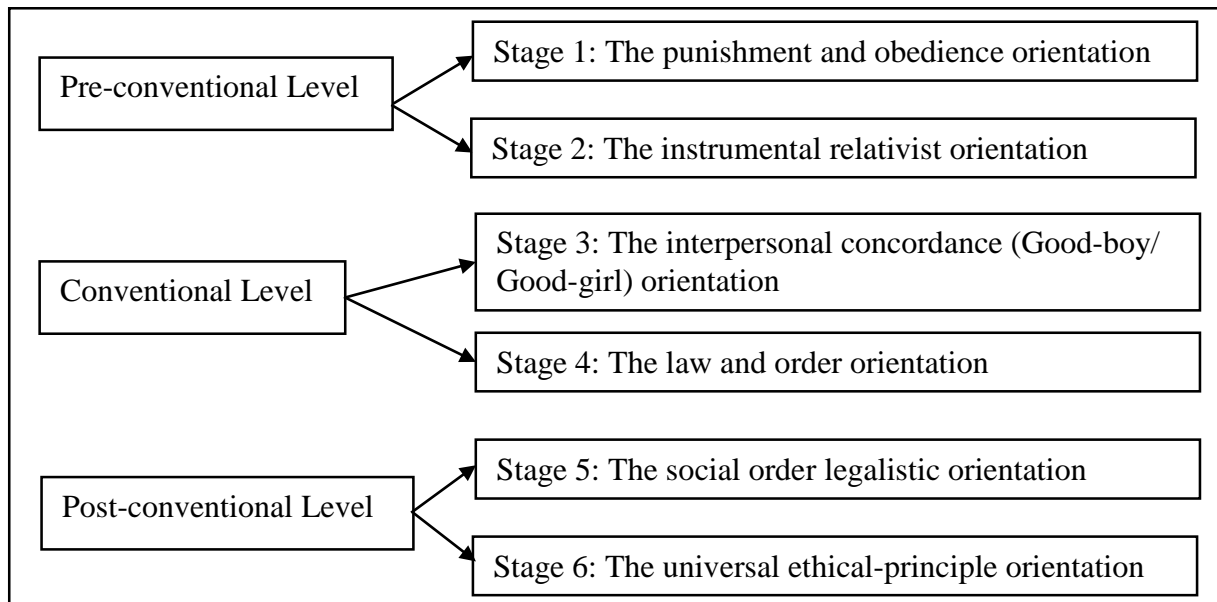


Figure 2. Kolb's Experiential Learning Model. Source: Adapted from (Chapman, 2006)

**2.3.2 Theories of Moral Development.** As discussed in Section 2.2, one of the social responsibility indicators are represented in morals. Based on that, moral development theories are discussed in order to understand how to develop social responsibility as a morality in the society. Kohlberg (1984) proposed his model of moral reasoning based on Piaget's theory of moral development. Piaget (1965) proposed that children can develop their moral reasoning skills and way of thinking through experiencing moral situations. Similarly, Kohlberg's model assumed that children form their moral ways of thinking through experiencing moral situations and also through their cognitive ability to understand the moral conceptions. Kohlberg classified moral reasoning into three levels: pre-conventional, conventional and post-conventional. Under each level there are two stages: one related to the moral concepts and other related to social perspective. Figure 3 represents these stages.



*Figure 3. Kohlberg model of moral reasoning levels and stages. Source: Adapted from (Kohlberg, 1971)*

At the pre-conventional level, the punishment and rewards of the experience are determining the moral decision. Individuals' perspective in this stage are based on serving their own needs. At the conventional level, individuals are more aware of social norms and

commonalities. The moral decisions are based on what pleases others. In this stage, individuals are abiding to rules and social order. At the last level, the post conventional level, individuals start to define moral values and decisions based on their own experiences away from the social norms and authorities. They become more concerned about abstract principles such as justice and equality.

**2.3.3 Theories of Social Inequality.** As the study is concerned about the social inequality caused by lack of social responsibility and the increase of social fragmentation, the research theme is based on the conflict theory. The conflict thought is founded based on the philosophy of Marx about class struggle and social inequalities (Dahrendorf, 1958). Marx et al. (1959) critiqued the global ideologies as the reason for spreading social inequality and class exploitation (see Section 1.1). Conflict theory sprang from this Marxist perspective, in which the society is in continuous conflict to maintain equality and fair distribution of resources (Kubow & Fossum, 2003).

To sum up what is previously mentioned, this research is conducted to examine the role that community service programs might play in developing Egyptian private school students' sense of social responsibility. Accordingly, this chapter discussed community service programs with their different approaches. Then, the effect of these programs on personal, academic and social domains were viewed, followed by the effect of the programs on the served communities. Also, social responsibility was presented with its essences and attributes. Finally, the chapter ended with a discussion of the theoretical frameworks guiding the research. To achieve the aim of the study, specific research methods were used. In the coming chapter, these methods are discussed in detail and the methodological framework on which the study methods rest is described.

### 3. Research Methodology

In this chapter, the research questions are reviewed followed by an explanation of the research framework. Also, in this chapter, the research context is described through defining the program description, participants, data collection tools, and data analysis procedures.

#### 3.1 Research Questions

The research questions that this study sought to explore are as follows:

1. How did upper class private school students in Egypt perceive their role towards their community prior the program experience? and how this perception changed after the experience?
2. What are the main changes with regard to social and moral attitudes among the program participants, according to the perceptions of the students and teachers?
3. In light of students' experiences in the programs, to what extent do community service programs contribute to developing the sense of responsibility among private school students in Egypt?

To answer the research questions, certain methodological and theoretical approaches were followed to obtain the required findings. In the next section, the methodological approaches guiding this research are described.

#### 3.2 Methodological Framework

The research's objective is to examine the effect of community service programs on developing the sense of social responsibility among private school students in Egypt. Underlying this objective is a wider aim, which is finding practical solutions for the decline in social cohesion between the Egyptian social classes. Accordingly, a transformative worldview is adopted as a general framework for this research. The transformative approach emphasizes societal challenges and forms of oppressions while analyzing social problems (Mertens, 2010). Creswell (2013)

elaborated on the meaning of the transformative approach by stating that it focuses on social issues such as inequalities, empowerment and oppression.

Following the same line of thought of the transformative worldview, the research methodology, instruments and analysis are based on the constructivist approach. In this research style, participants construct their own understanding about the experience in which they were involved in (Mertens, 2010). In other words, participants, who live a social experience, create their own understanding of the social situation and its complexities, and interpret their own meaning of that experience. Accordingly, the instruments/tools used for the data collection were designed to include questions that were formulated in a way that would allow the research participants to bring up thoughts, ideas and feelings that would best serve the purpose of this research.

Regarding the researcher's position, he is an educator who used to participate in schools' community service programs. He is a strong believer in the role of such community programs in developing learners socially, morally and academically. The researcher learned about two schools implementing the same community service program he previously participated in from two teachers he used to work with. Moreover, it is important to mention that the researcher's experience in community service programs implemented in schools might affect the present work.

### **3.3 Research Design**

The research follows a qualitative phenomenological approach, in which the "researcher describes the lived experiences of individuals about a phenomenon as described by participants" (Creswell, 2013, p. 37). The phenomenological research design is based on the analysis of the participants' statements to produce meaning and thought-out descriptions (Moustakas, 1994).

In this research, participants' perceptions about other social classes and their responsibility towards their community were examined. Students in two private schools in Egypt were involved in community service programs. Qualitative tools were used to uncover the students' perceptions about their experiences; semi-structured interviews were administered with teachers who supervised the students during the *Kolena Mesahraty* program; focus group discussions were held with 24 students who participated in the program.

### **3.4 *Kolena Mesahraty* Program Description**

This section provides a brief explanation about the community service programs that took place in two Cairo-based private schools. The program is called *Kolena Mesahraty*, which is the Arabic translation of (we are all the man who wake people in the holy month of Ramadan to eat before the dawn, before fasting). As mentioned by one of the participants, this name represents the notion of helping others. *Kolena Mesahraty* program is a campaign in which students serve as fundraisers to buy food supplies. Those supplies are packaged and then distributed in the holy month of Ramadan to underprivileged communities within the same district of their schools.

The program duration was two months from mid-March to mid-May. This duration ended by the day of distribution of the food supplies; this day is considered the closing event of the campaign. Participants were joining one of the three teams of the campaign based on their own choice: marketing, fundraising, or logistics team. The marketing team was responsible for spreading the idea among school students, raising awareness about the importance of helping disadvantaged communities, and motivating students to donate for the campaign. Several marketing tools were implemented throughout the campaign. Classes and morning line announcements, posters, videos and Facebook pages were the main marketing techniques used by the marketing teams of both schools. The fundraising team, which has the largest number of



students, is responsible for collecting the money on a daily basis from students. Each class in the school, starting from grade four, has a representative in the fundraising team. This representative was responsible for reminding his classmates to participate. On a daily basis, money collected by the class representatives was counted and kept in the administration office of the school. Finally, the logistics team were responsible for printing all the marketing materials and distributing these materials around the school. These printed materials were funded by the school administration. The other major set of duties of the logistics team included facilitating the different processes of the campaigns such as buying supplies, storing, packing and distributing. Each of the three mentioned teams has a student head and a student head assistant. The Management team of the campaign is composed of the head and the head assistant of each team in addition to the supervising teachers in the school.

The communities served were placed in disadvantaged areas in Cairo. School A served an area called Manshiet Nasser and School B served another area called Batn El-Ba'ar. Both areas are suffering from severe poverty, high population rates, high unemployment rates and lack of basic services such as sanitation and education (Al-Youm Al-Sabe', 2006; Tahrir News, 2016). One of the supervising teachers in each school contacted an NGO that is providing social services in the targeted area. Initially, NGOs were acting as the hosting place for students and food packages when they arrive to the area. Local guides were provided by the NGOs to lead the students to the targeted families that will receive the food supplies. Families were listed in the NGO records as the most deserving families for assistance. The records were developed through field studies done by social workers of each NGO in its area.

There was a follow-up weekly meeting for all the teams, led by the supervising teacher. During this weekly meeting, each team presented its progress and the obstacles they faced. Other

than the weekly meeting, there was a 10-minute end of day meeting attended by all heads. In this meeting, students counted the collected money and reviewed the main tasks for the following day.

The community service programs were implemented in two private schools, A and B. School names are not mentioned based on CAPMAS and IRB approval considerations. Both schools are considered in the upper socioeconomic level. They are ranked among the most expensive schools in Egypt (Al-Youm Al-Sabe', 2017). Also, they are in New Cairo district, which is one of the most privileged areas in Cairo. Both schools use the American Diploma as the school educational system. School B is more conservative than school A as it provides extra religion and Islamic character building classes. Table 2 shows the total number of students and teachers in both schools as well as the number of students participated in the campaign in each school.

Table 2

*Data About the Two Schools That Hosted Community Service Programs in Cairo*

Type of Data	School A	School B
Total number of students	1,124	653
Total number of teachers	415	252
Total number of students participating in the program	50	30

### 3.5 Research Participants

Normally, the total number of students participating in the program every year is around fifty students in school A, and 30 students in School B. From each school, a sample of fifteen students from school A and ten students from school B was selected as well as two supervising teachers from each school. Students, who joined the program voluntarily, were selected based on their involvement and dedication throughout the program. This was decided by counting the number of meetings attended by the participants, and also the number of working hours spent by

each student. This set of criteria was reported by supervising teachers of both school. Sampled students were selected from different grade levels starting from grade seven to grade eleven, with an age range from 13 to 17 years old.

The original participants sample selected was 25 students, however, only 24 students participated in the study as one student apologized before the focus group. 14 students were from school A divided on three focus groups and ten students were from school B divided on two focus groups (see Tables 3 & 4). Students in school A included nine girls and five boys, while participants in school B were five girls and five boys. Regarding the academic achievement level of the students, 12 students were high achievers, seven students were average achievers and five students were low achievers. This data was collected by the supervising teachers based on students' academic records. All students participated in the campaign four main stages: marketing, fundraising, packaging and distribution, except four students did not attend the distribution process for personal reasons. Each focus group was integrating diverse students.

Table 3  
*Number of Students in Focus Groups Held with Students*

Group Code	Number of Students	School
A	5	B
B	5	B
C	5	A
D	4	A
E	5	A

Table 4  
*Number of Students Who Participated in the Study, by Grade Level*

Grade Level	Number of Students
G11	7
G10	11
G9	4
G8	2

The supervising teachers acted as the group mentors and facilitators. All selected teachers had an adequate experience in community service programs as they are part of the community

service team in their schools (see Table 5). The teachers' role was to attend the daily and weekly meetings held by the teams, supervise the different phases of the program through guiding the students in planning for different activities and applying these plans. Moreover, teachers helped students to obtain administrative approvals from the school for activities as in-class announcements, flyers distribution and hanging posters.

Table 5

*Demographic Description of the Interviewed Teachers.*

Teacher	Working School	Gender	Age	Job Title
A	A	Female	38	High School principle
B	B	Female	22	Character Building teacher
C	A	Male	26	High School Chemistry teacher
D	B	Male	31	High and Middle School Math teacher

International Review Board (IRB) and Center Agency for Public Mobilization and Statistics (CAPMAS) approvals were obtained before data collection (see Appendices A & B). For the participants' approvals, teachers' approvals were obtained verbally, students' approvals were obtained through consent or assent forms (see Appendices C & D). Parents of the students whose age was less than sixteen were asked for approvals as well (see Appendix E).

### 3.6 Research Instruments

This research incorporated two main qualitative instruments: semi-structured interviews and focus group discussions. The semi-structured interviews were conducted with four teachers who served as the students' supervisors during the program. These interviews were expected to highlight the effect of the program on students' perceptions toward their community, and highlight the social and moral attitudes that have been developed during the program activities. The average duration of each focus group was 30 minutes. Teachers answered the interview questions based on their own observations during the program (see Appendix F).

The second instrument that was used with participating students was the focus group discussions. Questions used with the focus groups were formulated to document the students' experience, exploring shared perceptions and to compare different opinions (Breen, 2006) (see Appendix G). The average duration of each focus group was 40 minutes. Five focus groups were conducted; each group contained from four to five students, with three focus groups for school A students and two focus groups for school B students. Each of the groups contained students of different ages, genders and grade level (from grade eight through grade 11).

The objective of this study was to measure the development level of social responsibility between community service program participants. Hence, questions in the interview and for the focus groups were designed to measure three main attributes of social responsibility: attitudes, competence, and efficacy (Conrad & Hedin, 1981). These three domains have been used as the main construct to measuring social responsibility in several studies (Hamilton & Fenzel, 1988; Scales et al., 2000). Hamilton & Fenzel (1988) defined these three domains in their study to be: participants' concern for others' welfare, their duty to help others, and their efficacy in doing that. Applying both the interviews and focus groups with samples from different schools was to ensure credibility and trustworthiness by triangulating the findings together (Casey & Murphy, 2009; Cope, 2014).

### **3.7 Data Collection and Analysis Procedures**

As mentioned in the previous section (research instruments), both interviews and focus groups were used to answer the research questions. The interviews and focus groups were held in English based on the desire of participants. Both interviews and focus group discussions were tape-recorded; then transcribed. After data transcription, a thematic analysis model by Braun and Clarke (2006) was adopted to analyze the data. Firstly, the data was read twice by the researcher

in order that he could become familiar with the data and move to the coding process. In this process, the researcher started to highlight the potential themes, patterns and powerful quotes in the data that are most relevant to the research objectives. Generating the codes led directly to themes formulation that are related to the research questions. The final step before discussion and drawing conclusions was refining the generated themes through forming mind-maps and tables including different themes to spot overlapping and irrelevant data (see Figure 4). Students involved in this study were given codes based on the total number of students in the focus group, the grade level and gender, for example (S3.GC.M) (see Figure 5).

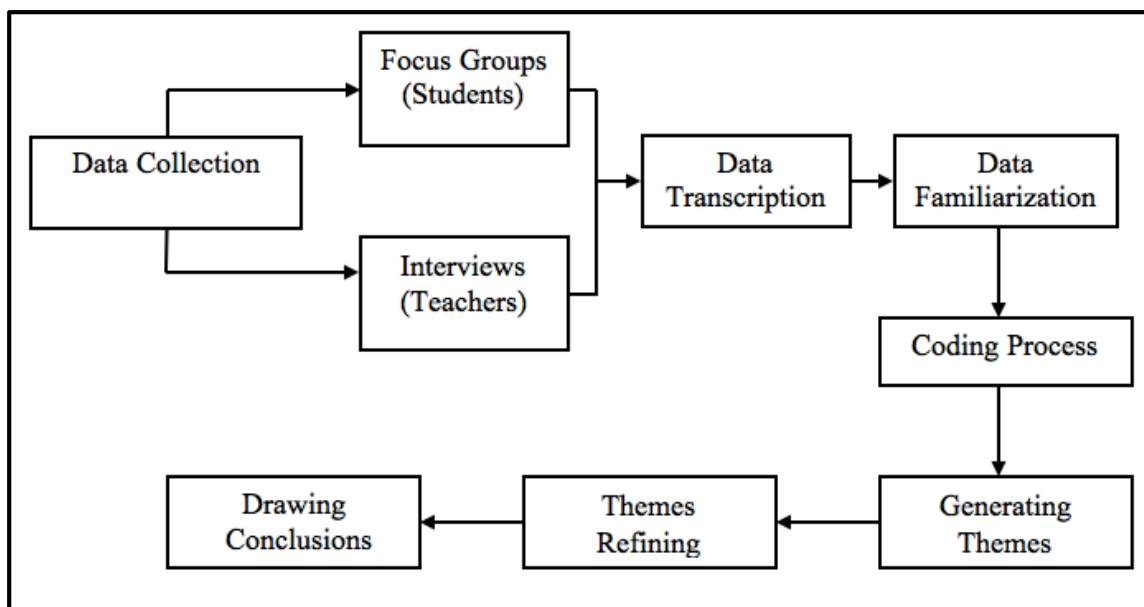


Figure 4. Data analysis procedures

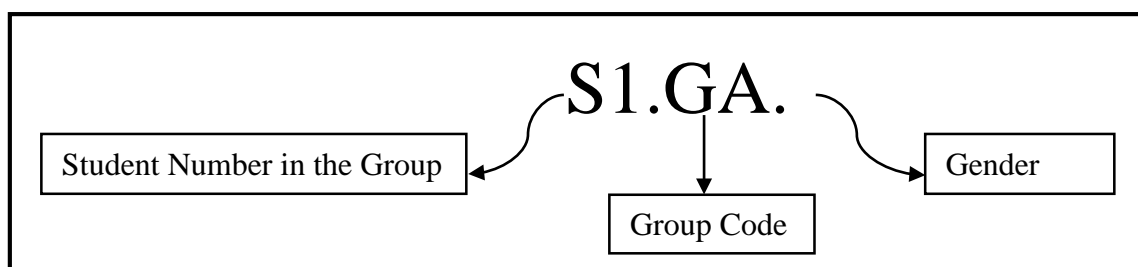


Figure 5. Coding system of the students (S1, S2), (GA, GB) and (F, M) etc.

The coding process generated nine main themes. Each group of themes were answering one of the research questions. The table below represents each research question and its themes:

Table 6

*Generated Themes Under Each Research Question*

Research Questions	Generated Themes
1. How did upper class private school students in Egypt perceive their role towards their community prior the program experience? and how this perception changed after the experience?	1. Reasons behind student's participation 2. Students' perceptions about community needs before the program 3. Students' perceptions about community needs after the program 4. Students' perceptions about their role towards the community
2. What are the main changes with regard to social and moral attitudes among the program participants, according to the perceptions of the students and teachers?	5. Students' social and moral changes 6. Students' skills development
3. In the light of students' experiences in the programs, to what extent do community service programs contribute to developing the sense of responsibility among private school students?	7. Students' satisfaction about their contribution towards the community 8. Program phases and effectiveness 9. Program improvement

Generating and refining the themes were the gate to present the research findings and discuss these findings from a constructivist and critical perspective. Trying through this discussion to explore the personal and societal effects of implementing community service programs in the private schools on both the students and the society.

#### 4. Findings and Analysis

In this chapter, the research findings are stated followed by a thorough discussion. Each research question was tackled through a set of questions answered by the participants in student focus group discussions and teachers' individual interviews (see Appendices F & G). It is important to note that during the focus groups, students were affected by each other, so when mentioning, 'the groups reported', that indicates that the whole group agreed on that opinion.

##### 4.1 Findings and Discussion of Research Question One

In this section, the answers tackling the first research question are viewed under four main themes (see Table 7). After each theme, a discussion to clarify significant points and views about the question are followed. The first research question investigates the way students see their role towards the community after their community service experience.

Table 7

##### *Summary of Themes Generated Under 1<sup>st</sup> Research Question*

Research Question	Themes Generated
How did upper class private school students in Egypt perceive their role towards their community prior the program experience? and how this perception changed after the experience?	<ol style="list-style-type: none"> <li>1. Reasons behind students' participation</li> <li>2. Students' perceptions about community needs (before the program)</li> <li>3. Students' perceptions about community needs (after the program)</li> <li>4. Students' perceptions about their role towards the community</li> </ol>



#### 4.1.1 Question One Findings

**Reasons behind students' participation.** Students mentioned different reasons behind their participation in the community service program. Some of these reasons were common in most of the groups while other reasons were mentioned by specific students in some groups. The desire to do good deeds was mentioned as a reason for participation by two students per each group A, B, C and D out of the total number (five groups). Twelve out of the twenty-four students stated that they participated in this campaign to have a good impact on others and give a helping to needy people. One student said: "I always hoped to be effective and to have an impact on others so this campaign was the perfect channel to pursue my passion" (S2.GB.F, 2017). The novelty of the community service program in the school context was one of the main participation reasons mentioned by the students. Six students from 2 different groups, B and C, emphasized that they participated in this campaign because it is different from their daily school activities. The last participation reason mentioned by some of the students was about self-development purposes. Only one student revealed that his goal in taking part in this campaign is the following: "to develop his character and work on his points of weakness" (S4.GA.F, 2017).

**Students' perceptions about community needs (before the program).** Generally speaking, all of the students agreed that people in these communities are suffering in their lives. However, they did not show any deep understanding about their needs and conditions. At least one or two students in each group did not know anything about these communities and it was their first time to engage with underprivileged communities. Fourteen students mentioned that these communities lack the basic needs as shelter, food and clean water. Only one student stated that: "people in these communities need job opportunities and awareness about their human rights" (S4.GD.M, 2017).

While the students were expressing their opinions, at least one student in each group mentioned that his perception about underprivileged communities is inspired by the media. One of the students expressed her fear of the underprivileged community residence by saying: “The media always presents an ugly image about disadvantaged populations in Egypt; they are either drug dealers or criminals” (S5.GB.F, 2017).

**Students' perceptions about community needs (after the program).** After the program, students felt that these communities live in much worse conditions than they thought. One student reacted towards their conditions and said: “I am astonished how can they live in these situations.” Consequently, students started to think critically about the root causes of the community needs and how they can help. Three students in groups B, D and E mentioned that these communities are lacking the basic needs and human rights. Five other students highlighted the importance of education for these people. Healthcare and sanitation were mentioned by three students when they saw the spread of health problems. Group B discussed the importance of raising awareness about rights, capacities and religious faiths.

**Students' perceptions about their role towards the community.** When students were asked about their role, their answers expressed the nature of their role and some of the actions they planned to do. All students think that helping these communities is their very duty. A student showed this orientation explicitly by saying: “after the program, I have a certain belief that I am responsible for helping others in underprivileged communities just like the responsibility of parents towards their children” (S3.GC.F, 2017). However, six students in different groups highlighted the importance of the government to lead development projects that would improve the well-being of disadvantaged people. Notably, four students referred to religious reasons behind their commitment towards the needy communities.

Regarding the actions students are planning, some are hoping to repeat the campaign several times throughout the year. Others are planning to carry out awareness campaigns in underprivileged areas. Three of the students decided to work in local NGOs as part time teachers as they are starting to believe strongly in the importance of education.

#### **4.1.2 Question One Discussion**

The investigation about the students' opinions about their duty towards the disadvantaged communities generated 5 themes that are discussed in this section. Firstly, the reasons behind students' participation in these programs uncovered some important motivational factors for the students. Students from both schools (the conservative and the non-conservative) mentioned that the religious motivation existed strongly in the campaign. Indeed, this relates the religious motivation to the students themselves regardless of their school's orientation. The other important reason for participation was seeking impact and to be effective. Obviously, the students who participated had the tendency to play a vital role in the community and they took the chance through this program. As stated in the theoretical framework section, this campaign is serving the self-development of the students. However, self-development was not mentioned as a reason of participation by the students except by one student only. This can be rooted to the lack of self-awareness and understanding about the importance of self-development between the school students.

Regarding the community needs, there was a massive change in the students' thoughts about the needs before and after the campaign. Kohlberg's (1971) model of moral reasoning (see Section 2.3) clearly identifies this change in student perception. The model identifies three levels for moral reasoning: pre-conventional, conventional and post-conventional. Before the campaign, most of the students thought that it is all about basic needs. In this stage, students

were in the conventional level in which they have the traditional view about the needs of poor people (basic needs). Notably, after the campaign, most of the students moved to the post-conventional level of moral reasoning. They showed a deeper view about the needs which will affect all their decisions that are illustrated later in this section. Students highlighted the issue of human rights and the importance of raising awareness about this topic. Moreover, students shifted to the critical perspective and shed light on inequality and justice issues in Egyptian society. Students felt that they were in a bubble and for the first time they faced the real world with its injustices. They expressed a deeper understanding not only of the needs but also for the solutions required. Education, sustainable development, health care and job opportunities are some of the solutions mentioned by participating students.

Media was mentioned by many students as the source of information and opinions about the underprivileged communities. They claimed that TV series and movies are representing the underprivileged communities in a negative way. Thus, most of the students had a psychological barrier when they dealt with the people of these communities.

Asking students about community needs was a way to unfold how they conceived of their societal missions. Most of the students consider that it is an obligation to help others and to assist these communities. From a democratic point of view, students' perception about their role changed from participating in charity work to help others, to mutual responsibility and sharing rights and obligations among community members (Barber, 1992). The actions planned by the students reflected the depth of their understanding of target communities' needs. Focusing on developmental tasks such as education and raising awareness indicate that we could have a generation of youth that focuses on solving root causes not cosmetic solutions that relieve one's pain with no real transformational change. This is why most of the participants in the campaign

were not completely satisfied by the activity carried out (distributing food supplies only) as illustrated in the 3<sup>rd</sup> research question.

It is clear from the focus groups' discussion that participating in the program led to a paradigm shift in the students' perception about underprivileged communities as well as their role towards these communities. Most of them now have a clearer view about the bigger community and a solid understanding about what students should do to help these communities.

#### **4.2 Findings and Discussion of Research Question Two**

The second research question, which is discussed in this section, is considered the densest with respect to the number of responses and the amount of information received from the research participants. In this question, students' moral and social changes are explored through a set of questions asked for both students and supervisor teachers. Findings from both the student focus groups and the teachers' interviews are discussed successively (see table 8).

Table 8

##### *Summary of Themes Generated Under 2<sup>st</sup> Research Question*

Research Question	Themes Generated
What are the main changes with regard to social and moral attitudes among the program participants, according to the perceptions of the students and teachers?	1.Students' social and moral changes 2.Students' personal development

#### 4.2.1 Question Two Findings

**Students' social and moral changes.** During the focus group discussions with students, they showed a high level of satisfaction about their social and moral changes. Socially, students who participated in buying, transferring and storing goods agreed that they enhanced their social skills in dealing with people of different socioeconomic backgrounds. However, the most significant social gain, according to the students' responses, was the new understanding that they have all constructed about underprivileged communities in Egypt. To clarify, all groups mentioned that breaking the barrier with other social levels, and understanding them better were the best social achievements of the campaign. A student expressed this when she said about disadvantaged people: "they are not bad, we are the bad people because we are marginalizing them" (S1.GB.F, 2017). Other student represented how he started to be more understanding by saying: "I learned to stop judging others as we don't know what is going on in their lives. We used to blame these communities for their ignorance and their uncivilized actions, however we didn't blame who didn't give them the chance to be educated and civilized" (S4.GE.M, 2017). Generally, all groups reported that they started to treat others equally as one of the students said: "after the campaign I felt that we are all the same and we are all human beings" (S1.GA.M, 2017)

Morally, all the five groups shared the same moral findings with a few differences. At least one students in each group mentioned that he/she is thankful and feeling gratitude for all the blessings he/she has. They were thankful for God, family and friends. One of them elaborated more on the reason behind this feeling: "when I saw the needy people and how much they are suffering I felt thankful for all what I have" (S2.GC.F, 2017). Secondly, students mentioned that the campaign raised their level of responsibility. Five students felt that they became more

responsible in choosing priorities of life and in dealing with their parents. Most of the students noted that they became more responsible for their community. A student made it clear by saying: “I understood that one of the reasons I am here as a human being in this life is to help others and be responsible for my community” (S5.GA.F, 2017).

Regarding the teachers’ interviews, most of the changes mentioned by the four teachers interviewed were moral changes and some personal changes that are viewed in a later section. However, teacher C focused on the issue of communication with others in underprivileged communities by saying: “With the served community, they broke the barrier of communication with the community members”. All the teachers agreed with what students said about the development of the sense of responsibility. Yet, teacher A related the development of social responsibility to certain tasks as the distribution process (are discussed in theme 8). In the same line of thought, teacher C described the students by saying: “they started to notice that they are not living alone in this world and there are other people who may need their help”. Regarding other aspects of responsibility, teacher B expressed her surprise about students’ high level of commitment and responsibility towards the campaign activities.

Teacher A was the only to mention some examples of students that show great changes in their characters. She said: “there was a student that had major issues in dealing with others because she is a nervous character, but during the campaign I can see some changes as she started to deal with others in a better way. Another student started to be much more willing to come to school because of the campaign”.

**Students' personal development.** Several comments had been reported about the development of personal skills of the participants. It was mentioned by both the students and the teachers that several skills were developed in the students throughout the campaign. Two

students (S2.GA.M & S4.GD.F) stated that they developed their organization and teamwork skills. Others in group C focused on their progress in problem solving skills as they faced several challenges during the campaign.

All four teachers expressed their surprise about the level of collaboration they saw in the campaign between the students of different grade levels. Teacher C elaborated on this point, saying: “They learned how to coordinate with peers in different grade levels in order to plan and complete the tasks”. Teacher C and D believed that the core team of the campaign greatly enhanced their planning and leadership skills; teacher D commented on this by saying: “students became more professional in leading the campaign and in applying different activities as planning, conducting meetings and managing logistics”.

#### **4.2.2 Question Two Discussion**

Bandura’s social learning theory (1977) pointed out that “in the social learning system, new patterns of behaviors can be acquired through direct experience” (p.3). This experience mentioned by Bandura was expressed in the different activities of the campaign. Students who went through this experience started to form new behaviors. Participants reported some gains in social skills that matched with what was reported by Newmann and Rutter (1983), who reported that students involved in community service programs have more ability to communicate with others. Students’ experiences with the underprivileged community was shocking and eye-opening for them. They started to compare their lives to others in the underprivileged communities. This comparison was a kind of reflection on the whole experience which consequently led them to the next stage of Kolb’s (1984) model: The concrete conceptualization. Kolb’s experiential learning model proposed four stages: Concrete experience, reflective observation, abstract conceptualization and active experimentation (see section 2.3). It can be



said that students after the campaign developed a set of attitudes that reflect real changes with regard to morals and social skills.

Students who engaged in community service experiences will be allowed to make moral judgements and to identify right from wrong (Brunelle, 2001; Furco, 1994). Firstly, students understood the concept of common humanity. One of the students expressed this understanding by saying: “we are all the same and we are all humans” (S1.GA.F, 2017). This understanding led them to seek equality and justice for these communities. Gratefulness was another important concept they got from the campaign. They were thankful for all the blessings they have in their life. Thus, this feeling will lead them to appreciate what they have and will shift the discussion to the final moral finding which is responsibility. Different forms of responsibility were mentioned by the students. These findings guide me to assume that the campaign can develop a general sense of responsibility in the students. Finally, after the experience, students built an understanding of their larger community and its classifications; one of them expressed this feeling by saying: “before the program, we thought that our class represents the majority of people, however, what we discovered that these people are the majority and we are the minority” (S3.GB.M, 2017). To sum up, this experience helped the students to construct their own beliefs and morals and promote their moral reasoning ability (Conrad & Hedin 1982; Wade, 1997).

Although the interviews and focus groups questions did not ask explicitly about the development of personal skills of the participants, many of the students and teachers mentioned an adequate level of development in students’ personal skills. Enhancement of communication and collaboration skills and team work recovered by many participants. It is clear that creating a new social context inside the school could foster communication and collaboration between students away from the traditional school context. Teachers highlighted that the core team

members acquired a high level of planning and leadership skills. However, it is important to mention that the number of core team members in each school did not exceed 10 students out of the total participants. These personal development outcomes matched the results of other studies which reported a great improvement in students' organization and leadership skills after participating in a community service activities (Conrad & Hedin, 1989; Newmann & Rutter, 1983).

Finally, it was noticeable that during the teachers' interviews they did not have many answers about the social and moral changes of the students. Most of the teachers' answers focused on the personal development based on their observations. To explore the reasons for this outcome, I noted what teacher D said: "I think there is a huge impact on the students, however, I can't tell a clear example as I do not have a deep ongoing relation with the students that I can judge through it". Obviously, the four supervisor teachers did not have that deep ongoing relation with the participants that would qualify them to explore students' moral and social changes.

#### **4.3 Findings and Discussion of Research Question Three**

The last research question discusses the effectiveness of community service programs on developing students' sense of social responsibility. To this end, students and teachers were asked about the most engaging and impactful activities in the program. Additionally, other questions aimed at eliciting suggestions to enhance the program, so as to have more impact on both participants and the served communities (see Table 9).

Table 9

*Summary of Themes Generated Under 3<sup>rd</sup> Research Question*

Research Question	Themes Generated
In the light of students' experiences in the programs, to what extent do community service programs contribute to developing the sense of responsibility among private school students?	1. Program phases and effectiveness 2. Students' satisfaction about their contribution towards the community 3. Program improvement

#### 4.3.1 Question Three Findings

**Program phases and effectiveness.** Students were asked about their opinions of the effectiveness of community service programs that target disadvantaged communities. There was a consensus among students that these programs are very effective and helpful for those communities. A student answered the question of whether community service is effective or not by saying: “Yes, it’s totally effective, without these programs, a wide population of poor Egyptians will not get their basic needs” (S2.GE.F, 2017). Although all students agreed on the importance of community service programs, most of them expressed their dissatisfaction about the nature of the program activities.

Teachers were asked about two different types of campaign activities: the most engaging activities and activities that contributed to the development of students’ moral and social attributes. The four interviewed teachers agreed that food packaging was the most engaging activity in the campaign. Yet, teacher B and C added that the marketing process was also engaging to the students; teacher B said: “Marketing process was engaging and motivating for

students as they were pleased to see their outputs as videos or posters that encouraged others to participate in the campaign". Teacher D mentioned that the distribution process did not attract many students due to the negative opinions most of the students and their parents have about the disadvantaged populations in Egypt. Although the process was not engaging for many students, all the teachers agreed that it is the most influential activity on students' moral and social character. Furthermore, teacher A and C indicated that students' ownership of the campaign activities contributed to the development of their social and personal skills. When teachers were asked about the effectiveness of the campaign as a whole towards social responsibility of students, they believed it was truly beneficial.

**Students' satisfaction about their contribution towards the underprivileged community.** When students asked about their satisfaction about the activities they carried out in the campaign, they were not satisfied by their contributions to the community. They felt that distributing goods is not enough. One student said: "we didn't help these people when we gave them a bag full of food. They are still deprived from basic human needs and rights" (S5.GB.F, 2017). Another student in the same group expressed her dissatisfaction, saying: "to be satisfied, I want to go and live in these areas for a period of time, so I can understand their needs and their lives" (S2.GB.F, 2017). On the other hand, three students expressed their satisfaction about what they did. One of them disclosed: "I made people happy and I show them that their community is still caring about them. I think they felt very nice" (S1.GE.M, 2017).

**Program improvement.** Students introduced some suggestions for program improvement. Firstly, ten of the students believe that the campaign should be widened to support more underprivileged areas. Secondly, including more students in the campaign activities especially in the distribution process was mentioned by five students as one of the suggestions.

Thirdly, three students asked for school support during the campaign; one of the students expressed this need by saying: “community service must be supported by the school itself. We need to have time slots and places to work on the project. This will make it more effective and will make our job much easier” (S2.GC.F, 2017). Finally, one of the students claimed that to increase the impact of the campaign on participating students they need to dedicate more time for reflection; she said: “we need to reflect more on each activity in the campaign and to think about our role and its importance” (S2.GD.F, 2017). The very last point mentioned by the student was also mentioned by teacher C; however, teachers mentioned some other points for further improvement.

Teachers A and B assume that including more students in the campaign teams makes the impact wider. Furthermore, teachers B and D suggested to shift all the campaign activities to be led by the students. From their perspective, this increases the sense of ownership by students. Teacher C mentioned that the school must include the community service as a part of the schooling system. According to his point of view, this step shifts the idea of community service programs to be more professional and effective. Teacher A focused more on the importance of field visits. He claimed that increasing the number of field visits to the underprivileged areas deepens the impact on the participating students.

#### **4.3.2 Question Three Discussion**

In this question, program activities were discussed through focusing on the and engagement of each. Then, students and teachers mentioned their proposed suggestions to improve the program experience for both the students and the served community.

Although the packaging process was the most engaging to the students, however, the distribution process was the most impactful regarding students’ attitudes, based on the responses

of both students and teachers. In fact, the findings aligned with theories of social development of Bandura (1986) and Kolb (1984) regarding the importance of having an experience to change a social attitude. It was not surprising when one of the teachers mentioned that the distribution experience did not attract many students, as it was mentioned in the first research question, most of the students expressed negative thoughts about the underprivileged areas in Egypt. The students who participated in the distribution process reported massive changes in their thoughts about these communities. Concerning social responsibility, most of the participants in the campaign gained an adequate level of social responsibility; however, students who participated in the distribution process had the highest gains in moral terms. These results about the positive relationship between community service programs in schools and enhanced sense of social responsibility was reported previously by other scholars in different contexts (Brunelle, 2001; Conrad & Hedin, 1981; Scales, et al., 2000; Wade, 1997).

Although all students agreed on the importance of community service programs, they expressed their dissatisfaction about the food supplies distribution activity. This dissatisfaction showed their deep understanding, awareness and responsibility for the disadvantaged communities. As a result, this understanding raised their expectation about the contribution they can make to needy people. These results agreed with what mentioned by Wade (1997) about the importance of using community service programs as a mean to understanding the community needs and act actively to satisfy these needs.

Finally, students and teachers' suggestions demonstrates many dimensions about community service program in private schools. Students and supervising teachers' requests for more support from the school showed that the school teachers and administration team did not have the motivation required to support such campaigns. This lack of support made it harder for

participating students to perform the required campaign activities. As reported, participants suffered in finding places and free slots to conduct their meetings. In addition to this, school teachers did not cooperate enough in spreading the idea all over the school. For the supervising teachers, they did not find enough time to engage with the students as they had their pre-existing workload in addition to the campaign duties. Another suggestion proposed by one of the teachers was increasing the number of field trips. Based on the deep impact of the distribution process, we can claim that this suggestion is essential for maximizing the impact of the community service programs.

To conclude, community service programs in schools have been seen to have a positive impact on developing moral and social attributes in students and especially the sense of social responsibility towards the community. More specifically, the distribution process is the most significant in enhancing students' commitment towards the underprivileged communities. Students and teachers' suggestions confirmed the importance of school support for the idea of community service programs. Some of those suggestions are included in the Recommendations section, below.

#### **4.4 Study Limitations**

In this qualitative study, students and teachers were the main sources of data to explore the research questions. However, the small size of sampled students and teachers is certainly a limitation. Furthermore, the study was intended to explore the students' moral and social changes and to unfold their perception about underprivileged communities; therefore, participants were asked after finishing the program about their perceptions before and after the program. However, it would be better to conduct pre-program interviews and focus group discussions with participants to capture their genuine pre-program status.

Using focus groups as a tool to explore opinions, perceptions and feelings for a group of participants, was efficient and effective (Rabiee, 2004). However, during the discussions students were affected by each other's opinions; they were trying to get an answer that is different than others' opinions. Finally, as mentioned in the next chapter, supervising teachers did not have the adequate level of bonding with students to allow them to decide the extent of changes that happened to students after the program experience, morally and socially.



### 5. Conclusions and Recommendations

Community service programs have been proposed as a solution for the dramatic decline of social responsibility in modern communities. Previous scholars addressed the evolvement of community service programs (Furco, 1994; McPherson & Nebgen, 1991) and classified them according to the level of integration within formal curriculum (Conrad & Hedin, 1989). Special events and extra-curricular activities are implemented under the umbrella of community service programs; similarly, taught curriculum and school lessons tackling community service topics represent another form of these kinds of programs. Questions about the impact of community service programming were coupled with its gradual expansion. Mapping literature that evaluated community service programs, they either address the magnitude of impact at the individual level or at the community level. At an individual level, according to some scholars, students participating in community service programs experience positive changes in social, academic and personal domains (Brunelle, 2001; Scales et al., 2000; Newmann & Rutter, 1983). At the community level, Tobler (1986) claims a long-term impact of these kinds of programs on the community at large. Among the arguments that are in favor of community service programming is that such programs enhance the sense of social responsibility among participating students (Raskoff & Sundeen, 1999; Wade 1997).

Jenson (1998) claims that social responsibility is highly affected by the global ideologies such as capitalism and liberalism. To take Egypt as a case study, the decline of social responsibility and as a result social cohesion is clear between the upper socioeconomic class and the lower ones. This research was done to probe the effect of community service programs implemented in private schools in contemporary Egypt, that represent relatively higher socioeconomic classes, on the development of social responsibility among students at these

schools. Examining the extent of change in the sense of social responsibility among students participating in this research, the study was grounded with three main theories: moral reasoning, experiential learning and the critical theory (Kohlberg, 1984; Kolb, 1984; Kubow & Fossum, 2003). Kolb introduced his model of experiential learning that describes the process of acquiring new social attitudes through direct experience; morally, the model of moral reasoning, which is a guiding framework in this study, classified the moral reasoning into three stages: pre-conventional, conventional, post-conventional; and the critical perspective represents the overarching theme on which the analysis of this study rests.

Following a qualitative approach, the study aimed at questioning the positive correlation between social responsibility and community service programs. Focus group discussions took place with twenty-five students from two different schools to explore the relation between participation in community service programs and the development of a sense of social responsibility. Also, semi-structured individual interviews were conducted with the four teachers who served as supervisors of different community service programs, in the school to uncover their perceptions about the impact of the programs on students. Yielded data were tabulated, coded and analyzed to inform the study research questions.

The main results indicated several conclusions regarding the nature of the relation between private school students and underprivileged communities. Moreover, the findings revealed several recommendations for future research on one hand, and for private school officials and administrators on the other hand. These conclusions and recommendations are summarized in the following points.

**Social Responsibility**

- Findings reveal the positive impact for participation in community service programs on the development of social responsibility. Students participating in the community service have experienced a notable change with regards to how do they perceive the surrounding underprivileged communities. After the program experience, participants are keen to search for solutions and strategies that would lift out poverty and improve the standard of living of their community.

**Social and Moral Impact**

- In terms of the social impact that community service programs have on students, it was clear in this research that students managed to overcome the barrier of communication with unprivileged communities. In addition, they gained the communication skill with others in different contexts outside the school.
- Students started to be aware of equality and justice issues in underprivileged communities. Thus, they realized the concepts of common humanity and fairness.
- Students became more thankful for all they have in their life; their sense of gratitude became more highly developed. It can be said that they become more responsible in their life especially with their families regarding their demands and requirements.

**Key Considerations for Future Programs**

- Several findings emphasized the deep impact of students' engagement with the underprivileged communities on their attitude and skills. It was reported that the distribution process, which is the only activity that includes direct engagement with the underprivileged communities, has the highest impact on the students' moral and social development especially in the area of social responsibility development. Thus, it is highly

recommended to increase the level of engagement of the students with the served communities through field visits. Continuous reflection on program activities is essential for students to conceptualize the moral and social concepts they experienced during the program (Kolb, 1984). Pre- and post-program reflections can be done in the form of focus groups led by the supervising teacher or individual blogs done by the students.

- The program impact on the core team of the campaign was seen as much deeper than the impact on other participants in the campaign, as mentioned by the supervising teachers. This impact was clear in the level of responsibility shown by the students and the development of some personal skills, namely, planning and leadership. Therefore, it is recommended that community service programs that include more students in the core activities be designed and implemented. This will not be achieved without shifting the orientation of the community service programs to be more student centered.
- Interviews with teachers shed light on the nature and importance of relations between teachers and participating students. Due to high teaching loads in addition to campaign duties, teachers did not have enough time to assist students in their moral and social development through more reflection and monitoring. Teachers should build strong individual relationships with students to promote deep and long-lasting effect on students.

### **Recommendations for Future Research**

- Future research could include further work on the effects of community service programs on the academic achievement of the participants.
- Most of the students showed negative feelings towards their academic life in their schools. Future research could explore the effect of community service program applied in schools on students' perception and feelings towards their academic life in schools.

- This kind of research should be extended to the university and post graduate level. In this way, a cycle of community service attitudes throughout the academic years from school to university could be formulated.
- More research is needed to focus on the school teachers as well as the students. A thorough analysis should be done of teachers' perception of community service programs and their effectiveness in students' lives.
- This research did not explore whether the moral and social effects of the campaigns lasted for a longer period of time. Longitudinal studies could examine whether students' moral and social changes are permanent or temporary.
- Future research could include the perceptions of the programs target communities. To test effectiveness of the assistance served to the underprivileged communities, community members could be included in the investigation under different scope in the research.

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**Appendix A: IRB Approval**

CASE #2016-2017-150

 **THE AMERICAN UNIVERSITY IN CAIRO**  
INSTITUTIONAL REVIEW BOARD

To: Moaz El-Tantawy  
Cc: Dena Riad & Salma Serry  
From: Atta Gebril, Chair of the IRB  
Date: June 24 , 2017  
Re: Approval of study

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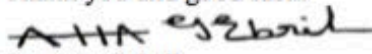
This is to inform you that I reviewed your research proposal entitled "Exploring the Impact of Community Service Experiences on Social Responsibility of Adolescents in Private Schools" and determined that it required consultation with the IRB under the "expedited" heading. The proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.


This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

  
Dr. Atta Gebril  
IRB chair, The American University in Cairo  
2046 HUSS Building  
T: 02-26151919  
Email: [agebril@aucegypt.edu](mailto:agebril@aucegypt.edu)

## Appendix B: CAPMAS Approval

جمهورية مصر العربية



الجهز المركزي للتعينة العامة والإحصاء

**قرار رئيس الجهاز المركزي للتعينة العامة والإحصاء**  
بالتفويض  
رقم ( ١٠٧ ) لسنة ٢٠١٧

في شأن قيام الباحث / معاذ أسامة عبد الحميد الطنطاوي - المسجل لدرجة الماجستير  
قسم التعليم الدولي والمقارن / كلية الدراسات العليا في التربية والتعليم / الجامعة الأمريكية بالقاهرة  
بإجراء دراسة ميدانية بعنوان: (استكشاف أثر تجارب خدمة المجتمع على المسئولية الاجتماعية  
للمراهقين في المدارس الخاصة).

**رئيس الجهاز**

- بعد الإطلاع على القرار الجمهوري رقم (٢٩١٥) لسنة ١٩٦٤ بشأن إنشاء الجهاز المركزي للتعينة العامة والإحصاء.
- وعلى قرار رئيس الجهاز رقم ( ٢٣١ ) لسنة ١٩٦٨ في شأن إجراء الإحصاء والتعدادات والاستفتاءات والإستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنة ٢٠٠٧ بشأن التفويض في بعض الاختصاصات.
- وعلى كتاب / الجامعة الأمريكية بالقاهرة - السواد للجهاز في ٢٠١٧/٧/١١ .

**قـــــــــــــــــرر**

مادة ١: يقوم الباحث / معاذ أسامة عبد الحميد الطنطاوي - المسجل لدرجة الماجستير  
قسم التعليم الدولي والمقارن / كلية الدراسات العليا في التربية والتعليم  
الجامعة الأمريكية بالقاهرة - بإجراء الدراسة الميدانية المشار إليها عابرة.  
مادة ٢: تجرى الدراسة على عينة عشوائية حجمها ( ٥٠ ) خمسون مفردة موزعة كالتالي:  
١٠ مفردة من المعلمين  
٤٠ مفردة من طلاب المرحلة الإعدادية والثانوية.  
وذلك بمدرستى ( ) بمحافظة القاهرة.

مادة ٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستمارة المعدة لذلك وعدد صفحاتها  
صفحة واحدة (باللغة الإنجليزية) والمعتمدة بخاتم الجهاز المركزي للتعينة العامة والإحصاء .

مادة ٤: تقوم مديرية التربية والتعليم بمحافظة القاهرة - وتحت إشراف إدارة الأمن بها  
بتيسير اجراء هذا الدراسة الميدانية - وعلى ان تقوم المديرية بتحديد الإدارات  
التعليمية المستهدفة - مع مراعاة الضوابط الخاصة بتقييم درجة سرية البيانات  
والمعلومات المتداوله مسبقا بمعرفة كل جهة طبقا لما جاء بخطة الأمن بها.

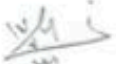
مادة ٥: يراعى موافقة مفردات العينة واولياء أمور الطلاب - وسرية البيانات الفردية طبقا لقانون  
الجهاز رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات  
التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.


مادة ٦: يجري العمل الميداني خلال أربعة أشهر من تاريخ صدور هذا القرار .

مادة ٧: يوافي الجهاز المركزي للتعينة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة

مادة ٨: يتلذ هذا القرار من تاريخ صدوره.

صدر في: ٢٠١٧/٧/١٧

  
محمد مدوح محمد  
مدير عام الإدارة العامة للأمن





الجهز المركزي للتعينة العامة والإحصاء

القيسد :..... 3.5.....  
الموضوع :.....  
التاريخ : ٢٠١٧ / ٧ / ١١  
المرفقات :.....

**المسيد الأستاذ الدكتور / مستشار الجامعة الامريكية بالقاهرة**  
**تحية طيبة وبعد ،،،**

بالإشارة لكتاب سيادتكم والوارد للجهز فسي ١١ / ٧ / ٢٠١٧ بشأن طلب الموافقة على قيام الباحث / معاذ أسامة عبد الحميد الطنطاوى - المسجل لدرجة الماجستير قسم التعليم الدولي والمقارن / كلية الدراسات العليا فى التربية والتعليم / الجامعة الامريكية بالقاهرة - بإجراء دراسة ميدانية بعنوان: (استكشاف أثر تجارب خدمة المجتمع على المسئولية الاجتماعية للمراهقين فى المدارس الخاصة) .

وذلك وفقا للإطار المعد لهذا الغرض .


يرجى التكرم بالإحاطة بأن الجهز المركزي للتعينة العامة والإحصاء يوافق على قيام الباحث / معاذ أسامة عبد الحميد الطنطاوى - بإجراء الدراسة الميدانية المشار إليها بعالية وفقا للقرار رقم (١٠٧) لسنة ٢٠١٧ اللازم فى هذا الشأن وعلى أن يوافق الجهز بنسخة من النتائج النهائية كاملة فور الانتهاء من إعدادها طبقا للمادة رقم (٧) من القرار.

وتفضلوا بقبول فائق الاحترام ،،،



محمد ممتوح محمد  
مدير عام الإدارة العام للأمن

### Appendix C: Consent Form


**THE AMERICAN UNIVERSITY IN CAIRO**  
**INSTITUTIONAL REVIEW BOARD**

**Documentation of Informed Consent for Participation in Research Study**

**Project Title:** [Exploring the Impact of Community Service Experiences on Social Responsibility of Adolescents in Private Schools]

**Principal Investigator:** [Moaz El-Tantawy-[moaztantawy@aucegypt.edu](mailto:moaztantawy@aucegypt.edu) - 01221585582]

\*You are being asked to participate in a research study. The purpose of the research is to understand the **impact of community service programs on developing the sense of social responsibility between the students**

\* Findings may be published and presented. The expected duration of your participation is 40-45 minutes.

\*The procedures of participation in this study will include: responding to a series of closed-ended and open ended questions about the impact of community service programs. The interview will be recorded for the sake of documentation.

\*There will not be certain risks or discomforts associated with this research.

\*There will not be direct benefits to you from this research. However, your contribution would help in understanding the role of community service programs done by schools to develop the social responsibility of students.

\*The information you provide for purposes of this research is confidential

\*Questions about the research, my rights, or research-related matters should be directed to (Moaz El-Tantawy) at (01221585582).

\*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

### Appendix D: Assent Form



THE AMERICAN UNIVERSITY IN CAIRO  
INSTITUTIONAL REVIEW BOARD

#### Documentation of Informed Assent for Participation in Research Study

**Project Title:** Exploring the Impact of Community Service Experiences on Social Responsibility of Adolescents in Private Schools

**Principal Investigator:** Moaz El-Tantawy

Mobile: 01221585582

Email: [moaztantawy@aucegypt.edu](mailto:moaztantawy@aucegypt.edu)

We are doing research to study the **impact of community service programs on developing the sense of social responsibility between the students**. A research study is a way to learn more about people. You were selected for this study because of your participation in community service program done by the school.

If you decide that you want to be part of this study, there are some things about this study you should know:

- \* The expected time of your participation is 40-45 minutes
- \* You will be asked to do an interview or a focus group
- \* The interview/focus group will be recorded to document your responses

You will **NOT** receive a prize or an award or any money for being in this study

Nothing bad will happen to you from participating in this study.

When we are finished with this study, we will write a report about what was learned. This report will **NOT** include your name or that you were in the study. This report may be published in international conferences.

You do not have to be in this study if you do not want to be. It is totally accepted to stop the interview/focus group after its beginning if you feel any inconvenience.

If you decide you want to be in this study, please sign your name.

I, \_\_\_\_\_, want to be in this research study.

\_\_\_\_\_  
(Sign your name here)

\_\_\_\_\_  
(Date)

### Appendix E: Parental Permission Form



#### **Parental Permission Form Prior to Participation in the Research Study**

**Project Title:** [Exploring the Impact of Community Service Experiences on Social Responsibility of Adolescents in Private Schools]

**Principal Investigator:** Moaz El-Tantawy-[moaztantawy@aucegypt.edu](mailto:moaztantawy@aucegypt.edu) - 01221585582

\* I would like your son/daughter to participate in a research study. The purpose of the research is understand the impact of **impact of community service programs on developing the sense of social responsibility between the students.**

\*Your son/daughter will be asked to respond to a series of closed-ended and open ended questions about the impact of community service programs. This will recorded for the sake of documentation after your permission.

\* The findings may be published and presented. The expected duration of your son/daughter's participation is 30-35 minutes.

\*There will not be certain risks or discomforts associated with this research.

\*There will not be direct benefits to you from this research.

\*The information your son/daughter will provide is confidential.

\*Questions about the research, my rights, or research-related matters should be directed to (Moaz El-Tantawy) at (01221585582).

\*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Your son/daughter may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

\* You son/daughter will be asked for an assent too.

Your son/daughter's Name:

... I permit my son/daughter to participate in this study

... I do not permit my son/daughter to participate in this study

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Appendix F: Interview Questions with Teachers**

1. Is this your first time to participate in this kind of campaigns?
2. What was your role in the campaign?
3. Why did you participate in the campaign?
4. What did you notice about the change in the moral and social attitudes of the students during the campaign?
5. In case that you have worked with students that participated in this program before, how do you evaluate the impact of the program on their social and moral attitudes after the campaign?
6. Describe the level of engagement in terms of specific tasks and their correlating motivation of the students participating in the campaign?
7. What components of the campaign that contributed the most to the development of the students?
8. From your own point of view, do you see that community service programs enhance the sense of social responsibility between the students? Please elaborate on that experience?
9. What are the expected outcomes of the programs of this kind?
10. What factors that can be improved in the program to enhance the experience?

**Appendix G: Focus Group Questions with Students**

1. Why did you participate in this campaign?
2. Can you please explain your role in the program?
3. Before this program, what did you know about underprivileged communities in Cairo?
4. Have you been in close contact with these areas before? If yes, what did you think about your role towards them?
5. Have you participated in a similar program before, if yes, can you elaborate on that experience? If no, what was your expectations about the conditions of these communities?
6. For those who have some expectations about the underprivileged communities, did they found what they had expected or not?
7. What was your perception about the needs of these communities?
8. After the program experience, what are the changes in your perception about the needs of people who live in those areas? Give examples that demonstrate that change (if any).
9. After the program experience, what are the changes that you feel in your social and moral attitudes? Give examples that demonstrate that change (if any).
10. How do you see your contribution in this campaign towards the people of underprivileged communities? And to what extent are you satisfied with this contribution?
11. How do you see your role with respect to underprivileged communities generally?
12. Do you think these types of programs will help others in less advantaged social and financial status to develop their life?

13. Based on this experience, who is responsible for improving the life of the less advantaged communities?
14. What have you learnt throughout this experience? If applicable give examples or mention stories?
15. Are you going to participate in other campaigns based on the same concept? Why or why not?