CHAPTER 2

REVIEW OF LITERATURE

2.1. INTRODUCTION

The literature review is done keeping in mind the keywords related to the topic directly or indirectly. It explores not only the similar investigations (studies) conducted within the area of study in the recent past but also ensures that our present study is original, avoiding repetitions throws new insights into the current research area. The valuable data and ideas that have been gathered from the related studies helped as a guideline for the present study. It connects and links the previous works with the current study in order to arrive at its contemporary relevance, significance and purpose.

The review of literature is a highly helpful tool that enables us to find the research gap that exists in this particular field of research. It enhances the researcher's endeavour to select a potential area for research in which positive findings are likely to be arrived. It will eventually be a determining factor for the future researches. It provides an authentic update into the understanding of the concept related to the present study by stating its objectives clearly and concisely and at the same time giving extensive insight into the statistical methods through which validity of the results could be established.

The studies collected and reviewed are presented under various subheadings.

2.2. STUDIES ON COMMUNITY SERVICE

Huml et al. (2018) has studied on "Building an Athlete Community Service Motivation Model: Investigating the Relationship Between Athletic Identity, Student

Involvement, and Community Service" found that approximately 90% of college athletes participate in community service and nearly 60% of college coaches require community service as a team activity. The purpose of this study was to measure college athlete motivation as it pertains to community service participation, as well as how athletic identity may impact a college athlete's motivation to participate in community service. Participants included college athletes (n = 546) from NCAA Division I, II, and III institutions. To increase the generalizability of the results, the researchers targeted collegiate athletes at all three NCAA divisions. A stratified random sampling technique was used. Data was collected from participants on three separate constructs: (1) athletic identity, (2) community service motivation, and (3) community service benefits. In addition, data was collected on demographics (e.g., the participant's year in school), frequencies related to community service (e.g., the amount of community service they performed during the most recent semester), and antecedents/consequences related to community service (e.g., whether they performed community service as a form of punishment. The result was found that there was a significant positive relationship between an athlete's year in college and the number of his/her community service hours, and a significant negative relationship between an athlete's year in college and community service motivation. Additionally, there were no significant differences between community service hours and NCAA division. Lastly, a significant, negative relationship between services as punishment while community service hours were reported

Vézina and Poulin (2017) conducted a study on "Investigating civic participation developmental trajectories among Canadian youths transitioning into adulthood." The study aimed to identify youths Civic Participation (CP) developmental trajectories from age 18 to 22 and examine their predictors in late adolescence. The four following CP trajectories were identified among 327 Canadian youths (61% Female; 90% Caucasian; 100% French-speaking) through semiparametric modeling: Low with slight decline (56.9%), Moderate sustained (25.1%), high with steep decline (12.5%), and high sustained (5.5%). Youths displaying higher academic performance, civic attitudes, altruistic orientation, and prosocial/community-oriented and academic/vocational activity involvement were more likely to be assigned to higher at baseline and/or

sustained CP trajectories. Data were drawn from a longitudinal study initiated in 2001 with 390 students (58% female) recruited in eight French-speaking schools in a large school board located in Quebec (Canada) and enrolled in Grade 6 (12.38 years old) at the time. Participants were mainly Caucasian (90%), French speaking (100%) and most came from intact families (68%). The current study encompassed two phases: (a) late adolescence (Grades 10 and 11; ages 16 and 17) and (b) early adulthood (ages 18 to 22). Retention rates fluctuated from 72% to 83% over time as some participants were in and out of the longitudinal study. Predictor variables were measured at ages 16 and 17 by means of self-reported questionnaires filled in the classroom under the supervision of research assistants except organized activity involvement which was assessed through structured telephone interviews conducted by trained research assistants. CP assessment was carried annually from ages 18 to 22 through self-reported questionnaires. Responses were coded on a 5-point Likert scale. The sum of these items was computed to create a global indicator of CP at each wave of data collection. Cronbach alphas fluctuated from .82 to .85 over time and higher scores accounted for greater CP. Descriptive statistics were calculated using Pearson's product-moment correlations for CP at different ages and for the associations between predictor variables at ages 16–17. CP developmental trajectories were estimated performing a group-based semi-parametric method. The study measured the following features of participants' academic performance, psychological adjustment, social competence, civic attitude, altruistic orientation, parent–child and communication, intensity of involvement in sports, prosocial/ community-oriented, and academic/vocational organized activities was also measured. The youths granted with positive contextual and individual attributes in late adolescence would be more likely to display higher and/or sustained CP trajectories when transitioning into adulthood. Four distinctive CP trajectories were identified through semi-parametric group-based modeling analyses: low with slight decline participation (56.9%), moderate sustained participation (25.1%), high with steep decline participation (12.5%), and high sustained participation (5.5%). It was found that not all youth display the same baseline levels of CP at age 18 nor exhibit identical patterns of participation with increasing age.

Grubisich (2017) has conducted a study on the "Relationship Between Participation in Community Service and Students Academic Success". The purpose of this study was to explore the relationship between participation in community service and students' academic success at a mid-sized Midwestern institution located in a rural community with a population about 21,900 residents. Potential participants for this study were full and part time undergraduate student who identify as a sophomore, junior, or senior in a mid-sized Midwestern four-year state institution. The sample was drawn from the students who choose to participate in the survey sent out through the civic engagement and volunteerism listserv. This study was conducted as a quantitative study by distributing a survey electronically to 3,000 undergraduate students during the fall semester of 2016. A total of 156 students completed the survey, with 116 of those responses being used for the data. The data was analyzed using Statistical Package for the Social Sciences (SPSSTM). A correlational quantitative study was conducted to understand if there was a relationship between participation in community service and students' academic success. The results from the t-test showed that there was no statistical significance in the participation in community service and students' academic success. Results from the Chi Square test showed that there was no statistical significance in the type of service students chose and their major, the gender participation, and the race participation.

A study was done to investigate the participation of student-athletes, with support from their athletic department, in community service by (Huml, Svensson and Hancock, 2017). The purpose of this study was twofold: (1) examine how intercollegiate athletic departments integrate community service into the educational experience of student-athletes, and (2) investigate variables associated with frequency of student-athlete community service. The target population for this study consisted of intercollegiate athletic administrators across all National Collegiate Athletic Association (NCAA) divisions (Division I, II, and III). This population includes all universities and athletic conferences across the NCAA spectrum. A total of 943 participants were identified within the target population. Data were collected from NCAA athletic administrators working frequently with student-athletes on education-related activities, yielding 200 participants. The researchers used Qualtrics to disburse

the instrument and collect results. Survey participants were equally distributed between NCAA Division I (n = 67), Division II (n = 68), and Division III (n = 65). Data were analyzed using the SPSS 21.0 software. Statistical analyses of the data were computed using Chi-Square Analysis to assess the research questions. This study examined how college athletic departments integrate community service into the student-athlete educational experience and the variables associated with the frequency of student-athlete community service. This study found no significant differences of community service participation related to the student-athletes NCAA division and no significant differences related to frequency of student-athlete community service and athletic department mission statements.

O'Keefe (2015) in his study "Children and Community Service: Character Education in Action" did a survey on community service activities in elementary Catholic schools. The sample included 307 schools. Fifty principals in this survey reported having a formal community service programme. All of them were contacted telephonically. 25 of them were interviewed. Community service happens in and outside the school. One third of the schools also encourage international awareness through clothing and money collection, letter writing and twinning. Most of the principals from the schools reported that community service is a co-curricular activity which is linked to environmental studies and social studies curriculum.

Nair and Devi (2015), in their study on "Synergizing Youth Programme: An Interface of National Social Service (NSS) and Nehru Yuva Kendra Sangathan (NYKS) and its Impact in Community Development" attempted to understand the impact of the synergized activities of NSS and NYKS at village level. The methodology used to conduct the study was case study method. The study was conducted at Doopakunta village at Warangal district (Andhra Pradesh). It is of qualitative in nature. The study confirms that the synergy is possible between the NSS volunteers and Youth Club members provided there is a regular interaction among volunteers and monitoring by senior level functionaries of both organizations. This will help in the development of leadership skills, and willingness to collaborate.

Koh et al. (2014) studied the "Role of Community Service as a Curriculum Delivery Tool in the Outcome-Based Curriculum of the Internal Medical University Malaysia." In this research a total number of 225 students participated in community service, of which 219 were medical students while the rest were nursing students. A self-administered 6-point likert scale questionnaire was used to collect data from participants who had participated in 20 community service events held in a rural village between the years 2007-2012. The statistical analysis was done using t-test, Chi-square and regression analysis. It was found that six out of the eight curriculum outcomes were achieved through the participation in the community service programme namely application of basic sciences in the activity, clinical skills, communication skills, enhancement of professionalism, ethics, and personal development and disease prevention and health promotion. The two domains which were not experienced by the students were the promotion of self-directed learning with skills in information and resource management; and the development of critical thinking, problem solving and research skills.

Jones et al. (2014) made a study on "Promoting Sustainable Community Service in the 4th year of Medical School: A Longitudinal Service-Learning Elective". In 2010, the University Of Chicago Pritzker School Of Medicine developed a 1 year longitudinal service learning elective called SERVE (Service, Education, Reflection, and Volunteerism Elective). These were service oriented activities carried out for the community development in a structured educational environment. During the 2011-2012 school years, one third of the class (33/99), 25 students (16 women and nine men) completed the course, and 20 completed the evaluation. It used both qualitative and quantitative methods. For the quantitative study a standard evaluation form which consisted of a 5-point Likert scale was used and for the qualitative study students submitted comments to open-ended prompts addressing their future plans. SERVE students reported that the course increased their involvement in the community and supported their growth into a teaching role. 70% students agreed to commit themselves to continue to volunteer in future which was a very good response as compared to the previous batch of students.

Leigh and Clevenger (2013) in their study on "Validation and Reliability Studies of Community Service Activities Scale in Turkey – A Social Evaluation", examined the extended effect of the reliability and validity of community service activity with the help of a scale developed by the authors. The participants of the study were 313 randomly chosen students from 6 different departments from the faculty of education, Kafka's University. The data was analyzed through exploratory and confirmatory factor analysis to enhance the construct validity. Internal consistency co-efficiency was evaluated for the reliability of the instrument. The 33 item instrument with "thinking process and skills", "awareness" and "benefit" sub-scales were developed. The result of the study showed that the structure of the three factors is valid and reliable and thus students in the faculty of education were able to perceive the social service applications. The results obtained in the main practices of the scale can provide necessary feedbacks on the subject in which the students perceive themselves in relation to social service applications.

Hutchins and Akos (2013) conducted a study on "Rural High School Youth's Access to and use of School-to-work Programs". The objective of this article is to examine whether rurality relates to the availability of school-to-work programs, and rural youth's program use and rural-non-rural differences on access to and use of school- and work-based career preparation programs. The authors have used a nationally representative data set and investigated whether the rural schools can implement school-to-work programmes and rural youth programmes. The random samples of more than 15,000 tenth graders across 750 randomly selected schools were used in this study. Students were invited to complete a survey about their schooling experiences and future plans. In addition, school administrators at each of the randomly selected schools were asked to complete a survey about their schools and about the availability of career preparation programmes. The results indicated a few differences in the availability of school-to-work programmes by rurality. The rural school may face barriers in effectively implementing school-to-work programmes because of limited resources and lack of availability of community members in technical and managerial positions to serve as school-to-work liaisons.

Camara (2012) carried out a study on "The Effects of Community Service on the Academic Performance of Students at a Massachusetts Middle School". In his study a student sample of five students in each of the three middle school grades (grades 6, 7, and 8) was selected from Somerset Berkley Regional High School. On the 15 sample students the most current Massachusetts Comprehensive Assessment Standards were used to define if there is any correlation between the 15students performing community service as an extracurricular activity and the academic performance of said students compared to the 15students who did not perform community service during the same time period A second comparison was also made with the students involved in the community service with 10 or more than 10 hours in the given academic year period to the students with more than 10 hours of community service in the same period. The finding of this study proves that the academic achievements of students who perform community service are higher than who did not perform the community service.

McNeil (2009) has conducted a study on "Assessment of hypothetical Community Service components in High Schools" to assess how children perceive matters of autonomy and pro-social behaviour in high schools. The sample consisted of 67 Canadian children and adolescents, divided into three age groups: 10-11 years of age (N = 24, M = 10.77, SD =.39), 13-14 years of age (N = 24, M = 13.93, SD = .49) and age group between 17-18 years (N = 19, M = 17.75, SD = .57). The first two groups contained equal numbers of males and females. Participants were recruited through the use of a database maintained by the University of Toronto composed of names of families who had expressed interest in participating in the research. To assess each participant's evaluation on the quality of each programme, the students were evaluated on a 7-point Likert scale. The study was mainly done with the aim of fostering pro-social behaviour and orientation in students. They were also asked to assess on a 5-point Likert scale i.e., to see how likely a student participating in such a programme would be willing to volunteer after graduation, when it is no longer mandatory to do so. Finally the participants were asked to imagine how good or bad a student would feel after completing the hours of service using a 7-point Likert scale. Results indicated that the older youth tend to evaluate programs which offer choices more positively,

while younger students make few distinctions. All the age groups prefer mandatory programmes to a voluntary programme.

Bonnet (2008) conducted a study on "Engaging in Community Service and Citizenship: A Comparative Study of Undergraduate Students Based upon Community Service Participation Prior to College". This study investigated three service groups: mandatory volunteers in high school, non-mandatory volunteers prior to college, and students who had never volunteered prior to college. Gender, race/ethnicity, and parent(s)/guardian(s) education were also examined. Data was collected from 47, 898 undergraduate students from 52 institution across the U.S. Two four-way analyses of variance were conducted to evaluate the differences in college 1) community service participation and 2) citizenship. The researchers concluded that the mandatory volunteers reported significantly greater community service hours and citizen scores than students who never volunteered prior to college.

Henderson et al. (2007) in their research survey on "The Impact of High School Mandatory Community Service Programs on Subsequent Volunteering and Civic Engagement," used the quantitative and qualitative methods to examine the high school community service experience. Interviews were conducted on a sample of students who participated in mandatory community service programs in the fall of 2004 to capture their experiences and to assess their civic level of engagement. The survey was carried out on the students who graduated in the same year but who had not been mandated to volunteer. The results were compared. They assessed the impacts of the mandatory programme 15 months after graduation. The findings suggest that volunteering in high school has positive impacts on a student's civic engagement. It was concluded that when the student has made a sustained commitment to one volunteer placement they became more confident of themselves and this experience made an indelible impact in their lives. It was found that the volunteer placement provides a positive experience to the student.

Kielsmeier et al. (2005) made an extensive study on "Community Service and Service-Learning in Public Schools." The study survey aimed to investigate the scope and nature of community service and service-learning in U.S public schools and it

highlights the potential and challenges in student's involvement. In January 2004, the survey was mailed to principals of 2,002 public K-12 schools. Data was collected by mail and interviews were taken through telephone. In all, 1,799 schools participated. Only 1% of the respondents were service –learning directors or specialists and the rest were counselors, assistant principals and teachers. The vast majority of the principals believe that the service learning has a very or somewhat positive impact on all the outcomes such as student's academic development, student's citizenship, personal and social development, school-community relationships. The findings of this study show that the community service and service-learning will have greater impacts on low-income students than on the students coming from higher-income.

Sally and Richard (1999) in their study on "Community Service Programs in High Schools" studied the high school community programmes in Los Angeles County. The survey was carried out among 385 public and private schools administrators' with specific focus on attitude towards community service. They also concentrated on the community organizations for which students volunteered and 285 students from 22 schools in seven areas were interviewed for their descriptions and assessments of their community service experiences. Though the community service has positive impacts on students, the study further suggests that the teachers need to learn to the various strategies to train students to reflect and integrate in their life experiences.

Reese (1997) has carried out a study on "The Impact of School Based Community Service on Ninth Grade Students' Self-Esteem and Sense of Civic Inclusion". A framework was developed to understand the impact of community service programmes among American youth. The target population for this study was the ninth-grade class (n = 79) at a local private school. This population was divided into an experimental group (n = 27) and a control group (n = 52). A pair of survey instruments was administered to the students: the Coppersmith Self-Esteem inventory and a composite survey which includes questions dealing with the four hypotheses under investigation. This survey was designed to be administered in pre-and post-test format. As a means to better link the variables and improve the quality of the data, interviews with students (0 = 13) were conducted. Analysis of variance of the

Coppersmith Self-Esteem inventory, total score and subscales, found no significant difference in all but only in one of the subscales between the groups. The result showed that among those students in the community service group, the experimental group demonstrated significant difference from the pretest school self-esteem subscale [F (1.77) = 6.39, p < .01] measure from the non-CS group. Significant mean differences in sense of civic inclusion were found between the post-test scores of the groups [F (1, 76) = 5.93, p < .01]. Moderate effect size, .42, was found between the two groups. Qualitative results from the interviews conducted with 13 of the 27 community service participants mirrored the quantitative findings.

Markus et al. (1993) in their research on "Integrating Community Service and Classroom Enhances Learning: Result from an Experience," collected data from 53 male and 36 female undergraduate students of 89 universities of Michigan who were studying contemporary political issues in 1992 winter session. The students were engaged in 20 hours of community service out of their 13 weeks of the course and at the end of the experience the students gave their feedback in a reported form. Both qualitative and quantitative methods were adopted for data collection. The t-test was used to analyze the data. Through this participatory learning of the course the students have increased or strengthened their intention to serve others in need, intention to give themselves to charity, orientation towards one's social responsibility and finally a belief that one can make a difference in the world.

Newmann and Rutter (1983) conducted a study on the theme: "The Effects of High School Community Service Programs on Student's Social Development Final Report". This study was carried out in 1983 on students in volunteer programmes and in comparison groups at eight high schools. It tested whether such programmes positively affect the social development of student volunteers. Through open-ended interviews, pre-post tests and questionnaire, the researchers compared volunteer and non-volunteer groups on the following standards : (1) student's sense of responsibility and concern for the welfare of others (2) Student's sense of competence in working on collective tasks and in dealing with adults and (3) student's anticipated participation in adult groups and politics. The findings of this study indicate that while community

service modestly increases the students' sense of social responsibility and sense of personal competence, it fails to bring special benefits in sense of personal responsibility, political efficacy, future affiliation and future political participation.

2.2.1. Discussion

(Huml et al., 2018; Huml, Sevensson and Hancock, 2017) have conducted studies on student-athlete participation on community service which is part of their course. The result clearly shows that there is a significant negative relationship between service as punishment and community service and no significant difference related to frequency of student-athlete community service and athletic department mission statements.

A study that was investigated on relationship between student participation in community service and their academic success by (Grubisich, 2017) proves that there is no statistical significance in participation in community service and students' academic success. The study recommends having more service learning activities to meet the needs of the students. (Vezina and Poulin, 2017) in their study found that as the youth grow older than 18 years of age their interest in Civic Participation (CP) slows down.

Nair and Devi (2015) attempted to study the synergy between volunteer members of both National Service Scheme (NSS) and Nehru Yuva Kendra Sangathan (NYKS) for the community development and found volunteers from both the organization worked together for community development but the study conducted by (McNeil Justin (2009); Bonnet and Jones 2008) the result shows that all the age group prefer mandatory programmes to voluntary programmes. Whereas Henderson et al., (2007) in their study they contradict this by saying that volunteers performed greater service hours than the students who participated in mandatory service and volunteer placement provided a positive experience to the student.

It is mandatory for medical students to do certain number of hours of community service as part of their curriculum. It was proved that the curriculum outcomes were

achieved through the participation in the community service programme.70% students agreed to commit themselves to continue to volunteer in the future (Jones et al., 2014; Koh, et al., 2014; Leigh and Clevenger, 2013). Community service in the school is a co-curricular activity which needs to be linked to environmental studies and social studies curriculum O'Keefe (2015).

The children's number who participated in community service has increased, they have strengthened their intention to serve others in need, the intention to give themselves to charity, they have a positive orientation towards ones social responsibility and finally a belief that one can make a difference in the world. (Markus, et al., 1992; Camara F. Pauline, 2012; Hutchins and Akos, 2013) in their study prove that the academic achievements of students who participated in community service are higher than who did not perform the community service. Kielsmeier et.al (2004) in his study assures that the community and service-learning will have greater impact on low-income students than on the students coming from higher-income group. Community service further suggests that the teachers need to learn to train students to reflect and integrate in their life experiences.

Community service has clearly shown potential as it benefits students develops a habit of critical reflection on their experiences, enables them to learn more throughout life. This has positive impact on students, (Reese, J (1997); Honnet and Poulsen, 1989; Sally and Richar, 1999). The community service opportunities that are offered in school can have more long last effects on social development than those within the community prgrammes.

2.3. STUDIES ON COMMUNITY SERVICE LEARNING

Shek and Chak, 2019 extensively carried out a study on "Perceived Changes and Benefits of a Service-Learning Subject for Underprivileged Children in Shanghai: Views of university students". A total of 87 students participated in this subject across two semesters in the 2013-14 academic year. These students came from different disciplines including accounting, marketing, hotel management, nursing, and engineering. To address the research questions and to gauge students' perceptions of their learning

experience, all enrolled students were invited to (i) complete the pre- and post-surveys developed by the office of service-learning of Polytechic University (PC) and (ii) write several reflective journals on what they had learnt from the service and the course. The pre- and post-survey questionnaires aim to examine the overall learning and development of the students from the beginning to the end. The data collected was analyzed by the SPSS. For the assessment qualitative data was used and one of the reflective assignments which were submitted at the end of the course. Students were required to write reflective journals with around 1000 words on their service experiences. They were required to reflect on: (i) their ability in integrating the knowledge into practice; (ii) their 3 perceived changes and benefits of a service-learning subject, responsibility, and contribution as a professional and as a citizen; (iii) their own strengths and potentials; (iv) their passion in helping the underprivileged children and adolescents; (v) their problem-solving and decision-making capacities; and (vi) their social competence and interpersonal skills in collaboration with others. A general qualitative orientation was adopted in this study. The collected data was analyzed by using the general techniques proposed by Miles and Huberman (1994). Firstly, 86 reflective papers were read once and relevant raw codes were developed from students' work. Then, the codes were further categorized into different patterns. Lastly, the categories of codes were revealed to broader themes for further analyses. The result showed that the Polytechnic University (PC) students had positive changes throughout their service learning experience. Their involvement, motivation, and proactive attitude shown during in the summer camp were impressive. With reference to the field observation, it was found that some of the Polytechnic University students who had egocentric approach had undergone lots of meaningful self-reflection and self-exploration in the process and hence began to care about others and be more altruistic.

Clever and Miller (2019) has done a study on "I Understand What They're Going through: How Socioeconomic Background Shapes the Student Service-learning Experience". This study explores the connections between socioeconomic status and learning trajectories within service-learning. The study was conducted at a small, private liberal arts college in rural Appalachia which focuses heavily on student

engagement and experiential learning. The student population is comprised predominantly of full-time, traditional age (18–22 years), undergraduate students. The student population is 56 percent female and 78 percent white/non-Hispanic. Students were provided written reflections on a service-learning experience focused on food insecurity as part of course requirements. The qualitative coding was conducted using the Coding Analysis Toolkit available through the University of Pittsburgh's Qualitative Data Analysis Program. Analysis reveals that students with low socioeconomic status (SES) demonstrate different learning processes as compared to medium- and high-SES students. Namely, low-SES students were less likely than high-SES students to hold prejudiced attitudes prior to service, and low-SES students emphasized a systemic understanding of food insecurity and poverty, while medium- and high-SES students were much more likely to emphasize an individualist understanding.

Gerholz et al. (2018) conducted a study to investigate the "Effects of learning design patterns in service learning courses." This article presents a study on the experiences of students and charitable organizations in a service learning course concerning the learning design patterns. The context of the study was a service learning course (summer term of the academic year 2014) at bachelor-level within a faculty of business and economics at a mid-sized university in Germany. The students worked in groups to solve social problems at community organizations in the community. There were six groups with 36 students in the service learning course. They had an average age of 24 years and the majority were female students (70%). During the problem-solving process, the students drew on scientific methods of social science. A mixed-method approach in a convergent parallel design was used to examine the relationship between the design of the service learning course and the overall development of the student. The quantitative data was collected in a pre-test and posttest group design with a questionnaire. The questionnaire included items regarding the students' self-efficacy, self-concept and civic attitude. Each of these variables was assessed on six-point Likert scale. Each construct had a high internal consistency (self-efficacy: $\alpha t1 = 0.87$, $\alpha t2 = 0.90$; self-concept: $\alpha t1 = 0.83$; $\alpha t2 = 0.90$; and civic attitudes: $\alpha t1 = \alpha t2 = 0.73$). The quantitative results show that service learning has an impact on the cognitive and personal development of the students. The

qualitative results provide a deeper understanding of these changes, including the different perspectives from students and from charitable organizations. The results showed there is difference in the learning design patterns in self-efficacy, self-concept and civic attitude and its support for the service and learning process.

Chao (2016) conducted a study on "Community Service Learning as Critical Curriculum: Promoting International students' Second Language Practices". It is a qualitative study exploring how community service learning (CSL) contributes to wards the in learning of English as second language in international students and to assess its practices and identity language development. This study was conducted in Northwestern U.S Duquesne University during the academic years 2013-2015. The university had a total enrollment of 4,781 students from 42 U.S states and 22 foreign countries in the fall semester of 2014. The researcher had used snow ball sampling to recruit the participants. The participants represented six countries: China, the Kingdom of Saudi Arabia, Iran, Korea, Kuwait and Japan. The age range of the participants was 20-42 years. Data was collected from five different sources. The primary data included semi-structured individual and group interviews and students' reflective journal entries. The interview questions based on their thoughts and community service experiences were open-ended and phrased in everyday English. There were a total number of 72 interviews, each of which was of an average duration of 50 minutes in length. The reflective entries showed the feelings of participants, their thoughts, and concerns. The finding indicates that the community service learning enabled the participants to speak English without any hesitation/fear. Community service learning helped them in their reading and writing skills as well as in their commitment to conduct research. The students' reflective entries indicated that the students' English language proficiency had improved as a result of CSL. The study suggests that pre-service has to be prepared well and the second language teachers should become critical intellectuals to go beyond the text book.

Miceli-Randolph (2015) investigated the Assessing of the Impact of an Elementary School's Service Learning Program". The study focused on the implementation of a service learning pilot program at a suburban elementary school located in the

Midwest. The service learning program included two different types of programming: a 22-week cross-age peer tutoring program (PT), and a 12-week service learning project co-taught by a school psychologist and third grade teacher. The impact of service learning on the participating students' senses of civic efficacy, responsibility, and awareness was ascertained through both quantitative and qualitative measures. Feedback from various stakeholder groups - students, parents, and school staff- was sought through both quantitative and qualitative means. Staff members' perceptions regarding their ability to effectively meet both Common Core State Standards and the Illinois State Board of Education's Social-Emotional Learning Standards through service learning was assessed through surveys/interviews. In addition, students' learning processes and the products created during service learning were aligned with Common Core standards. The items on the students' Civic Attitudes Survey had four potential Likert-style responses. Cronbach's Alpha was calculated for each of the four hypothesized factors - Civic Awareness, Civic Responsibility, Civic Efficacy: Group Skills, and Civic Efficacy: Individual Skills- using all of the students' scores obtained within each factor. This was done to provide a general measure of construct validity and reliability for each factor. To determine if there were significant changes in students' responses from pretest to posttest, t-tests were performed for the scores students received on each of the individual survey items. In addition, the mean scores for each of the individual test items were also calculated for the pretest and for the posttest to examine patterns of change. An additional matched pair t-test was conducted using the mean item scores within each factor at pretest and posttest. The .05 alpha level was used for all statistical tests. The teacher and student interviews were audio-recorded, then transcribed to ensure that all pertinent data was accurately captured. The summary data was then analyzed to determine interviewees' overall perceptions of the service learning experience. The results of the current study shed light on the positive potential service learning have at the elementary level.

Ellerton et al. (2015) worked on a study on The Impact of Academic Service Learning on Community College Students". Four faculty members from four different community colleges within the City University of New York incorporated service-learning into their classrooms while also maintaining control classes. During the 2013

spring semester 155 service-learners of experimental group and 88 non-service-learners students of control group completed both pre- and post-surveys for a total student sample of 243. The age variable was set with specific age categories, the youngest of which was 18 or younger. Quantitative data was collected through surveys where students were asked to self-evaluate their civic involvement and attainment of academic skills and general education knowledge. The surveys responses were collected and from those students that did, and did not, participate in service-learning were compared. The data demonstrated meaningful differences between the non-service-learners and service-learning students, particularly in the area of civic engagement. To determine quantitative studies if there were differences between the colleges on the initial pre-survey and/or on the post-survey outcomes, one-way ANOVAs were conducted to look for differences in pre- and post-survey mean scores of the items among the four colleges. The differences between the means of the four colleges were examined on items related to community engagement and academics, which included general education skills and knowledge. The study shows that service-learners were also more comfortable in controlling certain college skills, including public speaking, writing, group projects and interacting with their professor.

Rinaldo et al. (2015) investigated a study on "Delivering Value to Community Partners in Service-Learning Projects". The goal of this research was to understand the value of service learning to community partners. It was designed as a qualitative study to examine the value of service learning to community partners. The study involved in-depth exploration and comparative analyses across diverse experiences (i.e., different types of community partners, multiple instructors, various courses) to fully describe the phenomenon. Nine community partners participated in the study. All nine community partners engaged in service-learning projects conducted at the same Southwestern University within a 12-month time frame. The projects spanned multiple disciplinary areas: three in business, two in art, two in family studies, one in architecture, and one in nutrition. The sample comprised key community partners from three organizations providing social services for children, three agencies supporting families in crisis, an arts community, a food facility, and a hospital foundation, for a total of nine organizations. A semi-structured interview were conducted face-to-face

at the community partner's office and ranged from 30 to 45 minutes. All interviews were audio-recorded and transcribed verbatim. Community partners described five stages in their experiences of service-learning projects: (1) initial contact; (2) establishing expectations; (3) engaging students; (4) implementing the project, and; (5) wrapping up. A significant finding is the value community partners place their role as mentors and co-teachers in service-learning projects. Community partners expressed a sincere dedication to the students and their learning experience.

Hou (2010) conducted a study on "Developing a Faculty Inventory Measuring Perceived Service-Learning Benefits and Barriers". The objective of this study was to develop a Web-based Faculty Service-learning Beliefs Inventory (WFSLBI) assessing faculty member's views of the beliefs and barriers involved with service-learning (SL) pedagogy. The participants were 362 (102 with service-learning experience and 260 without service-learning experience) from different school/college in the Southeastern U.S. The members of the faculty were more likely to be females and younger than 40 years. The research instrument was an online survey which was developed through a review of existing assessment tools on service-learning. Descriptive statistics, item-total correlation, and Cronbach's alpha co-efficient were calculated. The inventory items were loaded consistently on four sub-scales; perceived benefits at classroom (PROS_CLS) and community levels (PROS-COM) and perceived barriers at classroom (CONS_CLS) and institutional levels (CONS-INST). The WFSLBI showed satisfactory reliability and validity among faculty groups with and without SL experience.

Parker et al. (2009) in their study on "More than Experiential Learning or Volunteering: A Case Study of Community Service Learning within Australian Context" provide an example of the application of community service learning in an undergraduate health unit at the Queensland University of Technology. The study included a case study methodology. A variety of methods were utilized in the case study to gain an insight into the effectiveness of the community service learning. The survey consisted of 12 items; 7 of which were assessed with a 5 –point scale, only one question with 'yes' or 'no' options and the rest of the questions were open ended and answered at the respondent's discretion. 36 women health units participated anonymously

and on an individual basis, in the classroom. On the completion of the 13-week semester the assessment was made based on 'learning rather than 'service'. The results show that the students were mainly positive about the experience and they were motivated to be responsible citizens.

Miron and Moely (2006) conducted a study on "Community Agency Voice and Benefit in Service-Learning". Interviews were conducted with 40 site coordinators of various community agencies that had been involved in the service-learning programme at Tulane university. The types of agencies involved in the study were as follows: education sites, health sites, environmental agencies, governmental and trade agencies, legal sites, non-profit sites and outreach agencies. The duration of working in these sites varied from one semester to nine semesters with an average of 3.1 semesters, with performing approximately 30 service hours. To obtain quantitative result, a questionnaire was prepared including a 5-point scales based on Agency Voice (n = 35), Agency Benefit (n = 32), Interpersonal Relations (n = 40) and Perception of the University (n = 38). The participants were interviewed individually and the responses of the participants were summarized and interpreted. The findings indicate that there is a strong relationship between the university and the community. The agency supervisors were quite well satisfied with the service-learning experience.

Prentice and Robinson (2006) involved themselves studying "Improving Student Learning Outcomes with Service Learning". American Association of Community Colleges (AACC) categorized academic learning outcomes as comprising of six measurable areas: critical thinking, communication, career and teamwork, civic responsibility, global understanding, citizenship and academic development and educational success. AACC used both quantitative and qualitative methodologies as evaluation tool for its 2006-2009 horizons grant project. It developed two quantitative instruments namely one addressing the students and the other addressing the faculty. To further explore how service learning affected student's learning, the AACC conducted five student focus groups and three faculty focus groups. Both the student and faculty surveys contained 24 questions in a six-point Likert-scale. The sample included a total of 2,317 students and 68 faculties. It was found that service learning

students scored statistically higher in five out of the six learning outcome which are; critical thinking, communication, career and team work, civic responsibility, global understanding and citizenship, academic development and educational success. The study finally resulted in proving that the community college faculty and students who have experienced service learning appear to affirm that service learning is a key strategy for student engagement and a valuable learning tool.

Crump (2002) study on "Learning by Doing: Implementing Community Service-based Learning" presents an overview of the pedagogical basis of Community Service- Based Learning (CSBL). Two Community Service Based Learning projects were conducted one at a small university located in a rural area and the other project carried out at a large research university within a metropolitan area. A major difference between the two projects was the locus of control. The 'yes' or 'no' questionnaire was used to evaluate their experience, the activities were fully linked to lectures and readings. The findings of this study indicate that in order to implement CSBL successfully, instructors need to plan ahead, develop partnerships and allow community groups to guide students' projects.

2.3.1. Discussion

Shek and Chak (2019) found in their study that Polytechnic University students who participated in community service learning had undergone lots of meaningful self-reflection introspection, analysis and self-exploration in the process and then begun to care more about others and become more altruistic. Students with low socioeconomic status (SES) demonstrate different learning processes than medium- and high-SES student service learning who are involved in community service learning. It was found that low-SES students were less likely than high-SES students to hold prejudiced attitudes prior to service, and low-SES students emphasized a systemic understanding of food insecurity and poverty, while medium- and high-SES students were much more likely to emphasize an individualist understanding.

The study by Xia (2016) shows that community service learning helped in developing second language skills. The students' reflective entries indicated that the

students' English language proficiency increased as a result of CSL. The study conducted by Gerholz et al. (2018) proves that the differences in the learning design patterns effects the community service learning process.

The students who participated in community service learning were more comfortable and particularly in the area of civic engagement. The students learned skills, including public speaking, writing, and group projects and were at ease in interacting with their professors. Community service learning provides multiple benefits to college students and it is a key strategy for student engagement and a valuable learning tool (Ellerton 2015; Prentice and Robinson, 2006). The study conducted by Parker et al., 2009; Miron and Moely, 2006) show that the students were mainly positive about the experience and they were motivated to become responsible citizens and there is positive impacts on students who participate in community service learning at the elementary level are visible and noticeable.

Crump (2002) suggested and showed that instructors need to plan ahead, develop partnerships and allow community groups to guide students' projects. Hou (2010) prepared a Web-based Faculty Service-learning Beliefs Inventory (WFSLBI) and it was found to be useful to address and to understand salient motivating or discouraging faculty involvement in SL. Community partners played a significant role as mentors and co-teachers in service-learning projects. While involving the students in various community service learning activities the community partners expressed a sincere dedication to the students and their learning experience Rinaldo (2015).

2.4. STUDIES ON SCHOOL CHILDREN

An Exploratory Study on Life Skills Intervention and its Impact on The Study Skills among Young Adolescents was conducted by Daisy P.J and Nair (2018). The aim of the study was to assess the effectiveness of life skills training on enhancing study skills among school going adolescents. A sample of the study consists of adolescents between the age group of 12 to 15 years and studying in 8thStd. Total sample was of 188 boys and girls. The study was conducted among the urban adolescents in Ghaziabad district of UP studying in the CBSE affiliated school. This

study followed Quasi-Experimental research design. In this research One Group Pre-test and Post-test design was used. In this design, only one group has been used for the intervention study. The level of study skills was assessed by Study Skills Inventory (SSI) before the intervention program. After the three months of training in life skills, the post-test was conducted on the members of an experimental group. Purposive convenient sampling technique was used for data collection. On the basis of a module the sample population was trained on life skills. The major content of the module was self-awareness, empathy, effective communication, interpersonal relationship, problem solving, decision making, critical thinking, and creative thinking, coping with emotion, and coping with stress. For effective facilitation, different training methodologies like brainstorming, demonstration, role-play, power point presentation, video visuals, discussions, simulations and debriefings were used. The entire training lasted for forty eight hours which was completed in three months sessions of 50 minutes each. The result proved a positive impact on life skills intervention in changing the study skills among the young adolescents.

Seek, L.C et al. (2018) studied variables related to the presence or absence of school violence victimization among adolescents. The purpose of his study is to investigate the predictors affecting the school violence victimization among adolescents. Descriptive statistics, correlation analysis and logistic regression analysis were conducted for data analysis. The population of this study was from middle and high school youths in B county, Gyeongbuk province of Korea. A survey with the help of questionnaire was conducted in seven schools in identified middle and high school in the academic year August – November 2015. There were 295 male students (54.5%) and 246 female students (45.5%) within the age groups 13-19 years, with an average age of 16.2 (SD = 1.58). It was found that the lower the age, the fewer the friends, the lower the self-esteem, the more the experience of school violence victimization. Hence all these showed some kind of relation.

Maria and Shubhangi (2017) conducted a survey study on "Prevalence, Awareness and Effects of Nomophobia among Adolescents". The sample for this study was 205 adolescent students studying in 8th, 9th & 10th standard. They were

selected from 2 random schools using non probability convenient sampling in suburban area of Mumbai. A standardized tool was administered to screen for nomophobia. Adolescents with nomophobia were administered by standardized checklist to identify the effects of nomophobia. A semi structured checklist was used to assess the awareness about nomophobia and its ill effects. The result of this study shows that 54 (26%) adolescents were Nomopobic and 130 (64%) were at risk of developing Nomophobia. Adolescents with nomophobia (26%) perceived they were uncomfortable (16%), anxious (16%), worried (12%), annoyed (15%), scared (15%), feet awkward (11%) and nervous (15%).

Muragod (2017) conducted "A study to assess Effectiveness of assertiveness training programme regarding assertive behaviour and self-esteem among adolescents studying in selected high schools at Bagalkot Karnataka". This was a true experimental study with pre and post-test control design on 60 adolescents, selected through multi-stage random sampling technique. It assigned 30 adolescents to experimental group and 30 adolescents to control group by using computer generated random numbers. The data was collected using a Self-administered Modified Rathus Assertiveness Schedule to assess the assertive behaviour and Rosenberg's self-esteem inventory scale was used to assess the self-esteem of adolescents. Assertiveness training was administered 45 minutes for 7 consecutive school days for the experimental group. The data was analyzed by using descriptive and inferential statistics in terms of mean, frequency distribution, percentage, mean percentage, paired 't' test, Unpaired 't' test and chi-square test. The findings related to significance of difference between post-test assertive behaviour and self-esteem scores of experimental group and control group subjects revealed that, a statistically significant difference was found between post-test assertive behaviour scores of experimental group and control group subjects [t = 10.78 (table value = 1.96), $p < 0.05$]. Similarly statistically significant differences were found between post-test self-esteem scores of experiment group and control group subjects s [t = 9.25 (Table value = 1.96), $p < 0.05$]. The study proved that the assertiveness training programme on assertive behaviour and self-esteem among adolescents was effective, scientific, logical and cost effective strategy

Geetha (2017) carried out a study on "Impact of Family Factors on Academic Aspiration of Secondary School Students". In this study both descriptive and inferential statistics were used to analyze the data in the study using SPSS. The design adopted in the study was survey design and the sampling adopted was stratified sampling. The population is categorized into strata such as a male and female and government and private schools. The population consists of all the children of class X studying in government and private schools in Davangere city. The sample for the study was 100 students who were selected using random method. Among the 100 students 50 students were from private and 50 students from government school. In order to assess the study the Academic Aspiration Scale developed by Dr. Yasmin Ghani Khan was used (Bhopal). Socio-Economic Status scale developed by Dr. Meenakshi was used to assess the socio-economic parameters. It was analyzed using the Statistical Software (SPSS) 20.0 version. The statistical technique used in the analysis of the data was t-test of significance of difference between means for large independent samples. In the result it was indicated that 37% of secondary school students have high academic aspiration, 34% of students have moderate level, and remaining 29% of secondary school students have low level of academic aspiration. There is a significant difference in the academic aspiration of secondary school students with high, moderate and low level of family educational status. Students with high family educational status possess good academic aspiration as compared to moderate and low family educational status students. There is a significant difference in the academic aspiration of secondary school students with high, moderate and low level of family occupational status.

Mohammed (2017) examined various factors related with drug and alcohol addiction amongst school going students in Pune, India. This study was exploratory in nature. Primary information from teachers of selected schools and addicted students was collected in a structured questionnaire. Students were chosen by systematic random sampling method. The survey method has been used for the study purpose and sample of 160 children teachers and 122 addicted students from 24 schools selected randomly located in various suburbs of Pune city was selected. Teachers were interviewed to get authentic information pertaining to the addiction among the

students and various efforts initiated by them for the eradication of addiction among students. The result of the study shows the rate of drug abuse was very high and there are many effects of addiction on the psychological condition of the students. It was also found that teachers face several challenges in the counseling process for students due to the poor response of parents.

Sreedevi et al. (2017) has carried out an "Exploratory Study on Tobacco Use among Adolescents". A descriptive survey design was used for the study. The sample consisted of 200 adolescents studying in plus one and plus two of a selected private higher secondary school of Ernakulum District, Kerala. Data was collected using Global Youth Tobacco Survey (GYTS) questionnaire. The data obtained was analyzed using descriptive statistics. Out of 200 students, 44(22%) students enjoyed one or two puffs of cigarettes during their life time. Majority i.e., 22(50%) of them took tobacco for the first time between the age of 14-15 years. Approximately 22% of the students stated that they live in homes where family members smoke in their presence and nearly half of the students (44%) are around others who smoke in places outside their home. Majority of them, 137(68%) have average level of knowledge and 38(19%) have good level of knowledge regarding smoking. More than half of the ever smokers (57.1%) reported that they want to buy 42.9% said that they don't want to stop its consumption. The findings of the study show that tobacco addiction is emerging as a big threat among adolescents especially the millennial generation.

Hooda and Devi (2017) conducted a study on "Relationship of Creative Thinking Abilities with Family Environment and Intelligence among Senior Secondary School Students". The main purpose is to study the relationship of creative thinking abilities with Family environment and Intelligence among senior secondary school students. Multi stage random sampling technique was used to select the students from four Senior Secondary Schools situated in Jhajjar district of the state of Haryana to form the sample. From each school, approximately 25 Students of XI and XIIth standard were selected randomly. In this way, 100 students formed the sample of the study. A sample of 100 male and female respondents was taken on the basis of multi-stage random sampling method. Creative Thinking Abilities by Mehdi (1985), Intelligence

Test by Jalota (1976) and Family Environment Scale by Bhatia and Chadda (1993) were used for the collection of the data. To study the relationship among variables product moment correlation was used. Data Analysis revealed that creativity dimensions of male and female adolescents are negatively related to family environment and Intelligence.

Shahi et al. (2016) made a study on "Temperament as Predictor of Social Skills". The objective of this study was to assess the temperament of children in the age groups from 6-8 years and to examine their relationship, social skills and competence. Four schools were selected in Hisar city of Haryana state. From each school, 40 children in the age group of 6-8 years were randomly selected. Total sample constituted of 160 children (84 boys and 76 girls) and their mothers. Five stories of object acquisition were used to assess interpersonal competence. Picture cards were used to depict the stories. The temperament schedule developed by Malhotra and Malhotra (1988) was used to assess mothers' perceptions of their children's temperament. Social Problem Solving Test (SPST) developed by Rubin (1988) was used to assess the interpersonal social competence of the children. The results pointed out that the temperament of children is a predictor of social competence. It's clear from the result that temperamentally highly sociable children were more competent and on the other hand distractible children were poor problem solvers.

Alam (2016) has done a study on "Self-Efficacy and Self-Concept as Predictors of Occupational Aspiration of Adolescents". Simple random sampling technique was used in selecting the participants. A random sample of 300 students (150 boys and 150 girls) from different schools of Hyderabad city was selected using Self-Efficacy Scale developed by Schwarzer and Jersusalem, Self-Concept Scale developed by Ahluwalia and Ocupational Aspiration Scale developed by Grewal. The age range of the students was 15 to 17 years. Analysis of the results was done using correlation and 't' test. The findings revealed that (a) self-efficacy and self-concept have large association with adolescents' occupational aspiration and (b) there is significance gender and residential difference in the relationships between self-efficacy, self-concept and occupational aspiration of adolescents. No significant relationship is found in self-efficacy and gender of adolescents.

D'Sa and Sheela (2015) have undertaken a study to investigate "School learning and school effectiveness of secondary schools". The study was conducted on a sample of 451 students, 120 teachers and 451 parents from secondary schools of Bangalore division. The selection of secondary school was done on the basis of random sampling method. The Patterns of Adaptive Learning Survey (PALS) was used to assess the school learning culture and the School Effectiveness Questionnaire (SEQ) was made available to measure the level of effectiveness of secondary schools among government, private aided private unaided schools. Descriptive method was adopted for the study. The obtained data was analyzed using 't' test, one way ANOVA, and product moment correlation. The findings of the study were: there are no schools with weak learning school culture and low level school effectiveness in Bangalore. There is a significance difference in the school effectiveness of government, private aided and private unaided schools. There is high positive correlation between school learning culture and school effectiveness.

Mehar and Kaur (2015) have investigated "Career Choice Preferences among Rural and Urban Adolescents in Relation to their Intelligence". The sample of present study consists of 200 adolescent boys and girls studying in class 10th drawn from government schools of Amritsar district affiliated to Punjab School Education Board, Mohali. The sample consists of 100 boys and 100 girls who were drawn out using simple random and purposive sampling techniques. Data was collected with the help of career choice preferences checklist by Bhargava and Bhargava (2004) and intelligence test by Raven, Raven and Court (2000) was used. The data obtained was analyzed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions: (i) There existed significant difference between the career choice preferences of rural and urban adolescents with respect to mass media and journalism, artistic and designing, science and technology, agriculture, commerce and management, defense, education and law & order. (ii) There existed significant difference between the intelligence of rural and urban adolescents. (iii) There existed significant difference between the dimensions of career choice preferences of adolescent boys and girls. (iv) There existed significant difference between the intelligence of adolescent boys and girls. (v) There existed significant relationship

between the dimensions of career choice preferences and intelligence of rural adolescents. (vi) There existed significant relationship between the dimensions of career choice preferences and intelligence of urban adolescents. (vii) There existed significant relationship between the dimensions of career choice preferences and intelligence of adolescent boys. (viii) There existed significant relationship between the dimensions of career choice preferences and intelligence of adolescent girls. (ix) There existed significant and positive relationship between the dimensions of career choice preferences and intelligence of total sample.

Geetha Gopinath (2014) has conducted "A Study on The Environmental awareness Among Secondary School Students in a district of Kerala State". Random sampling technique was used to select 158 secondary school students from Pathanamthitta Disrict, Kerala. Normative survey method was used for the present investigation. Environmental awareness scale constructed and validated by the investigator was used. Mean and standard deviations were calculated. The 't' test was used to test the hypotheses. Total scores of environmental awareness stood at a low level (< 50). It was found that girls' environmental awareness was greater than boys; urban students' awareness was greater than rural students and Malayalam medium students' awareness was greater than English medium students.

Tian L et al. (2013) conducted a study on "Perceived Social Support and School Well-Being Among Chinese Early and Middle Adolescents: The Meditational Role of Self-Esteem" This study examined the interrelations among social support from parents, teachers, and friends, global self-esteem, and domain-specific school well-being among early and middle adolescents from China. Participants were from China and there were 221 early adolescents (Mage = 13.6) and 140 middle adolescents (Mage = 16.4). Social Support Scale, Adolescent's School Weil-Being Scale (ASW-BS) and Rosenberg's Self Esteem (Chinese Version) were tools used to data collection. The goodness of fit index is expressed by the Chi-square value including the ratio of Chi-square with degrees of freedom, Normed Fit Index, the comparative Fit Index and Root –Mean squared Error of Approximation. Descriptive analysis, t-test, Pearson product moment correlation, path analysis, were obtained to

test the hypothesis. The findings supported social cognitive models of well-being in Chinese context.

Bhutia (2013) has conducted a study on "Personal Values of Secondary school students". The sample of the study included 234 students from the class IX and X of secondary schools of Shillong. The random sampling was used to collect data from the population. The study carried out using descriptive survey and the data was collected using the standardized tool questionnaire on personal value. The personal values of secondary schools are calculated using the frequency distribution and percentages in different areas of personal values. The study found majority of the students have high and satisfactory religious, economic, democratic, aesthetic, power and family prestige value and very low social, knowledge, hedonistic and health value. It is also found that there is no significant difference between girls and boys in religious, social, aesthetic, knowledge, hedonistic, power, family prestige and health value but there is a difference between boys and girls in democratic and economic value.

Karger et al. (2013) have conducted a study on "Effect of Creative and Critical Thinking Skills Teaching on Identity Styles and General Health in Adolescents". Forty boy students of 6th degree (fifteen years old) from the one high school in Tehran that was selected using a random cluster sampling method were divided into two test and control groups by random assignment. They were divided into two test and control groups and responded to questionnaires of identity style. Then, the test group was taught thinking skills. Then, the test group was exposed to 10 educational sessions (20 hours, one session per week) and was taught creative and critical thinking skills. The participants of test group met with the trainer once a week (2 hours) for a didactic session with practice and role play, and were given homework at the end of each session. California Critical Thinking Skills Test form B (CCTST), Abedi-Scumacher creativity Test (O`Neil, Abedi and Spielberger, 1994), Questionnaire of identity style Inventory Berzonsky (1992) and The General Health Questionnaire, GHQ-28 (Goldberg, 1972) measures used. Finally, both groups were tested with the critical thinking skills test, creativity inventory and questionnaires of pre-test. Results showed improvement of creative and critical thinking, Identity style, and general

health in the experimental group. MANCOVA was used to test the efficacy of the creative and critical thinking skill teaching relative to the waitlist control.

Pathak et al. (2011) conducted a study on 'Behavioural and Emotional Problems in school going Adolescents'. 1150 adolescents in 12 to18 year age group in grades 7 to 12 in co-educational schools (government run and private) were the subjects of the study. Stratified random sampling was used for the study. Behavioural and emotional problems were assessed using Youth Self-Report (2001) questionnaire. Family stressors were assessed using a pre-tested 23 item questionnaire. Univariate and multivariate analyses were performed. Multiple logistic regression analysis was also done. The result indicated that the prevalence of behavioural and emotional problems in adolescents was found to be 30%, with girls exceeding boys in all age group. Internalizing syndrome was the common (28.6%) psychiatric problem. Type of school, type of family, socioeconomic status, relationship with father, mother's employment and educational status were not found to be significantly associated.

2.4.1. Discussion

Menezes and Pangam (2017) and Mohammed (2017) have studied on the problems of adolescents such as behavioural problem of children due broken families, tobacco use among adolescents, drug alcohol addiction, the increasing prevalence of Nomophobia among younger generation where the present generation of adolescents is afraid of boss of then mobiles. Pathak et al. (2011) found in their study that there 30% of the adolescents undergo behavioural and emotional problems and girls exceeding the boys in all age group.

The adolescents who get help at their early stage of their adulthood seem to recover from this bad habit soon. They need to be involved in productive projects which will enhance their creative and critical thinking and coping skills (Lee Seek C et al., 2017; Sreedevi, et al., 2017; Karger, 2013). The adolescents who come from high family social status possess good academic aspiration as compared to moderate and low family social status students (Geetha 2017) but the study conducted by Hooda and Devi (2017) revealed that creativity dimensions of male and female

adolescents are negatively related to family environment and Intelligence. Shahiet et al., (2016) found in their study that highly social children were more competent and the distractible children were poor problem solvers.

A study conducted by (Daisy and Nair, 2018) has proved that there is positive impact on life skills intervention in changing the study skills among the young adolescents positively. Shakuntala and Muragod (2017); Alam Mahmood (2016); D'Sa and Sheela (2015); Tian L et al. (2013) has worked on giving different training strategies to study the impact of the programme and all of them were found to be very effective. Their studies empirically proved that effective intervention was shown to have positive effects on their knowledge, attitudes, and skills and on behaviour.

2.5. STUDIES ON LIFE SKILLS

The aim of the study "Effectiveness of Life Skills Education Programmes for Adolescents", by Suriakant (2018) was to find out the effectiveness of life skills education programme in developing life skills among the adolescents. The sample for the study was 180 students from St. Thomas HSS, Thiruvananthapuram. There were 90 students selected for experimental group and control group consisting of 90 students. The module developed by SCERT on "Adolescents Health Education" and the materials prepared by Centre for Adult Continuing Education & Extension, University of Kerala were adopted. The other tools like awareness test, attitude scale, situations test, application test and skill development test were used. Purposive sampling technique was used for the selection of sample. Pre, Post-test Non-equivalent group design was adopted for the study and it was conducted among all the students selected. Life skills education intervention package was implemented for the experimental group. No treatment for control group was given. Statistical techniques such as percentage analysis, arithmetic mean, standard deviation, 't' test, test of association, analysis of variance, analysis of covariance, fishers' exact test and chi-square test were used for analyzing the data. It was found that the students achieved various life skills to cope up with some specific issues (situations) like peer pressure to participate in smoking, teasing, sexual abuse, creating self-image and creating relationships. The skills related

with peer pressure to actively participate in smoking, sexual abuse, creating self-image and creating relationships significantly increased after the intervention. The students were able to develop coping skills to manage emotions and stress through the intervention. Results of the study show that life skills education must be given due importance and it should start from the initial stage, that is, from class one onwards.

Sanchez et al. (2018) worked on the Effectiveness of School-Based Mental Health Services for Elementary-Aged Children: A Meta-Analysis To date, Most research on school-based services has evaluated analog educational contexts with services implemented by highly trained study staff, and little is known about the effectiveness of school-based mental health services when implemented by school professionals. Random-effects meta-analytic procedures were used to synthesize effects of school-based mental health services for elementary school-age children delivered by school personnel and potential moderators of treatment response. Forty-three controlled trials evaluating 49,941 elementary school-age children met the selection criteria (mean grade 2.86, 60.3% boys). Overall, school-based services demonstrated a small-to-medium effect (Hedges $g = 0.39$) in decreasing mental health problems, with the largest effects found for targeted intervention (Hedges $g = 0.76$), followed by selective prevention (Hedges $g = 0.67$), compared with universal prevention (Hedges $g = 0.29$). Mental health services integrated into students' academic instruction (Hedges $g = 0.59$), those targeting externalizing problems (Hedges $g = 0.50$), those incorporating contingency management (Hedges $g = 0.57$), and those implemented multiple times per week (Hedges $g = 0.50$) showed particularly strong effects.

"Life Skills Education in Secondary Schools in Lucknow City: An Exploratory Study" was carried out by Soni (2016) to identify as to what extent Life Skills are being taught to the students through the content of the curriculum and its delivery. The sample was taken from students of class 6. Some were from secondary school, some from private schools, some government and some government aided schools (including I.C.S.E., CBSE and U.P board) of Lucknow. The books taken up for content analysis were of subjects like Hindi, English, Civics and Moral Science. The

target population was the teachers and students of Class VIII. Purposive sampling technique was used to sample teachers and students and was a qualitative study. The students and teachers were interviewed through open and formal conversational interview which was tape recorded. The major findings of this study were that majority of the schools focus more on the development of arithmetic, writing and reading skills.

Woodruff (2016) conducted a study on "An Exploratory Study of Essential Life Skills for Adolescent Elite Athletes in South Africa". The aim of the study was to explore and identify the life skills necessary for inclusion in life skills programs in South African elite sport focusing on the development of adolescent athletes to enable them to grow up to become competent, healthy and reach their full potential. A pure qualitative research design was employed using thematic analysis. The data was analysed through the lens of Positive Youth Development (PYD) theory. Moreover, a semi-structured interview guide, consisting of open ended questions, was developed utilizing the 5 C's of PYD as themes to facilitate the interview process. Data was analysed through the lens of the 5C's model of PYD theory as described in chapter two. A set of codes has developed using predefined codes and those that emerged from the data. Predefined codes included the 5C model indicators of PYD namely; confidence, competence, character, connection and caring. Nine current adolescent elite South African athletes, on the Mac Steel Maestro's program, participated in the study. A purposive sampling procedure informed the sampling process and a thematic coding framework was developed to analyze the interview data. Results Findings of the research provided a contribution to the literature in two ways. First, it provided a South African perspective of the life skills needed by elite adolescent athletes. Secondly, it identified the life skills elite adolescent South African athletes deemed important for their holistic development to include in life skills programs in South African elite sport. Time management and self-esteem / self-confidence skills were identified as the crucial life skills to be developed.

Gayatri et al. (2017) has conducted a study on Life Skills Education Program among High School Children: An Intervention Study. An attempt was made to study the efficacy of life skills education program among high school children, who were

academically weak. The objectives of this study were to assess the needs of the children, impart the appropriate life skills and test the efficacy of the intervention. 15 ninth standard children consisting of 6 girls and 9 boys were referred by teachers in the school. The data was collected using life skills scale (Vrunda, 2011) and through interview method. The study was carried out using AB Single Subject Design and the data was analyzed using non-parametric tests. Need assessment showed that the children lacked self-awareness, creative thinking and critical thinking skills. Life skills activities were implemented using group work method suggested by WHO. The major findings of this study showed that out of 15 children 13 children's parents were either illiterates or educated up to 10th standard only. The children also had very poor parental supervision. Wilcoxon Signed Ranks test showed that there is a significant difference between Pre-test and post intervention in the domains of self-awareness ($p < 0.05$), creative thinking ($p < 0.001$) and critical thinking ($p < 0.01$). It was also observed that parental supervision and academic performance had been increased significantly.

Bardhan and Nair (2016) in "Life Skills Education: A Strategy for Handling Adolescents' Risk Behavior" have made an attempt to understand whether and how school children learn life skills through their continuous involvement with school authorities, their classmates, councilors and its impact in modifying their behavior. Qualitative methodology was adopted for the research study. Data was collected through case studies. The study was conducted among the adolescent school children with risk behaviour. The students studying in classes 7th to 11th who have shown mental problems were taken as samples for the case study. Regular sessions were held with the students to understand their problems and the reasons behind the problems to generate holistic picture. Discussions were held with the parents of the identified students, peer groups and coaches. Small group seminars, group counseling and life skills activities formed part of the intervention among the students. The study proved that the continuous life skills training along with the structured counseling helped in developing positive changes among the children especially among children with problematic behavior. It has helped to develop friendly relationship with teachers, peers and parents. The involvement of parents is vital in the process and they should

be made partner in the whole process. They too are stakeholders in the development of their children and should contribute then bit.

Thote and Mathew (2016) conducted their study on "Amalgamation of Life Skills Education in Core School Subjects: Curriculum Design, Schemes, Challenges, Concerns, Issues and Solutions." The study was conducted in a Private English Medium school in central India. They have formulated various models to integrate life skills with English language teaching for class VI to VIII. The most common technique was group discussion, cooperative learning and competitive learning. It was a qualitative research and the survey method was followed. Snow ball sampling method was employed to draw the sample. Data was generated through questionnaires, interviews, document analysis, and classroom observations. The teacher interviews were focused on; 1) Type of life skills integrated with English Language Teaching (ELT). 2) Strategy to integrate life skills in English teaching language (ELT). 3) Problems encountered during implementation. There are 18 life skills identified that may be combined with language teaching. 7 life skills out of 18 which empirically combine with ELT are Trust worthiness, Courage, Discipline, Collaborative work, Decision making, Communication skills and Critical thinking. It was found that the technique was most effective to develop communication skills, interpersonal skills and social skills.

Chandra (2016) study on "A Comparative Study of Life Skills Education in the Government, Government-Aided and Private Secondary Schools in Lucknow" aimed to identify the importance of life skills education in school setting and identified the gaps in providing the life skills especially the content of the curriculum and the teaching methodology that is adopted in the classroom. The study basically used a qualitative and phenomenological methodology of research. The procedure adopted was in –depth individual interviews and conversations with the students and teachers of class VIII of all types of schools. The interview was also tape recorded. Questions were specifically focused on 6 important life skills; problem solving, decision making, self-confidence/self-awareness, empathy, and communication/interpersonal skills. Some of the questions were based on exploring the teaching methodologies of

teachers on different subjects, teaching moral science and other extracurricular activities that take place in schools and classrooms. The researcher has explored the kind of practical experience and exposure the students receive in core life skills to facilitate them to apply these skills in their daily living. One of the major findings of this study is that the private schools are in better position.

Cecily and Jabastina (2016) worked on the "The Impact of Need Based Life Skills Intervention on Skill Development and Self-esteem among Adolescents of the Marginal Group". The sample of the study consisted of 30 adolescents between the age group of 11 years to 17 years belonging to lower socio economic background from the city of Bangalore. Purposive sampling was used to select the participants. Through randomization technique participants were selected for the semi structured interview. The participants were given a pretest and were made part of need based life skills training for 4 years. The study incorporates mixed methodology and the result obtained from statistical analysis is substantiated by personal experience of the adolescents. A correlation method was used to study the relationship between need based life skills training and self-esteem. Triangulation method was used to integrate the data obtained from both quantitative and qualitative analysis. The quantitative analysis of the data results shows that there is no significant impact of the need based life skills intervention on skill development and self-esteem but it was interesting to note from the qualitative analysis that the students found it interesting and fun based, it increased self-awareness, and improved inter personal relationships, increased awareness about the surrounding, interrelated the emotional aspects and adolescents issues.

Kurian (2015) conducted a study on "The Extent of Life Skills among the Adolescents". The research design is explorative in nature and the researcher had chosen purposive sampling for collecting the data. The data was collected from 73 students from 8th standard. The primary data was collected through Life Skills Assessment Scale (LSAS), (Nair et al., 2010). It was found that majority (73.97%) of the adolescents have average score in life skills. The result showed that majority of the adolescents have average level of life skills but only a nominal percent have high level of life skills and none of the adolescents have very high life skills.

Subasree (2015) conducted a study on "Impact on the Academic Performance of High School Students between the Age Group of 13-15 through Life Skills Training" The study was carried out among 8th, 9th and 10th standard students between the age group of 13 and 15 years (N = 96) from Holy Crescent Matriculation Higher Secondary School, Thiruvalluvar district, Tamilnadu. Random sampling method was adopted for the study and the students were selected based on inclusion criteria and randomly assigned to experimental and control groups. The experimental group was subjected to a very specific life skills intervention programme. The life skills training programme consisted of interesting activities with learning objectives in mind. The study revealed that life skills training programme has shown intensive effect on the academic performance of students who attend the life skills training programme. The students' academic performance as well as their behavior has improved among experimental group students as compared to the control group.

Parmer and Katoch (2015) in their study on "Promoting School Based Life Skills Education to Influence and Empower adolescents Towards Healthy Transition to Adulthood" designed a digital curriculum for young boys and girls studying in classes 6th, 7th (aged 10-14 years). The schools were divided into two groups for implementation - one group used the digital curriculum and the other the print curriculum. Structured self-administered pre and post questionnaires were used to assess the adolescents' knowledge on sexual and reproductive health and life skills issues and its retention through use of different models. Focus group discussion with students and in-depth interviews were conducted with teachers and principals to ascertain the social desirability and cost effectiveness of the two models. It was found that digital media is more effective in increasing knowledge among students in comparison to print media. Knowledge gain was found to be 24.22% higher among students where digital curriculum was used. The use of print medium has lower effectiveness/ cash ratio as compared to digital medium.

Parvathy and Pillai (2015) in their study on the "Impact of Life Skills Education on Adolescents in Rural School" analyzed the knowledge of life skills among adolescents. The study was carried out in the coastal area schools in the Taluk

of Karunagapally, Karala, India. The study undertaken was experimental study method involving pre-posttest with experimental group and experiment-delayed group. The sample size taken consisted of 57 girls and boys of 14-18 years with 30 samples in experimental group and 27 samples in experiment-delayed group. Life skills training module prepared for the study by the researchers was administered to experimental group and experiment-delayed received no training. The data was collected through questionnaire developed and administered by the researchers such as 1) Social demographic sheet which describes the socio economic status of the respondent. It covers details of name, age gender, religion, location of residence, family type, financial status of the family, number of the family numbers, employability, marital status of parents and type of parenting and 2) Life skills knowledge level questionnaire which includes questions covering ten life skills. The result of the study was that the experimental and experimental-delayed groups were found similar in their socio-demographic status. The study has revealed that there is a significant impact on adolescents of the experimental group after the life skills training.

Anuradha (2014) in her study on "Assessment of Life Skills among Adolescents" explained the importance of life skills training among adolescents and how to assess these among the adolescents. The sample taken were 600 adolescents (300 boys and 300 girls), studying intermediate course in three types of colleges (Government, Aided, Private and Corporate) across four towns (Hyderabad, Vijayawada, Vizag, and Tirupati), and were selected through multi-stage stratified random sampling technique. Life Skills Self Rating Scale (LSSRS) specially developed for this purpose was used for assessment of life skills of adolescents after standardization. The results revealed that adolescents scored moderately good score on LSSR scale. Significant gender difference was observed in the mean scores of life skills. Boys secured better in few skills than girls and the same girls have also scored better than boys in particular skills. With regard to the place of residence, the students from Vijayawada scored better than the others in few skills.

Deshmukh (2014) evaluated the impact of life skills training on the emotional, educational and social adjustment of the secondary school children. The study

population included 69 children of class Xth from secondary school students of a private management school in Navi Mumbai who were selected in simple random sampling. The emotional, educational and social adjustment rate was measured using AISS adjustment inventory. The data was analyzed using software SPSS and paired t-tests. The findings indicated that the mean score of the emotional, educational and social adjustment had a significant difference in the intervention group before and after the intervention. The results revealed that adjusting life skills could indirectly help in promotion of positive adjustment through anger management, self-esteem, problem solving and communication skills.

Akyeampong (2014) in his study on "Reconceptualised Life Skills in Secondary Education in the African Context: Lessons Learnt from Reforms in Ghana' explains that life skills education in many secondary education curricula started with an emphasis on developing specific technical vocational skills considered essential for employability or Self-employability. The main argument of the author is that although the reconceptualization of life skills in secondary education to reflect 21st century skills is a welcoming shift in the African context, these needs to be accompanied by reforms in teacher education. So it is important to encourage classroom teaching and learning needs to be adapted in a fundamental way in order to ensure that youth fully benefit from the inclusion of 21st century life skills in secondary education curriculum.

Chhadava and Kacker (2013) conducted a study on "Effectiveness of Life Skills Education on Adolescents" by using an analytical method. The sample for this study was 400 students from different schools of Baroda city; 200 students were from schools providing life skills education and 200 adolescents from schools not providing any life skills education. The students were between the age group of 14-16 years. A questionnaire was prepared using 3 life skills tests 1) Life skills test by Walker Hannor (2009), 2) Life skills 39 (LSP-39) by Rosen, A, et al. 3) State test from state and trait anxiety inventory STAI by Spielberger, C.D. et al. The prepared questionnaire was given to all 400 students and the individual data on all dimensions for all students was calculated. The authors emphatically bring out that life skills education is a must for all students especially adolescents to help them deal effectively with life's challenges.

Anand et al. (2013) studied the effect of Life skills training on dietary behavior of school adolescents in Delhi. The study was undertaken to assess the effect of life skills training on dietary behavior of adolescents studying in grades 9 and 11 of 2 schools in Delhi. This was a non-randomized interventional study with a control group. A self-administered questionnaire was used for assessment of dietary behavior at baseline i.e. 15 days, and 3 months after the life skills training. Two life skills training sessions were imparted to the intervention group, focusing on the use of life skills in making healthy choices. Participants in the intervention group (n = 180) showed significant improvement in knowledge (P < .001), attitude (P = review of related literature (96 .007), and practices (P < .001) following the life skills training. To conclude, it was found a skill based approach does help improve the dietary behavior in adolescents.

Gomes and Marques (2013) made a study on "Life Skills in Educational Contexts: Testing the Effects of an Intervention Programme" to examine the effects of training programme on students' acquisition of life skills, life satisfaction, life orientation and expectations about academic achievement. The study involved 84 participants from four schools in the same geographical area in northern Portugal. The students were divided into intervention group (n = 41) boys = 18; girls = 23 and control group (n = 43) boys = 17; girls = 26. Groups were comparable as the participants had completed elementary education. Demographic questionnaire was designed to collect the participant's bio data. Life skills training were implemented during the academic year and each session was of 90 minutes per week. Participants completed the Youth Experiences Scale consisting of 47 items with 12 scales, the satisfaction with life scale, the life orientation test-revised and expectations about academic achievement. Results showed that students who received the intervention reported having more developmental experiences related to life skills, greater life satisfaction and a stronger tendency to be optimistic. The findings show that the training of life skills can indeed produce positive changes. Most significantly, participants in the intervention group showed higher life satisfaction and optimism. Expectations about academic achievement were higher for the intervention group before and after the intervention.

Roodbari et al. (2013) under took an extensive study on "The Effect of Life Skills Training on Social Development, Emotional and Social Compatibility among first-Grade Female High School in Neka City". The study is of experimental type in which pre-test and post-test design were used with control group. The sample of study was all female students in first-grade of high groups of 15 subjects. The experimental group was trained in life skills about 10 two-hour sessions, once a week. The tool used in this research was social development questionnaire of Alice Witsman and high school student's adjustment questionnaire of Sinha and Singh (1993), respectively. To analyze the data Multi-variable variance analysis (MANOVA) were used. Findings showed that life skills training has a positive effect on social development, emotional and social adjustment and this kind of skill of training increase the public health level and children and adolescence compatibility.

Khera and Khosla (2012) investigated "A study of core Life Skills of Adolescents in relation to their self-concept developed through yoga school life skills programme". The objective of this study is to find the relationship between cores affective life skills and self-concept of adolescents developed through yoga school life skills programme. The sample was randomly selected adolescent student from ten government senior secondary schools of south Delhi who enrolled in for YUVA SLP. There were 50 students from each from class from the classes VIII to XI respectively, so a total sample of 500 adolescents from senior secondary schools of south Delhi. They used self-concept - test developed by Dr. Praytibha Deo and self-made test of core life skills comprising of 50 statements covering ten areas of core life skills viz., coping with Stress, Empathy, Interpersonal relationship and coping with emotions, self-awareness, critical thinking, Decision making, Effective communication, Creative thinking and Problem solving . Split-half and test retest reliability of the test is 0.79 & 0.80respectively. With the help of following tools 1) Variance, Pearson correlation 2) Two tailed test, ANOVA, Regression it was found that self-concept is developed through Yoga school and it plays vital role in the relationship between self-concept and core life skills. By using Quantitative Method they found that there is a co-relation between core affective life skills and self-concept of adolescents.

Maryam et al. (2011) in their study on "Effectiveness of Life Skills Training on Increasing Self-esteem of High School Students" investigated the effectiveness of training life skills on adolescent students. This is pseudo-experimental with two groups in which one of them is study group and the other assigned as control group. The sample is of 160 male students from all the schools in Karaj city in Iran. They were selected randomly from list of students in all of the school in Karaj. They were divided in two groups randomly, 80 of them as study group and the other 80 assigned as control group. Trained counselors taught the life skills to students of the study group. Life skills programme continued for 10 sessions twice a week and 50 minutes for each session. After the training programme, they were administered Cooper Smith self-esteem questionnaire (58 items version). The questionnaire was completed by two groups after educating sessions. T test was used to compare the groups in order to analyze and the significance results indicate that there is significance difference between two groups (T = 4.95; df = 158; P < 0.001). Findings of the study indicated that life skills training lead to significant increase of self-esteem in study group in contrast to control group.

Mohammadi (2011) worked on "Survey the Effects of Life Skills Training on Tabriz High School Student's Satisfaction of life". The research study was experimental method using pre-post test design. The sample for this study was 24 female students from Tabriz high school, Iran. They were divided into two 12-students groups of examinee and witness. The life skills training was performed on the examinee group in 12 sessions (each session 90 minutes) during 8 weeks. Training techniques included lecture, discussion and dialogue, question and answer, doing practical exercises, role play, model-copying, provision of educational pamphlets, introduction of book and journals. The research tool was the questionnaire of satisfaction of life which comprises 24 questions based on Likert Scale. Cronbach Alpha Coefficient was calculated as r = 0.86. Results showed that with 95% confidence, life skills training increases high school students' satisfaction of life.

Yuen et al. (2010) made a study on "Enhancing Life Skills Development: Chinese Adolescents' Perception". The study involved six focus groups, involving 52

Hong Kong high school students (boys = 23, girls = 29; Grade 10 students = 18, Grade 12 students = 34). The students came from different parts of the territory. All the participants were nominated by their guidance. The students were all leaders who were very actively involved in extra-curricular activities. The participants were asked to describe examples of life skills from their own experiences and how the guidance and counseling programme in any way enhanced their life skills development. The interview was tape recorded. The students were also able to suggest practical strategies that school might use to further enhance students' life skills development. They identified five areas of counseling needs among high school adolescents namely, human relationships, career development, self-development, social value and learning skills. The selected students were already actively involved in extra-curricular activities and leadership in their school so their awareness of life skills was very good.

Yadav and Iqbal (2009) in their study on "Impact of Life Skills Training on Self-esteem, Adjustment and Empathy among Adolescents" had used explorative and analytic method to examine the impact of life skills training. The samples of the study consisted of 60 students (30 male and 30 female) between the age group of 15-17 years. The sample was collected from the Hans Raj Model School Punjabi Bagh. Self-esteem inventory, Adjustment inventory and Empathy quotient were administered in a group session before and after training were given. In the post condition, test scores were obtained after 5 months of training. The results of these studies clearly indicates that if adolescents develop some life skills, then positive feeling of self-worth will naturally follow in their character formation.

Sharma (2003) in his study on "Measuring Life Skills of Adolescents in a Secondary School of Kathmandu: An Experience" developed a scale to measure life skills and to assess the levels of life skills in adolescents of a secondary school at Kathmandu. The study was descriptive in nature and cross sectional survey of adolescents from class VIII, IX and X of Shivapuri Madhyamic Vidyalaya, a public co-educational school of Kathmandu supported by qualitative techniques with focus group discussion of interviews. A total of 347 adolescents participated in the study. Out of 347 students 176 adolescents (51%) had life skills scores above the mean, and

were termed as having "high level" of life skills and 171(49%), had "low level" of skills scores. It was found that connectedness and family support are important factors to develop life skills.

2.5.1. Discussion

To identify as to what extent life skills are being taught to the students through the content of the curriculum and its delivery Soni (2016) finds that the that majority of the schools focus more on the development of arithmetic, writing and reading skills. Kurian (2015) found in his study that majority of the adolescents have average level of life skills but only a nominal percent have high level of life skills and none of the adolescents have very high life skills.

Suriakant (2018) has proved in his study that the skills to handle the issues related with peer pressure on smoking, sexual abuse, self-image and creating relationships increased significantly after the intervention. He suggested that life skills education must be given from the initial stage, that is, from class on onwards. The life skills training has helped to develop friendly relationship with teachers, peers and parents (Bardhan and Nair, (2016). They suggested the involvement of parents is vital in the process and they should be stakeholders in the process of life skills training.

Life skills training programmes have been found to help in developing personality traits like self-esteem, self-efficacy, assertiveness, self-confidence, critical thinking, emotional-wellbeing, time management, problem solving and decision making (Khera and Khosla 2012; Maryam et al., 2011; Mohammadi, 2011; Yuen et.al 2010, Sharma, 2003, Yadav and Iqbal, 2009). They suggested that involvement of parents is vital in the process and they should be made partner in the whole process. Sanchez, et al., (2018) suggest school can play a vital role in decreasing child mental health problems.

Suriakant, (2018); Shahi et al. (2016); Thote and Mathew (2016); Chandra, (2016); Cecily and Jabastina, (2016); Subasree, (2015); Parvathy and Pillai, (2015); Chhadava and Kacker, (2013) in all these studies empirically confirmed that student

adolescents can develop life skills through life skills intervention. They explain in their study that life skills education must be given due importance for all students especially adolescents to help them deal effectively with life's challenges and it should start from the initial stage onwards. This in order is to develop in them coping skills to manage emotions and stress. Life skills training can improve the character of competence, confidence, connection and caring (Woodroof, 2016).

2.6. COMMUNITY SERVICE LEARNING IN LIFE SKILLS DEVELOPMENT

Farber and Bishop (2018) conducted a study on Service Learning in the Middle Grades: Learning by Doing and Caring. The purpose of this research was to describe and analyse fifth grade students' experience of service learning. The participants for this research were fifth grade students at Willow Park Middle School (WPMS) which is located in a rural New England town. A qualitative study using ethnographic methods of observation and interviews were used. 21students participated in this study. They were White, approximately half were female, and their ages ranged from nine to eleven. The data collection techniques included interview, observation, review of student work, and student questionnaires. All 21 participating students were engaged in individual, semi-structured, interviews in which they reflected on their experiences in the service-learning program at WPMS. These interviews were conducted at the end of the service-learning project in a private space within in the school. Individual interviews were conducted with the sustainability teacher, the building principal, and a core science teacher to gain their perspectives on the project and on the students' experiences. To make sense of the data a process of coding was followed to develop and explore themes presented in the research. Codes are researcher-generated constructs that attribute meaning to data for later purposes such as patterns, categorization, theory, and essence. As a the result the analysis of interview and observation of data suggested that students experienced seven key features of the service-learning class: (1) culture of "doing," (2) a culture of problem solving, (3) a curriculum of caring,(4) an integrated curriculum, (5) a joyful environment in which to learn, (6) opportunities for competence, and (7) opportunities for independence. It concluded that the participants had the standards of high quality service learning and the stages of experiential learning unfolded.

Sivalingam and Yunus (2017) worked on "Nurturing 21st Century Skills through Service Learning: from Isolation to Connection". This quasi-experimental study explored the effects of service learning on student's attitude towards learning. The sample for the study was 5 year old students 15 of them (10 male and 5 female) at a primary school in Merlimau, Melaka. Students learnt a topic from their English textbook with the title "Being a Good Citizen" as part of the English language subject. The first session was conducted without the service learning meanwhile for the second session, service learning (SL) was incorporated as part of their lesson. Students were brought to a nearby old folks home at Merlimau. Students were able to apply the knowledge they gained in the classroom. Six statements were asked in the pre and post survey forms and 3 Scale Likert was used namely; Agree, Not sure, and disagree, to ensure a ground understanding of the statements. A pre and post survey was conducted to measure student's attitude towards learning. The pre and post-survey data shows that service learning has significant positive impact on student's learning attitude (Mean = 10.2, SD = 1.74). It was found that service learning has a bright prospect in our country in honing 21st century skills among our students.

Farber (2017) has carried out a study on Learning by Doing: Service Learning As a Means of Personal Growth in the Middle Grades. It is a study on review of the literature. In this literature review the developmental match between service learning and early adolescence is analyzed, in addition to the research on personal growth and service learning among K-16 populations. Service learning is referred to in this literature review as the following: personal development, for the purposes of this study, are issues pertaining to an adolescent's self-confidence, happiness, self-efficacy, perceptions of belonging, sense of civic engagement, and open-mindedness. In addition, personal development in this review refers the concepts of tolerance, biases and stereotypes. This literature review is organized into the following sections: (a) the developmental match between service learning and early adolescents, (b) personal growth as a result of service learning, (c) service learning as a tool for fighting bias, (e) curriculum considerations, and (f) service learning pitfalls. In addition, the issues of reducing bias, possible pitfalls of service learning in relation to personal development, and a measurement tool for future studies are shared. Findings include

the importance of reflection, project duration, and mutual understanding between those served and participants of service learning. With these components in place, service learning can lead to significant personal growth in students, especially middle level learners. The study indicates that service learning has impact on empathy, civic responsibility, civic engagement, and self-efficacy. In addition, findings include growth in students' communication with parents and teachers.

Gregorová et al. (2016) investigated the development of key competences of two student groups enrolled in courses that incorporated service-learning strategies during academic years 2013-2014 and 2014-2015 at Matej Bel University. The key competences are communication competences, digital competences, competences to solve problems, learning to learn, social and personal competences, sense of initiative and entrepreneurship, civic and cultural competences. Data was analysed from only those items that appeared in the questionnaire during both years. Data pertaining to the assessment of changes in students' subjective perception of their key competence levels were obtained using a competence questionnaire. Students completed the competence questionnaire voluntarily both before and after taking the service-learning course. Students conducted self-assessments of 28 abilities within the individual competences. Respondents assessed the level of their individual skills according to a 5-point Likert scale. The data were analysed using SPSS 19.0. Collected data did not show normal distinctions; therefore, the Wilcoxon test and Mann-Whitney U test were used to detect statistical differences. The reliability of questionnaires was evaluated by using Cronbach´s alpha and varied from 0.5 to 0.9. Based on the results, we concluded that there was a statistically significant difference in students' perceived level of competences before and after completing the service-learning course in academic year 2013-2014, with large effect size ($r = -0.52$ to -0.71). Comparison of students' subjectively perceived competences before and after completing the service-learning course in the 2014-2015 academic year showed statistically significant differences in communication competences, mathematical competences, and sense of initiative and entrepreneurship, again showing increased competence after passing the service-learning course, with medium effect size ($r = -0.46$.to -0.57). The findings of the study suggest that service-learning strategies have positive impacts on the

development of students' key competences. The limitation of the study was that it was conducted with a small research (experimental) group of students who passed service-learning course. It recommended service-learning as a suitable strategy for students' key competencies development.

Infante et al. (2015) made a study on "Community Service Learning: An Effective Vehicle for Inter Professional Education." Teams of students from four disciples (medicine, nursing, dentistry, dental hygiene) worked as volunteers with a unique population of transitional homeless families to develop individualized health and wellness plans. Pre and post-participation surveys were used to measure changes in student perceptions of working in multi-disciplinary teams. The results showed positive pre-dispositions in working with each other which was further enhanced by collaborative, inter-professional experience. Community service-based learning may be a powerful combination for demonstrating the value of clinical teamwork to health profession students.

Ellerton et al. (2015) has done a study on academic service learning benefits diverse, urban community college students. Data was collected during the fall 2013 and spring 2014 semesters. A quantitative survey was administered to Academic Service-Learning (ASL) students by the Office of Academic Service-Learning. There were about 750 students from more than 60 classes over both semesters participated in this analysis. Fifteen different disciplines were represented in these various courses including academic literacy, art, biology, business, education, engineering technology, English, health, massage therapy, math, nursing, physics, psychology, sociology, speech communication and theatre arts. After completing the service learning project students completed surveys. A post-only design was used to achieve a deeper understanding of how students reported the impact of service learning on civic engagement and their academic and workplace knowledge, skills, and interests. Students were asked to self-report if they gained increased confidence in a variety of specific abilities as a result of their participation in service learning. The same survey was consisted of 23 questions related to academic course content, general education learning, career skills and volunteering/society. "General education learning" refers to the general objectives most colleges have for their students and here are categorized

as competency in reading, writing, speaking, analyzing and problem solving. Twenty-two questions were graded responses on a five-point Likert-scale, and one was an open-ended question. The open-ended question included on the survey allowed students to reflect on their service learning experiences. A chi-square test was performed to analyze the relationship between service learning and retention. They also tended to express greater confidence in their general education learning and workplace skills. Students also responded that their service learning experience. increased their interest and knowledge of civic engagement. These results shows while students generally reported positive experiences in service learning, certain groups of students reported slightly different experiences than their peers. A majority of students (76 percent) agreed that ASL projects helped them learn class material more effectively and served as an opportunity to apply what they learn in class (79 percent). Male students (83 percent) were more likely than female students

Essa-Hadad et al. (2015) conducted a study on "What impact does community service learning have on medical students' appreciation of population health?" This study aims to examine how participatory community teaching methods impact students' understanding and attitudes towards community health. Mixed quantitative and qualitative designs was used for this study. Participants for the study were 75 first year students. They completed the required public health course utilizing participatory community methods, including community visits, Team Based Learning, an ethnic forum, and lifestyle medicine. The study was evaluated by comprised skills assessment through project work and an analysis of reflective notes. A comparison of assessment scores was done with students in the previous year that experienced a formal lecture-only based curriculum. Reflective notes revealed in-depth understanding not only of course aims, but an appreciation of the social determinants of health and the local community. The students gained awareness of public health. Test marks indicated public health knowledge reached a comparable standard (83 ± 7.3) to the previous year $(85 \pm 9.3; P = 0.431)$. Participatory community learning equips students with public health skills, knowledge, and enhanced understanding of communities. It offers a way to effectively teach public health, while emphasizing the extended role and societal responsibilities of doctors.

Sabat et al. (2014) conducted a study on "Developing Students' Twenty-First Century Skills through a Service Learning Project". In their study they proposed that service learning through the applied community service project can uniquely addresses the essential 21st century skills. The participants for this study consisted of 232 college of business students enrolled in six sections. Approximately 53% (N = 122) of the participants were female and 45% (N = 104) were male 3% (N = 6) of participants did not indicate their gender. Participants had a mean age of 27.0 with ages ranging from 19 to 52 years of age. There were two groups of students. Both the groups of students had to enroll in one principle management course with the same instructors. The only difference is the design of data collection. The experimental group had to do a service-learning project which was student-led consulting project that focused on family-owned and operated businesses across multiple sections of a Principles of Management course. There were four key phases to this student-led consulting project: 1) interview with owner, 2) employee survey and data entry, 3) data interpretation, and 4) technical report writing. For the project that was designed to serve as the control, students were required to work independently to assess an organization that was of interest to them. They utilized online resources and the course textbook to evaluate the strengths and weaknesses of that organization. Core Management Knowledge, Practiced and Applied Knowledge, Teamwork, Civic Engagement were assessed by using various Linkert scale. Results indicate that service-learning increases teamwork and civic engagement, and partially increases practiced and applied knowledge. Additionally, students in the service-learning condition outperformed students in the control condition on a test of core-curriculum knowledge. Thus, this study supports the overall assertion that service learning can be used to successfully teach students 21st century skills.

Scott and Graham (2015) have done a study on "Service-learning: Implications for Empathy and Community Engagement in Elementary School Children". The total participants were 155 students (n = 79 males n = 76 females) using a pre/post design for five-session pilot service learning programme. The student from participants were first, second and fifth graders. This study used empathy measure and community engagement measure which consists of five to seven item questions. Paired-samples t

tests indicated positive changes in empathy and community engagement. Post-community engagement was examined by mediation analysis of empathy on community service. Additional analyses revealed an overall change in empathy and community engagement for all grades, but cognitive empathy increased only for fifth graders. Similarly, only fifth-grade participants showed a significant change in civic engagement. The findings show by connecting students to their community, students will feel morally and socially obliged to become valuable citizens.

Taylor and Raykov (2014) conducted a study on "The Long-term Outcomes of Community Service-Learning". This study analyzed the survey data of 525 students who took part in community service-learning course from 2005 to 2012 at (North Campus, Augustana campus Saint-jean) University of Alberta. This included 438 community-based students and 87 classroom-based students (the latter attended the CSL courses but did not participate in off-campus project). The average age of the survey participants at the time of survey was 24 years and 80% were female and 83% of male respondents were living alone. It applied a unique mixed-method research involving a combination of exploratory and explanatory sequential methods. This study extends the community service-learning evaluation programme. A comparative study has been made between Community-based and classroom-based service-learning students. From this study it was found that the students who participated in community-based service learning benefited more than the classroom-based service learning.

Schelbe et al. (2014) studied on "Benefits and Challenges of Service-Learning in Baccalaureate Social Work Programs". A national survey was conducted on Social Work Education-accredited baccalaureate programs. 202 respondents were part of the service learning programme. A web-based survey was used to administer all those who are part of the programme. The survey consisted of 21 items of which 5 were open-ended question to gain detailed accounts of respondents' experience of implementing service learning. A qualitative analysis software NViv08 was used to analyze the respondent's experience. They reported that they were benefited by incorporating service learning into curriculum. They gained self-confidence, self-awareness, were able to apply theory and social skills.

Kasinath (2013) in his article on "Service Learning: Concept, Theory and Practice" enlightens in above concept, origin, types, criteria, benefits and research issues connected with service learning". Service learning activities should be organized around and designed to meet actual community needs, and integrated into the student's curriculum. Through participation in service learning, students may develop truncated understandings of the nature of social problems and of strategies for fundamental social change. Service learning goes beyond what is learned in the class room. It is a hands-on experience. Students gain new skills by working directly with the community. Service learning enhances students' valuable academic skills, including communication, team building, and critical thinking; builds their self-esteem; and develops their sense of responsibility for decision making. Service learning has potential to transform teaching and learning in the academy and to call a generation of students to develop social responsibility and an ethic of service. Teachers should provide time for students to reflect on and write about their service experience, offer opportunities to apply newly learned academic skills and knowledge, and strive to enhance both academic learning and a sense of caring for others.

Leigh and Clevenger (2013) examined the impact of experience and the learning outcome from problem-based, service-learning opportunities carried within the context of a travel course focused on sustainable design and construction. Students from Colorado State University traveled to meet their learning partners from the University of Costa Rica. They participated in one day service-learning project. There were 19 participants from various disciplines of studies. The group diversity comprised of Cost Rican (42%), American (53%) and Chinese (5%) participants. They prepared a project goal to make nine desks and ten chairs for the element school Bagaces in Costa Rica. The project goal included safety, learning, and teamwork, giving back and having fun. They found that pre planning was valuable. Students were verbally asked three questions: what did you learn? How did you feel about what you learnt? What would you change? Sixty coded statement were initially generated from six major themes Expectation, satisfaction,, team work,/team building, learning added value/social responsibility. The study concludes that students became collaborative while working as team, recognized the skill of problem solving, empathy, creative thinking and

achieved cross-cultural understanding. This study also emphasized the impacts of international service-learning experience.

Celio, C. et al. (2011) has done a study on "A Meta-analysis of the Impact of Service-Learning on Students." A meta-analysis of 62 studies involving 11,837 students indicated that, compared to controls, students participating in service learning programmes demonstrated significant gains in five outcome areas such as attitude toward self, attitude toward school and learning, civic engagement, social skills, and academic performance. The recommendation of the study was linked to curriculum, community involvement and reflection.

Williams and Reeves (2010) have conducted a study on "Developing Social Work Values through Service Learning". The participants were 22 first year Master of Social Work students (2 males, 20 females) whose age was between 24-40 and 2 MSW graduates (female) who functioned as supervisory assistants. They spend 8 days at a camp for 100 burn-injured children. The children at the camp were from age groups 5 to 17. Duties assigned were s cabin counselors, support crew, maintenance, kitchen duty, security. Data collection was done where students maintained journals by making daily entries of personal reflections regarding impact of camp experience as a learning opportunity. Two focused group discussions were conducted after camp experience to assess utility of service learning as a pedagogical approach. An evaluation was done as open-ended questions. Data was analyzed by using Utilized Constant Comparative Method (Glaser & Strauss, 1967). Validity and reliability safeguarded by: Triangulation of data through multiple sources and multiple methods, peer examination with second author, member check with students/participants to see if findings "rang true" rich, thick description in reporting the research. The study concluded, that students' learning benefits as: learning to take pride in accomplishment of new tasks, enhancement of self-confidence, acquisition of networking skills, enhanced insight/self-awareness, confronting biases and prejudices, developing conflict negotiation skills, new learning about burn-injured population and enhanced professional identity development.

Morgan and Streb (2001) undertook a research on "The Impact of Service Learning Programs on Students' Self-concept, Political Engagement and Attitudes toward Out-groups." The data was collected through a pre and post survey given to more than 200 high school students in 10 different schools. Huber regression scale was used to assess the impact of student voice in the service-learning project on six dependent variables. The results of this research show that if students are involved in service-learning projects in which they have a high degree of voice and ownership, their self-concept and political engagement will improve and students will become more tolerant toward out-groups. Thus by having a voice in service-learning projects, students are becoming more educated, more tolerant, and more active. Service learning can indeed build better citizens.

Scales (1999) studied "Increasing Service-Learning's Impact on Middle School Students" provides the research findings on studies on development of children to grow up well and health at their critical middle childhood stage. It provides insights that can influence to build better relationships of children with themselves, others as well as to form programs and policies that will improve their lives, how positive values learned at schools through various environments eventually become deep commitments that guide young students to think and act, how social competencies learned through service-learning can lead students to respond to new and challenging situations and also sharpen their decision making capacities. In his analytical method the author collected data from more than 1000 middle school students of 6th through 8th grader from three schools. The students who had more than 31 hours of service-learning and a lot of reflection had developed many skills in the course of time. Apart from stating the implications of service-learning programmes the researcher suggests number of programme recommendations especially to well-structured service learning programme for middle schools to follow in order to increase the possible academic impact of service learning.

Brandt (1998) investigated "The Effects of Service Learning on middle and high school students with emotional disturbance". The objective of this study is to investigate into the efficacy of the integration of service learning into the curriculum

for emotionally disturbed students as a means of fostering their social/emotional well-being. The study was qualitative in nature and two separate service learning approaches were used to observe the effects of service learning on (a) school related behaviors, (b) academic performance, (c) positive shifts in empathic feelings, (d) improved self-esteem, and (e) individual locus-of-control. The participants for this study were from middle and high school students' age ranging from 12 to 15 year old boys with emotional disturbance from the Boyceville Community School District, Boyceville, Wisconsin. The students were given individual and group service learning interventions in two different environments and case study was carried out individually and in a group. Data was collected using formalized pre and post test assessment. Data was analyzed using visual comparison of test results and qualitative analysis of observational notes. Results illustrated that an emergence in positive growth in both social/emotional and academic domains occurred after service-learning intervention and showed that students in both case studies were affected by the service-learning intervention in the areas of school-related behaviors, locus-of-control, self-esteem, and academic achievement. The major limitation of this study was that data were inconclusive and vague when measuring empathy.

2.6.1. Discussion

Sivalingam and Yunus (2017) and Sabat et al. (2014) in their studies illustrated how community service learning can be used to enhance 21st century skills. The students who participate in community service learning will learn many new skills which help them cope with the challenging situations in day which they are yet to face in future. They will learn to be cooperative and collaborative while working in a team and will have built strong interpersonal skills. It is proved in their empirical studies that community service learning has impact on 21st century skills which are nothing but life skills. They have made a suggestion to focus on social skills.

Community service learning programmes also have been found to help in developing personality traits like self-efficacy, creativity, self-awareness, self-confidence, critical thinking, problem solving, decision making and achieved cross-cultural understanding (Infante et al., 2015; Essa-Hadad et al., 2015; Schelbe et al., 2014;

Leigh and Clevenger, 2013; Williams and Reeves, 2010; Brandt, 1998). Community service learning which is done for a longer period of time among the middle school students can also lead to acquisition of networking skills, enhanced insight/self-awareness, self-confidence, self-control, confronting biases & prejudices, developing conflict negotiation skills, civic responsibility, civic engagement and there is growth in students' communication with parents and teachers (Farber, 2017; Gregorova et al., 2016; Taylor and Raykov, 2014).

Scott and Graham, (2015) and Farber and Bishop, (2018) in their study emphasized the importance of introducing community service learning among the 5th graders. The impacts of community service learning are produce a culture of "doing", a culture of problem solving, a curriculum of caring, integrated curriculum, a joyful environment in which to learn, opportunities for competence and opportunities for independence. It especially enhances their skill of empathy. They will also learn to exhibit civic responsibility and civic engagement. It was found that the children younger than 5th graders could learn very few skills, In the same line with the above result Scales (2003) suggests having a structured community service learning programme for middle schools will increase the possible academic impacts and it helps the children to grow up well and healthy and it increases the possible academic impacts.

Kasinath (2013) explains the concepts, origin, types, criteria and benefits of community service learning. Community service learning motivates and empowers the students to critically reflect on their role in society. Adolescents experience their own competence and think of new ways to interact with others who are unlike them and thus they can become more tolerant and accommodating.

Celio, C. et al. (2011) and Morgan and Streb (2001) have suggested to link reflection as part of service learning programme. It is a key strategy for student engagement in valuable learning and to gain additional knowledge beyond school. It helps them to become tolerant. They suggest that students need to have voice in community service learning where they have to be involved from the beginning of the planning of the project, its designing till the evaluation. They become educated and empowered in the process.

2.6.2. General Discussion

The review of related literature empowered the investigator to have extensive information on community service, community service learning, adolescents, life skills and the impact of community service learning on life skills development.

The studies on adolescents' stresses on the problems and issues they face as part of their growth. They are vulnerable at this age and they need help in the form of guidance and counseling. The studies are done generally on the middle adolescent's problems and it is proved that different training programme could help them to come out of the various problems they face and they will be able to realize their capacity and potential. Few researches has been done to study the vulnerability and resilience of adolescent development and to find different ways to promote cognitive development in adolescents. Adolescents should be recognized as a credible area of research. It was observed that they need new skills to cope with the difficulties they face in day to day. The literature reviews on adolescents indicated that the adolescents need skills to deal effectively with the demands and challenges of life. This led the researcher to search for studies that has been conducted to impart life skills among adolescents.

Studies were conducted on adolescents to impart life skills and found it feasible to introduce them in the school context. The level of life skills among the school children was assessed and the result shows it is moderately low. Direct life skills intervention method is used to enhance life skills and this was found to be very effective. The result of the studies shows that there is positive impact on life skills development of the school children. The gap in this part of the literature review is that no studies have been made on using community service learning as intervention method to impart life skills. It is an unexplored area in the field of life skills training. Therefore the researcher tries to search for more studies conducted on community service and community serve learning and its impacts on life skills development among school children. This is to see if the community service learning intervention has any benefit on life skills development of school children.

The studies conducted on community service explain the various methods used to carry out the activity and its impacts. It can be observed that most of the studies were from international scenario and studies done in India are very less. These studies were conducted among higher education students than school students especially among medical students. The researches have suggested that more studies need to be carried out to have a structured community service programme. It also suggests that it needs to be connected to school curriculum and the teacher needs training to help the students to plan and implement. The result indicates that the impact of community service is more on the beneficiary than the students. Community service didn't have any connection with the school curriculum. Reflection and evaluation was not part of the programme.

Many studies have been carried out on community service learning as direct intervention and its impact on school children. They suggest having structured community service learning with regular reflection and assessment will lead to community service learning programme becoming successful.

Studies on community service learning have focused certain aspects of life skills like social skills, thinking skills and academic performance. However, a holistic study on life skills development has not conducted. Thus the researcher has done the study to understand the impact of community service learning on the development of core life skills among school children.

2.7. CONCLUSION

The related literature review enabled the researcher to form the objective, to formulate hypothesis, to prepare appropriate tools and to select a suitable method for the study. It also gives the knowledge for proper interpretation of data and for drawing valid conclusions based on the findings. It helped researcher to come to know that there is no study being done in the field of life skills education by using community service learning as an intervention method.