Chapter III
Review of Related Study

3.1 Studies Related to Contextual Teaching Learning
3.2 Studies Related to Life Skills
3.3 Studies Related to Selected Components of Life Skills
This chapter explores the literatures that are relevant to this study, which is helpful in understanding the development thereof towards, constructively interpreting the results of the present study. Relevant books, articles, research studies, documents, media reports etc, were considering in preparing the review chapter. The related literature gain insight into various aspects of the problem under study. It endorses the effort of the investigator in formulating a framework for the study, developing the methodology, constructing the tool for data collection and planning the analysis of data.

3.1 Studies Related to Contextual Teaching Learning

Studies on ’REACT’ strategy, Contextual Teaching Learning and Life Skills are few. Hence the investigator has included study related to Contextual Teaching Learning in other subjects and variables as well.

Suparman, Marhaeni and Dantes (2012) conducted a study on the effect of Contextual Teaching and Learning approach and achievement motivation upon students’ English writing competency. The findings of the research are (1) students taught using contextual teaching and learning approach can significantly achieve better in writing than those taught by using conventional approach, (2) there is a significant interaction between contextual teaching and learning approach and achievement motivation upon students’ writing competency, (3) for students with high achievement motivation, students’ taught using contextual teaching and learning approach achieved significantly better than those who were taught using conventional approach, (4) for students’ with low achievement motivation, there is a
significant difference between the students who taught using contextual teaching and learning approach and those who taught using conventional approach.

Komalasari (2010) conducted a study on the effect of Contextual Learning in Civic Education on Students’ Civic Competence. This research aimed to describe the effects of Contextual Learning on Civic education of Junior High School students’ civic competence. Research aimed at examining and finding the influence of the application of Contextual Teaching and Learning component in civic education involving the concept applications of interrelationship, direct experience, application, cooperation, self-regulation and authentic assessment towards citizenship competence of Junior High School students. The survey showed that contextual learning in civic education influenced positively and significantly and contributed 26% to the civic competence of Junior High School students. It was suggested that Contextual Teaching and Learning in civic education significantly influenced civic competence; the concepts of cooperation and self-regulation were the important factors of civic competence, because they were in accordance with the socio-cultural values.

Amin, Nyna; Ramrathan and Prevanand (2009) conducted a case study on Preparing Students to Teach in and for Diverse Contexts: A Learning to Teach Approach. This is case study about the implementation of an approach to teaching practice for first year teacher education students. The findings reveals that the goal of the programme were achieved among students indicated willingness to practice teaching in school that differed from their own experiences, that the visits generated
a positive attitude to poorly resourced schools and that lesson prepared by most students were geared to accommodating contextual challenges.

Chiaburu, Amanuel and Tekleab (2009) conducted a study with a purpose - to investigate individual and contextual antecedents of learning, transfer of learning, training generalization and training maintenance in a work context. Findings showed that the data supported the relationship between continuous-learning culture and supervisor support and training motivation. The study offers a better-specified model of training effectiveness by including both contextual and individual factors important for improving training effectiveness.

Angel (2009) conducted a study on revising the Contextual approach of teaching science. The purposes of this investigation were to: (a) explore possible differences in students’ critical thinking ability in a contextual based approach (b) explore possible differences in students’ meta-cognitive strategies in the contextual approach and non contextual-based approach. Study reveals that infusion of thinking skills into the contextual approach provided students with the opportunity to reflect on their cognitive processes within the context of their course.

Fensham (2009) published an article on Real world contexts in science: Implications for context-based science education. This article discusses a number of issues in science education and studied about context based science education to face the issues. Suitably chosen context can engage both boys and girls in active learning process. The investigator concluded that Contextual Teaching Learning can address the demand of science education.
Tsurusaki and Ketelin in 2009 through their study explored how making connection between school science and student’s everyday lives for higher quality in science education. They discussed how the object of the activity and the participation framework and the interaction between the two aspects provided opportunities for the students and teachers to make connections between students fund of knowledge and school science.

Rubini1 and Permanasari (2009) conducted a research to develop the model of contextual teaching-learning with collaborative strategy on Basic Science course for non-science student. Research was done with the development of contextual models of learning under six themes, such as Human mind and its development, The development of Natural Sciences, Earth in the Universe; The Diversity of Living Things and its spreading; Ecosystems and Human Role, and the Natural Resources and Environment. The research reveals that the implementation of contextual teaching and Learning using collaborative strategies was arranged to enhance students’ scientific literacy.

A study entitled as “The Development of Contextual Model with Collaborative Strategy in Basic Science Course to Enhance Students’ Scientific Literacy” conducted by Rubini1 and Permanasari (2009). The aim of the research is to develop the model of contextual teaching-learning with collaborative strategy on Basic Science course for non-science student. Moreover, the study was also done to examine the effectiveness of the model in enhancing students’ scientific literacy that involves the mastery of concepts, context, process skill and attitudes of students towards science.
In 2008, Jung conducted a study about primary Contextualization of Science Learning through immersion in content rich setting. His study stressed that context based chemistry approach have come into being to encourage students to acquire a more positive attitude towards chemistry and to improve their chemistry learning. To reach this aim, the teacher has crucial importance and context based curriculum reforms brought greater diversity to the ways in which chemistry teachers organize teaching and learning in daily classroom practices. Study revealed that, 1) Significant learning was associated with these immersion experiences, though over contextualization was problematic for same 2) there was a positive interaction between degree of contextualisation and degree of learning 3) key primary contextualization process include the situation of knowledge in time and place as well as the collection of personalised visual or embodied evidence for science concepts.

In 2008 Milner conducted a study to determine if there is a differential effect of two different learning environments determined by constructivist classroom and contextual factors on elementary science students’ motivation and learning strategies. Paired sample t-test determines that students’ motivation and learning strategies were higher in the life laboratory than in the regular classroom.

George and Mehmood (2008) conducted a study on Development and Design of 3D Virtual Laboratory for Chemistry Subject Based on Constructivism-Cognitivism-Contextual Approach. The study reveals that visual lab based on constructivism, cognitive and contextual approach has positive influence on students’ achievement.
Crawford (2008) conducted a study to find out the effectiveness of contextual teaching and learning in teaching speaking improvement. This study aims to know the influence of optimizing of Contextual Teaching Learning in student speaking improvement and also to find out whether there is any significance effect in speaking achievement of the students who are taught using Contextual Teaching Learning method and those who are taught using Audio Lingual Method. Through the study it can be concluded that teaching speaking through Contextual Teaching Learning is quite success. Speaking scores reveals that the students who learn speaking through Contextual Teaching Learning and Audio-Lingual Method have a significant difference. It means that there is a significant influence of using Contextual Teaching Learning in teaching speaking.

Kuncoro (2008) conducted a study on the improvement of reading competency through Contextual Teaching and Learning in 8th grade students. The objectives of the study were to check whether the contextual teaching and learning model improve the students’ competence in reading. The finding of the study shows that there is a positive relationship between Contextual Teaching Learning and reading competency.

Tran (2008) through his study tried to understand the connection between students’ out of school experience and their learning in science. The result of the study shows that Controlling for students and classroom factors, students ability to transfer science learning across context is associated with positive learning outcome such a achievement, interest, career in science, self efficacy, perseverance and effort.
Science teachers who have limited information about students out of school experiences thus rarely integrate these experiences into their instructional practices.

Wiseley (2008) studied the problem faced by the teachers in implementing Contextual Teaching and Learning. The result of the study showed that the teacher’s problem in teaching and learning English using contextual teaching and learning include the difficulty in making the students understand the material well (constructivism) because they lack vocabulary knowledge.

Paris (2008) published a commissioned paper entitled the role of self-regulated learning in contextual teaching: principles and practices for teacher preparation. The paper explained that 12 principles of self-regulated learning can be used by teachers in the classroom and describe the partnership between a university, a community, and teacher that enacted these 12 principles of self regulated learning in authentic context of teaching and learning.

Vermunt (2007) study the relation between student learning patterns and personal contextual factors and academic performance. From the finding it is concluded that students’ learning patterns are indeed associated with personal and contextual factors, such as type of academic discipline, prior education, age and gender.

Osman and Meerah (2007) conducted a study on the effectiveness of Contextual Teaching and Learning on student’s problem solving skills and scientific attitude. This study is designed specifically to measure the effectiveness of contextual teaching and learning of Biology on the students. Overall, the findings
revealed that there are significant differences across the experimental groups and students’ ability in terms of their problem solving skills. Contextual Teaching and Learning can improve student’s critical thinking ability and train them to be more divergent and evaluative.

Milagros (2007) studied about Infusing Tolerance, Diversity, and Social Personal Curriculum into Inclusive Social Studies Classes Using Family Portraits and Contextual Teaching and Learning. In this study the investigator use Contextual Teaching and Learning (CTL) approach to infuse tolerance and diversity education along with Social Personal curriculum into an inclusive Social Studies class in grades 7 and 8. Finding showed that Contextual Teaching and Learning approach helps to infuse tolerance and diversity among students.

Garrison (2007) conducted a case study on Contextual Teaching and Learning of science in elementary schools. Contextual Teaching and Learning (CTL) integrates inquiry, problem- and project-based learning, cooperative learning, and authentic assessment. Case studies were carried out on 21 teachers who used Contextual Teaching and Learning to teach science in elementary schools to diverse groups of children. The findings indicated that the conditions that fostered the implementation of Contextual Teaching and Learning strategies were a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas. Furthermore, the Contextual Teaching and Learning strategies were best implemented when teachers used them in conjunction with sound classroom management techniques.
Atiomo (2007) studied the constructivist strategy for medium large student group – the Contextual Learning model. This study explores the practicality of a pedagogic application of the constructivist theory of learning, which can be applied to a medium / large body of students in a traditional lecture called the contextual learning model. Students found the sessions enjoyable and interactive and thought the sessions stimulated their thinking, introduced new material and facilitated the far transfer of knowledge.

A study conducted by Mid and Zulkarain (2006) that effectiveness Contextual Lab Activity in the Teaching and Learning Engineering. The objectives of this research are to identify the level of understanding, motivation, and acceptance between the students who had gone through the contextual lab activity and the non contextual lab activity based on the questionnaire. The findings showed that there is no significant difference between the level of understanding and motivation from both groups. However there is a significant difference for the acceptance level between both groups. The findings also show that the treated group who had gone through the contextual lab activity scored higher than the non contextual. In conclusion, the contextual lab activity is able to help the engineering statistics students in their learning process.

Dennis and Hudson (2006) conducted a study on addressing accountability via contextual teaching and learning. The study reveals that accountability among students can be improved through contextual teaching and learning.

Shamsid (2006) conducted a study on Contextual Teaching and Learning practices in the family and consumer science curriculum. The objective of the study
was to determine the level of knowledge about family and consumer science teachers on the concept of contextual teaching and learning and the occurrence of contextual teaching and learning practices in their classes. The result of the study showed that family and consumer science teacher had a high to very high level of knowledge about Contextual Teaching and Learning.

Kumchaiskul (2006) conducted a survey on Contextual Learning in pre-service early childhood teacher education. This paper describes and analyzes pedagogical strategies used in a course of teaching skills in pre-service early childhood teacher education. Contextual learning, principles and theories of knowledge production and educational philosophy are applied to design pedagogical practices and assignments in this course. The strategies are filling students in the real settings for opportunities of constructing knowledge which is necessary in teaching skills practice, offering indirect and direct teaching skills experiential learning and training students’ skills of self - reflections and self-evaluation in naturalistic ways for learning development. These strategies are well-planned to promote students’ self-directed learning in terms of course contents. In performing their tasks for teaching skills practices, they are challenged to make their own decisions of their missions and planning activities for teaching skills practices in authentic and targeted settings. Political and social contexts of learning-centered classroom are important for effective transaction.

Reyner (2005) conducted about reflection on Context based science teaching: a case study of physics for students of physiotherapy. Study shows that the introduction of contextual physics to the course for physiotherapy students has been
very successful, both in terms of students’ perceptions of the course, and also in the depth and relevance of learning outcomes. The level of motivation and students’ satisfaction with their achievement are also high. Although the physics is learned in a very specific context, some students have developed sufficient interest to apply some ideas to their everyday life.

Falk and Storksdieck (2005) conducted a study entitled for using the Contextual Model of learning to Understand Visitor Learning from a science centre exhibition. Objective of the study was to find out the Contextual Model of Learning provides a useful framework for understanding learning from museums. The study reveals that the framework provided by the Contextual Model of Learning proved useful for understanding how complex combinations of factors influenced learning.

Akers (2005) conducted a study for as confronting the realities of implementing Contextual Learning ideas in biology classroom. The purpose of this study was to describe the implementation of contextual learning practices in a biology class. The study indicated that teacher in contextual classroom can make connection to biology and real life. And Contextual Teaching and Learning makes a shift from teacher directed classroom to pupil motivated classroom.

Westera (2005) presented an article on Reframing Contextual Learning: Anticipating the Virtual Extensions of Context. This article explains how Contextual Teaching Learning influences on virtual learning. Today, digital media tend to bring about new dimensions of context: internet connections and mobile devices enable learners to overcome restrictions of time and location, and neglect the physical boundaries and limitations of the learning environment. This calls for reconsidering
contextual learning. This paper conceptualizes the notion of learning context in the light of its virtualized extensions. It explains the historical and pedagogical backgrounds of contextual learning and reviews existing models that deal with context parameters. The paper identifies and discusses the constituting components of context for learning and it demonstrates how attributes of virtual representations affect the nature of context. The overall purpose of the paper is re-establishing the notion of contextual learning in the light of emerging digital media and making explicit the various dimensions involved.

Putnam and Leach (2004) conducted a study on the relation between Contextual Teaching with computer-assisted instruction. Computer-aided instruction is very compatible with Contextual Learning approaches. Because of the similarities of both contextual learning approaches, the computer assisted instruction assets identified should be exploited when considering the design of all contextual instruction to ensure effective life-long learning.

Caverly et al. (2004) investigated the use of a Contextualized reading comprehension strategy with first-semester students in developmental reading classrooms in a four-year college. Instruction was anchored in chapters from textbooks used in core curriculum courses that the students would have to pass to complete their degrees. The instruction focused on a strategy based on the mnemonic “PLAN” (Predict, Locate, Add, and Note). This study suggests that the strategy promoted achievement in college-credit courses, but conclusions are tentative because the comparison group did not take developmental education, leaving a question as to whether the developmental education course in general or
the strategy instruction, or a combination of the two, was responsible for the improved performance.

Juchun and Zichun (2004) conducted a study on multilevel analysis of peer support, internet self efficacy and e-learning outcome— the contextual effect of collectivism and group potency. The present study intends to explore the role of collectivism and group potency at group level in predicting individual Internet self-efficacy (ISE) and individual e-learning outcomes for people aged over 45. Group learning has been widely discussed in the research into online formats. This study examines the contextual effects of group potency, and the moderation effects of collectivism and group potency at an individual level. The results show that contextual factors have significance influence on collectivism and group potency in teaching and learning.

In 2003 Scott & Peter in their paper, The Role of Self-Regulated Learning in Contextual Teaching: Principals and Practices for Teacher Preparation. This paper highlights a successful partnership between a university, a community, and teachers that enacted these principles of self-regulated learning in authentic contexts of teaching and learning, noting issues confronting teacher education programs in implementing more demanding and contextualized instructional practices.

Tippins (2003) conducted a case study on implementing Contextual Teaching and Learning. Study has shown that school science is often taught as a decontextualized narrative that fails to take into account the experiences, skills, values and life worlds of students and their communities. Findings of the study suggest that the strengths and weaknesses of a Contextual Teaching and Learning
approach are rooted in many factors including: the role of science teaching and learning within larger community narratives, tensions between the narrative of school science and Contextual Teaching and Learning, and the teacher’s role as a mediator of knowledge. Implications of the study shed light on criteria that are needed for a contextually-based, transformative science education that addresses the needs of middle school learners.

Lynch and Harnish (2003) conducted a study on the influence of Contextual Teaching Learning on various learning strategies with a group of teachers in science. The study was designed to better understand the applications of Contextual Teaching Learning in the actual teaching context. Findings showed that Contextual Teaching Learning strategies used by science teachers were problem-based learning, project-based learning, collaborative learning, real-world applications, and authentic assessment. Through this study it is revealed that science teachers have positive attitude towards Contextual Teaching and Learning and practices had a positive impact on student engagement and mastery on the subject.

Indram (2001) conducted a study with the objectives the effect of Contextual Learning instruction on science achievement of male and female tenth grade students. The purpose of this study was to investigate the effect of the contextual teaching method on science performance attitude towards science and motivational factors that influence high school students to learn science. The sample includes four tenth grade classes of chemistry students. The result revealed that student achievement in chemistry is improved in the contextual learning classes as a result
of increased interest due to learning that emphasized relevancy and purposeful meaning.

Barker and Millar (2000) found that students’ cognitive chemical reasoning improve using a context based approach in teaching. Findings of the study suggest that, according to the students, the changes in teaching context based chemistry classroom imply much understanding of the science concept than in the traditional classroom. Teachers in context based chemistry classrooms seems to display more context based teaching behaviour, such as emphasising the relation between chemistry, technology and society.

Parnell (1999) conducted a study on how incorporation of Contextual Teaching and Learning and Learning strategies into curriculum influences student motivation. Findings of the study reveal that Contextual Teaching and Learning strategy in the curriculum motivates students, improves students productivity, does not require traditional texts, improves attendance, and increases student and teacher energy levels.

Woltersi & Pintrich (1998) conducted a study on Contextual difference in student motivation and self regulated learning in Mathematics, English and Social studies classrooms. This study stressed the importance of both motivational and cognitive components of classroom learning. Much of this research has examined these components without consideration of potential contextual differences. Findings of the study stress the importance of context in self regulated learning.
Brenner et al. (1997) conducted a Contextualized intervention that focused on Mathematics rather than on reading or writing skills. Contextualized instruction in this case occurred through the use of an everyday life scenario rather than through content-area material. The result of the study shows that CTL is effective for the symbol manipulation in mathematics.

Griffin and Griffin (1996) investigate the relative effectiveness of Contextual Teaching and Learning and Traditional Approach in the students’ performance. Result show that students benefit in numerous other ways from instruction that is taught in context than traditional approach. In the study, students who were taught using contextual teaching and learning strategies were evaluated using a performance test. Results were compared to the performance test results of students who were taught using traditional teaching methods.

3.2 Studies Related to Life Skill

Gomes and Marrques (2013) conducted a study on “the effect of a training programme on students’ acquisition of Life Skills, life satisfaction, life orientation and expectation about academic achievement. Findings explained those pupils who receive the Life Skill programme reported greater life satisfaction.

Raj (2013) studied the levels of life skill awareness, the dimensions of life skill awareness and its correlation with teaching competence of student teachers in Trivandrum district. The result revealed that the majority of the student teachers are having average level of life skill awareness and there is positive and significant relationship between life skill awareness and teaching competency.
Aswathi and Kumara (2012) attempted a study on the need for life skills among Adolescents. The result of the study revealed that 38.25 percent had low knowledge of life skills. The socio-economic status of the was significantly associated with their knowledge of life skills.

Menarth et al. (2012) investigated the effect of two school based life skill programme on substance abuse and objective health. The result revealed that significant positive effect concerning decrease of smoking and some enhancement in the pupils’ life skills in the experimental group.

Johnson and Ramaganesh (2012) studied the effectiveness of self-regulatory strategy in science problem solving among high school students. The major findings of the study reveals that male and female students do not differ in their problem solving action and the self regulatory awareness of students of science in rural areas during their problem solving action is comparatively less.

David and John (2011) studied life skills and attitude towards vocation among the Vocational Higher secondary and higher secondary school students. Their major findings were the attitude of a person towards a vocation is affected by various factors like social status, social identification and risk involved. So every educational institution must provide guidance to students to create a favourable attitude towards vocation.

Garg (2011) examined life skills and academic anxiety of secondary school children. She found that relationship between life skills and academic anxiety correlation was calculated and found to be highly negative. Girls possess more life
skills than boys. Private school students have better Life Skills than government school students.

Maheswari (2011) suggests that life skill education is a democratic way to empower the youth and his study found that in this contemporary world growing up also has become more stressful to youth than it them it was ever before. More and more young people are getting addicted to drug and indulging in several pervasive behaviour. Therefore the incorporation of life skill education is important for Indian students as they would promote better survival and reproductive health in a country.

Swami (2011) studied that Life skill education is a ruby in the crown of human development. Study reveals that life skills based education give room for children to develop knowledge, attitude and skills together which they can use in daily life. It helps to be creative and to learn from each other.

Binumol (2010) studied the effectiveness of life skill education programme for the children in special home and children’s home in Poojapura. Study revealed that life skill approach is an interactive educational methodology to enhance adolescence ability to take responsibility for making healthy choice in life.

Charul et al.(2010) in their study found that after undergoing Life Skill module prepared by them improved the competencies like art of thinking, communication skills, problem solving and goal setting among youth.

John (2009) conducted a study of life skills development program for the mental health of juvenile delinquents in Kerala. The study revealed that the mental health of the children improves through life skills oriented education.
Johnson (2009) studied the importance of infusing 21st century skills in education. The findings indicated that these skills play a vital role in the formulation of success both in the work and life.

Jose (2009) studied occupational aspirations and Life Skills of graduate students in Mahathma Gandhi University. The study revealed that the difficulties in art and science education exhibit significant difference in their life skills. Parental education places a crucial role in the life skills of university students.

Wahl and Patak (2009) conducted a study on a school-based universal programme to prevent depression and to build up life skills. The aim of the study was to prevent the development and increase of depressive symptoms in adolescents by empowering adolescents to improve their life skills, to foster their realistic thinking, and to influence school behaviour. Results showed that such programmes showed positive effects on the participants’ social network, symptoms of depression and aggressive behaviour compared to teaching as usual.

Nejad (2010) conducted an experimental study on the impact of life skills training on self esteem, mental health and assertiveness among students of Boosher’s high schools in Iran. Personal Data Sheet, Mental Health Questionnaire, Self-esteem Questionnaire and Assertiveness Questionnaire were the tools used for the study. The results revealed that the life skills training were effective in enhancing the mental health, self esteem and assertiveness among the students in the experimental group.
Anderson and Moore (2009) investigated the impact of life skills training program on school aged children and adolescents. The main goals of the program are to teach prevention-related information, promote anti-drug norms, teach drug-refusal skills, and foster the development of personal self-management skills and general social skills. The research design was quasi-experimental and exploratory in nature. Results indicated that the life skills training program was effective in developing self management skills.

Susan and Sreejith (2009) found that emotional intelligence has a determining influence on life skills to cope with stress and interpersonal relationship among higher secondary school students. Study showed that emotional intelligence has a determining influence on the development of total and selected life skills among higher secondary students.

Shechtman (2009) conducted a study on the Relationship of Life Skills and Classroom Climate to Self-Reported Levels of Victimization. The purpose of this study was to investigate the relationship between life skills, classroom climate and self-reported levels of victimization. Results showed a significant relation between lower levels of self-reported victimization and some of the life skills and with two of the three classroom climate components: relationship, and personal growth. Classroom climate was far more related to the level of victimization than life skills.

Chaudary and Mehthal (2008) focused upon planning and implementing a life skill program for adolescent girls from low income background for developing self awareness and sensitivity. The study has shown evident changes at the level of
understanding among adolescent girls. Major findings revealed that they were able to differentiate between aggressive and assertive communication Life Skills.

Gondas and Marcous (2008) conducted a study on a sports based life skill programme in physical education. Study aimed at examining the effectiveness of a team sports based programme taught on a part of physical education lesson. Result showed that Life Skills oriented education positively changes the adolescence.

Louis (2008) in his conceptual paper suggested the teacher education programme should include the study of Life Skills, then only student teacher can perform various roles such as knowledge creator, facilitator of learning, class manager & resource generator, assessor and role model.

Hartley (2007) opined that Life Skills training helps to reduce the problems in the workplace. As a proactive measure among the employees their skills can be put in place or enhanced to prevent them from developing problems.

Meenakshi (2008) conducted a study on Life skill education for adolescents to deal effectively with the demands and challenges of everyday life. Study revealed that adolescents receive a positive outlook through life skill education which helps them to be successful personally and educationally.

Junge, et. al. (2006) suggested that life skills give children the tools they need for perceiving or responding to diverse life situations and achieving their personal goals. Participation in quality afterschool programmes, frequent interaction with competent adults, and participation in programmes using experiential or co-operative learning have all been found to contribute to children's social development.
and academic success. It is possible that life skills development is the processes through which these programme features contribute to child development. They examined the development of life skills within a sample of kindergarten through sixth grade students enrolled in four-H Afterschool Programmes, which utilise experiential and co-operative learning activities and provides interaction with competent adults. Results of retrospective pre/post-surveys indicate that children enrolled in the programme showed life skills gain over time, and that gain on specific life skills differed as a function of age, gender, and ethnicity.

Elias and Kress (2005) discussed a classroom-based social decision-making intervention for health promotion and life skills development. The social decision-making approach brings together social-cognitive, affective, behavioural, and social relationship areas with critical thinking skills important for academic achievement. These skills are the same ones needed to promote children's health and prevent substance abuse and related health-compromising behaviours. As such, social decision-making provides an approach to health promotion that enhances coordination among classroom and health education personnel. The middle school years, a time of increasing risk for negative health-related outcomes, were examined as a key period for intervention.

Bender and Lombard (2004) defined Life Skills as the skills, insight, awareness, knowledge, values, attitudes and qualities that are necessary to empower individuals and their communities to cope and engage successfully with life and its challenges. He opined that through life skills training one can invent new ways of
Bullock (2004) conducted a study on Chinese adolescent perception on Enhancing Life skill development. The study also investigated the within-school and outside-school influences that may help develop and enhance life skills development. The study reveals that Contextual factors influencing the development of life skills appear to include not only experiences within the school curriculum and the guidance and counselling program, but also talent development opportunities, and family and peer relationships.

The study of Sharma (2003) attempts for measuring life skills of adolescents in secondary schools of Kathmandu. The study aimed to develop a scale to measure life skill and to assess the levels of Life skills adolescent of secondary school at Kathmandu. The study revealed that most of the teachers were not aware of the concept of life skills. Connectedness and family supports were other important factors influencing the level of life skills in the adolescents.

Maree and Ebersohn (2002) reported that life skill training is designed to facilitate and reinforce psychosocial skills, thus contributing to the development of health and prevention of social problems. Employees learn and apply new skills for living, and these skills enhance their productivity.

Seth (2002) conducted a study on enabling adolescents to build Life skills need assessment and conceptual framework. According to Seth poor self image and
lack of courage to say no result in poor negotiation skills forming them to engage in harmful behaviour and practice.

3.2.1 Studies carried out in India

Pereira and Krishnan (2011) analysed the life skills of secondary school students in Kerala. Normative survey was used for collecting data and sample consists of 230 VIII\textsuperscript{th} & IX\textsuperscript{th} standard students of 8 CBSE schools who were selected through random sampling technique. Tool used was life skills attribute schedule covering four areas decision making skill, problem-solving skill, critical thinking skill and stress management skill. The results revealed that above average level of life skills were present among the CBSE secondary school students; gender has no influence on the life skills of students. The students from rural area have more life skills than those from urban area. There was significant difference between life skills of secondary CBSE students who were learned through activity oriented and conventional lecture method of instruction. The students who receive activity oriented instruction showed more life skills than that of students who receive conventional lecture method of instruction.

Meena (2010) emphasized that life skills help the individual to move with right step to achieve the final level of need self actualization as discussed by Abraham Maslow, in his discourse on hierarchy of human needs- Physiological, safety, belongingness/social affiliation, self esteem and self actualization.

Usha (2009) observed that the schools should incorporate components of life skills education to train young minds to combat stress and to empower young people
in challenging situations. Participatory approach is the most effective method of teaching that should be used in life skills education formal approaches. One strategy for LSE could be to bring positive messages about people and how they integrate into the ordinary curriculum. That would require working with curriculum and textbook writers on making supplementary reading books focused on life skills.

Jessy (2009) investigated the significant levels of changes that a life skills development programme brings forth in the behaviour components and problem behaviour of juveniles in juvenile homes. The objective of the study was to find out the impact of a life skills development programme on behaviour and problem behaviours of juveniles in juvenile homes in Kerala. Sample consists of male juveniles in the age group of 13-17 who are institutionalized in the juvenile homes run by Social Welfare Dept of Kerala. The study was implemented in 4 stages. First stage- need assessment and adaptation of most suitable life skills development programme for the juveniles. Second stage- Pre-testing was done on both groups with respect to dependent variable- behaviour components and problem behaviours. Third stage consisted of implementation of life skills development programme. Experimental group was imparted with life skills development programme. Significant positive change has occurred in the assertiveness behaviour of the juveniles in experimental group after the intervention and achievement motivation of the experimental group improved significantly. Experimental group juveniles decreased in their impulsiveness. It is found that personality problems of experimental group juveniles reduced significantly. These responses throw light on the fact that they have started to practice the life skills, the development of which
was aimed through active practice and which is now echoed in more cordial and productive relationships. Outcomes of FGDs show that the juveniles have improved their knowledgebase about life skills and have started to practice it in their interpersonal relationships in dealing with the day to day decisions of life.

Chaudhary, et.al.(2008) conducted a research on implementing a life skills program for adolescent girls from a low-income context with specific focus on developing self-awareness, self-esteem and confidence along with communication and decision making skills and to inculcate gender awareness and sensitivity. An action research method was employed to impart life skills training to a school going group of adolescent girls. A pre-test and post-test design was adopted to assess the impact of the life skills intervention program. The program was thus implemented with girls (N=33) of higher secondary section, in the age group 16-to-17 years in Vadodara city, India. The tool used was a self-administered questionnaire, comprising of open-ended as well as close-ended questions. These questions were drawn from the domains like self-concept, self-esteem, decision making, gender awareness and assertive communication. Data collection for the pre-test was done and the post-test data was carried out a week after the completion of the life skills intervention. The study has shown evident changes at the level of understanding among adolescent girls. The program created an understanding about the gendered practices of socialization influencing individual roles and responsibilities and restricting progress and self-growth. They understood about assertive communication and realized difference between the aggressive and assertive communication.
Madhu (2008) emphasized the importance of life skills based education in his article on relevance of life skills based education. He opined that life skills based education helps to empower children and young adults in challenging and difficult situation. It enables to acquire knowledge, develop attitude and skills, which support the adoption of healthy behaviours. It makes the learner aware about various types of risk taking among adults. Its major aim is to help students develop the personal and social skills necessary to live in harmony with others and to behave in positive and caring ways that respect basic human rights. The life skills education enables the children to learn to cope with emotions, stress, disappointment and feelings of fear and suggests that education system must address these vital issues through life skills education approach because it can improve the life of millions of children.

Padmanabhan, et. al. (2003) carried out a project on adolescent life skills development in Azinagar and Kanakamamidi villages in Anthra Pradesh. The result revealed that life skills development intervention conducted among out of school adolescents improved their self confidence, assertiveness and communication skills.

Rao (2003) opined that the development of life skills is an important part of personality development, which can be beneficial for all young adults.

Miller and Brown (1993) made a study entitled ‘competency coping and contributory life skills development of early adolescents. The main objective of the study was to examine the self perceived competency coping and contributory life skill development of early adolescents. The major findings were self esteem and self perceived development of competency, coping, and contributory life skills are
perhaps complimentary constructs. It was found club activities and such related programme can enhance the life skill development of adolescent to a greater extent.

3.3 Studies related to Selected Life Skills

3.3.1 Studies on Self Awareness Skills

Hua, Zhong; Harris, Ann; Ollin and Ros (2010). Conducted a study on Student Autonomy and Awareness: The role of life skill education. This study reports on research into Chinese students' perceptions of a pilot key skills' communication course introduced in three vocational education institutions in China. The findings reported here focus on Chinese students' understanding of communication key skills and their changing attitudes to student-centred learning. Students' self awareness and self confidence develop as a result of life skill awareness programme.

Samual and Peter, (2009) Examine the Relationship among Learning Disability, Attention Deficit Hyperactivity Disorder, Academic Self-Efficacy, Effort, Self-Awareness and Academic Achievement in Postsecondary Student. The purpose of this study was to explore the relationship between academic self-efficacy, effort, self awareness and achievement in college aged students with Learning Disability and/or ADHD. The study reveals that a student with LD and ADHD has low level of self awareness and academic achievement.

Banks and Aaron L.(2010) conducted a study entitled as self defence education: five steps for developing self awareness. The study reveals that self-defense training is to help students to make good choices, recognize potentially
dangerous situations, and takes action to prevent a physical altercation and has influence on self awareness.

Sandi-Urena, Santiago; Cooper, Melanie M.; Stevens, Ron H., (2010) conducted a study on enhancement of metacognitive and awareness by means of a collaborative intervention. Current views on metacognition consider it a fundamental factor in learning and problem-solving which in turn has led to interest in creating learning experiences conducive to developing its use. This study reports on the effectiveness of a collaborative intervention in promoting college general chemistry students’ awareness and use of metacognition. Compared to the control group, the treatment group showed a significant increase in self awareness. Those students use metacognitive skills in teaching and learning has higher level of self awareness.

Howard and Vivian (2010) conducted a study on Importance of pleasure reading in the lives of younger teens: self identification, self construction and self awareness. This study reveals that reading was found to fulfill three broad functions: it enhanced academic performance, social engagement and personal development. In conclusion, the study confirms that teens, like adults, unconsciously use pleasure reading as a means of everyday life for self construction and self awareness. Study reports that pleasure reading, teens gain significant insights into mature relationships, personal values, cultural identity, physical safety and security, aesthetic preferences, and understanding of the physical world, all of which aid teen readers in the transition from childhood to adulthood.
Demerouti, Evangelia; van Eeuwijk, Erik; Snelder, Margriet; Wild, Ulrike, (2010) investigated about Assessing the effect of a personal effectiveness training on psychological assertiveness and self awareness. Purpose: This study seeks to examine the effects of a personal effectiveness training on both assertiveness and self awareness that were monitored before and after the training. Findings showed a similar increase on assertiveness and most components of Psychological Capitals, the study also showed an increase in agreement for assertiveness and self awareness after training.

Ross and Anderson (2011) argued that heightened self awareness leads to adherence to socially valued norms, whereas lowered self awareness is associated with antinormal behavior. As found for adults, it appears that self awareness leads 3- and 4-year-olds to adhere to salient social standards. These results suggest that self - focus has a socially adaptive regulatory function from an early age.

The study conducted by Center for Advanced Human Resource Studies (2010) emphasized that the accuracy of self awareness affects the effectiveness of individuals’ information exchanges about their roles and responsibilities. As the individual gain awareness of the purpose and their individual roles and responsibilities, they achieve higher performance and are better equipped to respond to evolving demands.

Silvia and Duval (2001) advocated that environmental factors are principally responsible for generating heightened focus on one’s self. Studies conducted previously by Duval & Wicklund, 1972; Scheier & Carver, 1985 supported this finding.
3.3.2 Studies on Problem Solving Skills

James and Marine (2005) studied to explore the relationship among the verbal, problem solving ability and reasoning ability among IXth standard students. The study revealed that there is significant relation between problem solving ability and reasoning ability. All the component of reasoning ability also significantly related with the problem solving ability.

Praveen (2001) conducted an experimental study to find out the effectiveness of mastery learning strategy on the problem solving skills in Physics of secondary school students. The study revealed that mastery learning strategy is more effective than the existing method for developing problem solving skill in physics.

Bindu (2000) conducted a study on the attraction pattern between teachers and elementary school children in DPED and in non-DPEP and its impact on mathematics problem solving ability. The main objective of the study was to compare the problem solving ability of pupils in DPEP and non-DPEP and to study the relationship between attraction patterns and mathematics problem solving ability in DPEP and non-DPEP school pupils. The major findings were, there is significant difference in the problem solving ability of pupils in DPEP and non-DPEP schools students. There is significant difference in the attraction pattern of pupil in DPEP and non-DPEP schools.

In 2000 Jayalakshmi conducted a study on the variables affecting the problem solving ability of girls in higher secondary schools of Kerala. One of the
The objective of the study was to find out the relationship between achievement and problem solving and each selected variable viz. Science, Interest, Scientific reasoning, achievement motivations, study habit and intelligence. The study revealed that the selected variables exhibit significant and positive relationship with the problem solving ability of higher secondary school students.

In another study Indhu (1999) conducted a survey on problem solving ability as a pre-requisite of mathematics aptitude of secondary school pupil in Malabar area. The major objective was to find out the relationship of problem solving ability and mathematical aptitude for the total sample and for the sub sample based on sex, locality and type of school management. The major findings revealed that there exists significant relationship between problem solving ability and mathematical aptitude for total sample. Also there exists significant relationship between problem solving ability and mathematical aptitude for boys and girls.

George (1993) conducted a study to find out the relationship of ability to solve non-routine word problem in mathematics with intelligence and socio genuine status of upper primary school pupils. The major objective was to study the general nature of the ability to solve non-routine word problem in mathematics of upper primary school pupils and the study found that the ability of students to solve non-routine word problem in mathematics is not satisfactory.

Koshy, (1993) conducted a study with an objective of find out the relationship of intelligence and socio economic status to routine word problem solving ability in mathematics of upper primary school students. The study
revealed that girls are superior to boys in solving routine word problem in mathematics.

In another study (Samual 1992) conducted a study on the relationship between pupils understanding of mathematics vocabulary and ability to solve problem in mathematics in standard V. The findings were; Performance of pupils in the problem-solving test is not satisfactory. Performance of girls is better than that of boys.

Kumari, (1991) studied the problem solving strategies of 10-12 year of age children and examine their relationship with certain reading capabilities. The finding revels that over all problems solving ability and the success an different types of problem were significantly and positively related to catch cognitive ability separately as well as globally.

In 1991 Venugopal conducted a study on the effectiveness of puzzles in solving verbal problem in mathematics. The weight of unwisely revealed that the puzzles have a significant impact on the verbal problem solving ability of students.

Vjaya, (1991) Problem - solving strategy and cognitive capabilities of children of age group of 10 to 12. The sample comprised 100 boys and girls drawn from grade V and VI of two types of school of Mijcity. Findings overall problem solving ability and success on different types of problems were significant and positively related to each cognitive capability separately as well as globally.

Gill (1990) studied the effect of training strategist on creative problem solving skill and cerebral dominium in relations to intelligence, personality and
cognitive style. The study showed that right brain strategy was superior to left brain strategies so far creative problem solving skills in mathematics were sneered.

In 1990 Guru Swamy conducted a diagnostic study of the error committed by students IX in solving problem in geometry. The study revealed that the student’s achievement was increased and the error reduced after the implementation of remedial program.

Krishnan (1990) identified the problem solving strategy in Maths among the high school students. The study revealed that there is no significant relationship between the identified problem solving structures and the achievement of problem solving in mathematics.

Tind (1990) attempted to determine the relationship between parental education and occupation on the Mathematical problem solving ability of the grade VIII and IX student. The major findings were the education of father had no effect on the problem solving ability of rural as well as urban children.

An experimental study was conducted by Kanevsley in 1990 with an objective of finding out Dynamics Analysis of problem-solving by average and High ability children, He find out the benefit of age and ability were indicated by significant improvement from general future of the four to five year old to the success of the majority of the high ability seven to eight year old.

3.3.3 Studies on Critical thinking Skills

Behar-Horenstein, Linda S. Niu, Lian, (2010) conducted a study on Teaching critical thinking skills in higher education. Result shows that :1) the same
instructional interventions can lead to different results, depending on the intervention's implementation; (2) qualitative data can inform researchers about intervention effects that are not easily captured by quantitative instruments; and the study recommends that (1) statistical significance should not be the only criterion for instructors to consider when choosing new teaching methods; (2) multiple test measures, including quantitative and qualitative, should be used to assess changes in students' critical thinking skills.

Studies conducted by Mc Call, Ava,L., (2009) about fostering the development of critical thinking skills and reading comprehension of undergraduate using a web. Through this study the investigator motivate the elementary teachers to offer opportunities for their students to critically analyze maps as part of powerful geography instruction in order to help them become well-informed and civic-minded citizens. This study suggests that teachers encourage critical thinking with maps by using a variety of projections, such as conformal, equal area, and "upside down" maps which portray different perspectives, distortions, and biases

Baum, Liesl, Newbill, and Leary (2009) conducted a study entitled as instructional design as critical and creative thinking: a case study. The role of critical and creative thinking has been debated within the field of instructional design. Through an instructional design and development project we have identified how critical and creative thinking are essential to the instructional design process. The materials combine instruction on content-area material, technology and critical and creative thinking skills. Through the study they stress the need for process of
designing instruction to teach critical and creative thinking skills, are essential in the design process.

Wass, Rob, Harland, Tony and Mercer presented a paper on scaffolding critical thinking in the Zone of proximal development. This paper explores student experiences of learning to think critically. There was very little evidence of critical thinking at first year as students experienced a high-level of material scaffold in the form of course documents, textbooks, problem solving-exercises and discussions that were primarily aimed at the acquisition of factual knowledge. The study reveals that critical thinking can enhance through social constructivism.

Alias and Hadi (2010) accomplished a study to determine the relationship between creative and critical thinking styles of post-secondary vocational students and their academic achievements. The Malay translation of the Yan Piaw Creative - Critical Thinking Styles Test (Test-retest reliability = 0.89) was used to gather data on thinking styles. One hundred and nine community college students from four Community Colleges under the Ministry of Higher Education who were undergoing work-based diploma programmes in Hotel and Catering \((n=25)\), Electrical Technology \((n=34)\), Computer Technology \((n=30)\) and Automotive Technology \((n=20)\) were the subjects in the study. The results of the data analysis show that the majority of vocational students have stronger predisposition towards creative thinking (59%). There is no association found between thinking styles and gender. However, thinking style is found to be associated with academic achievements. The study concludes that both male and female students have similar predisposition in their critical and creative
thinking styles and that thinking style is associated with academic achievements among post-secondary vocational students.

Hofreiter, et.al. (2007) designed a study to increase critical thinking through environmental context. Both qualitative and quantitative methods (An essay-based assessment of critical thinking skill, a Likert-scale assessment of critical thinking disposition and qualitative interviews) were used to measure critical thinking in students. After the 15-week course, students significantly improved in critical thinking skills.

3.3.4 Studies on Creative thinking Skills

Aboukinane (2007) carried out a study to explore whether creativity can be nurtured in an experiential learning environment at the college level. The study investigated how well process-based creativity models and construct-based creativity models reflected creative behaviour in an experiential and team-based learning environment. The research design included field observations, focus group interviews, student questionnaires, and portfolio assessments. Study participants were selected students from Texas A&M University’s College of Agriculture and Life Sciences. Findings indicated that both process-based and construct-based creativity models are good indicators of creative behavior. Further the study emphasizes that creativity can be fostered through experiential and team-based learning.

Wang (2007) carried out a longitudinal study which indicated that the oral assessments, presentation and group assignment increased the creative and critical thinking skills compared to essay examinations or multiple choice tests.
Baker and Rudd (2001) explored the relationships between critical and creative thinking. Results from this study suggested that the two constructs critical and creative thinking are not closely related. Preliminary findings of this study suggested that educators must prepare specific curriculum that stimulates creative and critical thinking separately.

The study by Mohd & Hassan, (2000) also shows that there is a relationship between creative and critical thinking styles with academic achievement. This finding is consistent with that of Toth & Baker, (1990), Wallach & Kogan (1965) and Yamamoto (1966) where higher score on creative thinking corresponded with better performance on academic achievement. Helgeson (1993) suggested that there are three ingredients to teaching critical and creative thinking to children through the content areas: using relevant, real world issues; providing structure to solve problems and organize information, and a nurturing classroom environment. This thinking parallels many of the suggestions mentioned in article on fostering creativity in the workplace. The environment must be supportive of the process.

3.2.5 Studies on Problem solving skill

Mohamad and Heong (2011) carried out a study to determine the relationship between students’ learning styles and problem solving skills among students in Building Construction Course at Vocational School. This study also investigated the differences between the students’ type of learning styles and their ability to solve the problem using their creative thinking. A survey was carried out on 68 vocational students in Building Construction Course from two Vocational Schools. The results show that the Input style dominates the learning styles of Building Construction’s
students in Vocational School and manipulating idea is the dominant creative thinking elements to solve the problem which students preferred. In conclusion, type of students’ learning styles will influence how they can cater their learning to improve their academic achievement and how they can use their creativity to solve the problem in actual situation in Building Construction work.

Awang and Ramly (2008) recommended that the word “creativity” covers a wide range of different skills and if one wants to develop creative skills among students, he has to device such activities which will inspire them to change concepts and perceptions. Salami, O Samuel and Aremu, A Oyesoji (2006) examined the relationship between the problem solving ability and study behaviour among school going adolescents in southwestern Nigeria. A total of 433 students randomly selected from fifteen secondary schools in southwestern Nigeria participated in the study. A problem solving inventory and study behaviour inventory were employed in the data collection from respondents. The results indicated that the problem solving skill was significantly predictive of study behaviour.

Bettina (2002) advocated that the problem solving method of teaching incorporates problem solving activities and it places the responsibility for learning on the student. It requires teachers to move from the traditional instructional model to one that engages teachers and students as partners in learning with the teacher functioning in the role of facilitator or coach rather than leader or all-knowing authority.

Shin and McGee (2002) investigated the use of inquiry-based multimedia learning environment as a way to increase students’ problem-solving skills,
especially female students in a ninth-grade astronomy course. Using a pre- and posttest design, the study used multiple choice and written essay questions to measure students’ content understanding and problem-solving skills. The results of ANOVA conclude that inquiry-based multimedia learning is viable and effective for improving content understanding and problem-solving skills with all students, especially females.

Windschitl (2000) explored that inquiry-based activities enhance problem solving skills among students because they let students question their own observations, generate and refine hypotheses, deal with experimental data, test those hypotheses by experimentation, and evaluate evidence. The previous researches of Bybee, 1993; Collins, 1998; Kuhn, Amsel, & O'Loughlin, 1988; Moore, 1993; National Research Council, 1996 strongly supported this finding.

Many studies have shown that inquiry-based approaches produced significantly greater problem solving skills than conventional approaches (Chiappetta & Russell, 1982; Glasson, 1989; Krajcik et al., 1998). Moreover, some researchers reported that if students experienced inquiry-based approaches, their cognitive ability, science achievement, and problem solving skills improved significantly (Greenberg-Lake, 1991; Haury, 1993; Hill et al., 1990; Lindberg, 1990; Lock, 1992; McLaren & Gaskell, 1995).

3.3.6 Studies on Decision Making Skill

Hartas, Dimitra; Lindsay, Geoff, (2010) conducted a study on young people’s involvement in service evaluation and decision making. This study
examined young people's decision making on issues that affect their lives: bullying in different contexts (e.g., family, peer groups, school) and their involvement in evaluating the availability and effectiveness of support services (e.g., disability, care). Key aims of this study were to offer young people a platform to evaluate existing services and make recommendations towards their improvement, and to discuss ways of tackling bullying at school. The findings point to a sense of agency in young people's lives with regard to evaluating and negotiating services and offering suggestions for their improvement within their family and peers. However, in their view, their decisions regarding bullying exerted limited influence within the school context. These results raised interesting issues about young people's capacity to evaluate services and the contextual influences on their involvement in decision making.

Mettas, Alexandros, (2009) study about the development of decision making skills. This paper suggests an innovative idea of using the "technology fair" as a means for promoting pre-service teachers (university students) decision making skills. The purpose of the study was to investigate the influence of a procedure of working with primary school children to complete and present a technology fair project, on the decision making skills of undergraduate primary education students (pre-service teachers). The analysis of the results indicates that the technology fair has an influence on improving university students' decision making strategies within the domain of design and technology.

Mjelde, James W.; Litzenberg, Kerry K.; Lindner, James R. (2010) study about Cognitive development effect of teaching problematic decision making to
middle school students. This study investigated the comprehension and effectiveness of teaching formal, probabilistic decision making skills to middle school students. Differences in students’ pre- and post-test performance on a general decision making test were statistically significant, indicating students can learn formal decision making in middle school and improve their decision making abilities. Both race and gender variables were shown to have no statistically significant effect on pre- and post-test scores.

Deniz, M. Engin (2010) studied about the investigation of decision making style and the five factor personality traits with respect to attachment style. The results of the study showed that the attachment styles of the students significantly predict decision self-esteem, decision making styles and personality traits. It was seen that secure attachment style is the most significant predictor of decision self-esteem and vigilance, buck-passing, procrastination scores of decision making styles, whereas the most significant predictor of hyper vigilance decision making style is fearful attachment style. Secure attachment style is the most significant predictor of neuroticism, extraversion, agreeableness, openness to experience sub-dimensions of personality traits and the most significant predictor of conscientiousness is preoccupied attachment style.

Mehta, Deepa; Gardia, Alok; Rathore (2010) conducted a study on teacher participation in the decision making process reality and repercussion in Indian higher education. This study provides a comparison of findings with similar studies conducted in Western settings regarding the relationship of participative decision making (PDM) with some selected organizational variables: teachers' job
satisfaction, organizational goal commitment, role ambiguity, and role conflict. Results indicate that in the Indian context, teachers' actual and desired participation was highest in institutional decisions and lowest in technical decisions. Among the personal variables, age, designation, teaching experience and span of service in present institution were found to be significantly related with decisional participation of university teachers.

Wadesango and Newman (2009) conducted a study on the extent of teacher participation in decision making in secondary school. This study investigated the extent of teacher participation in decision making in schools. The study established that teachers were insignificantly involved in decision making despite their eagerness to be involved. Some duties are given to senior teachers or committees even when teachers feel that they should be directly involved. There are times when school heads make unilateral decisions and impose them on teachers for implementation. The study recommends that heads of schools should give their teachers room to come up with ideas and look at all contributions objectively.

Alduaj (2012) investigated the Decision-Making Skills and its relation with gender and academic level among Business Administration College students at Kuwait University. A stratified sample of 200 Students was chosen from Business Administration College students. Results revealed that the participants had medium level in most Decision-Making Skills. They showed a high level in suggesting alternatives skills and identifying the problem skill. There were no statistically significant differences in Decision-Making Skills among males and females. There
were statistically significant differences in Decision-Making Skills related to the variable of academic level in favor for the fourth year level.

David and Maiyo (2010) conducted a study aimed to investigate the level of participation of adults in decision-making. The results indicated that (95%) of the sample participate in decision-making. The results also indicated that there were no differences between males and females in decision-Making Skills.

Rizk (2002) pointed that decision-making skills can be improved by training, also said that there were no differences between males and females in decision-making skills.

Friedman (2002) opined that adolescents’ decisions making are complicated by the lack of adequate training on problem-solving and decision-making skills.

**Conclusion**

From the foregoing discussion and review of related study, Contextual Teaching Learning aims at providing students with knowledge that can be flexibly applied (transferred) from one problem to another and from one context to another. It is important in Contextual Teaching learning in which students really learn from the beginning of knowledge, experiencing, and the context of their daily lives are linked to the concept of subjects studied in class, and then it is possible to implement in their daily lives. In other words, Contextual Teaching Learning approach has the principle of "bring them from their world to our world, then; take them from our world back to their world" so that students really get to know not only the value but also they appreciate it and the most important thing is that they should be able to actualize and practice it. (Rustana, 2002). The aims of education are not only make
an individual independent bit also mould him to become interdependent. Hence along with achievement Life Skills is essential for the students to face the hard realities of the present world thorough proper self awareness, and open mind attitude via critical thinking, creative thinking, problem solving, and they reach a right decision related to life achievement. Achievement makes an individual independent whereas Life Skills make an individual interdependent. Through the review of studies related to present investigation, investigator finds that is not much study were conducted in the area of Contextual Teaching Learning and the investigator never come across an study on ‘REACT’ strategy. Earlier studies carried out in the field indicate that, not much work has been done to find out the effect of Contextual Teaching Learning on Life Skills. The survey of reported research studies and related literature undoubtedly proved beyond doubt, that studies pertaining to the topic under investigation is very rarely attempted in the Indian context. This demands the necessity of conducting a study of this kind, wherein which the investigator firmly believes and hopes that this developed Package and its findings help to improve the education system.